

GCE AS

WJEC Eduqas GCE AS in  
**SOCIOLOGY**

ACCREDITED BY OFQUAL

**SPECIMEN ASSESSMENT  
MATERIALS**

Teaching from 2015





For teaching from 2015  
For award from 2016

GCE AS SOCIOLOGY

SPECIMEN ASSESSMENT  
MATERIALS



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**AS 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 15 marks.

Section B carries 50 marks.

Section C carries 55 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.

## Section A

### *Compulsory question*

1. Read the item below 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 and national identity is an important aspect of culture for many people.

- (a) With reference to the item and sociological knowledge, explain the meaning of the term **culture**. [5]
- (b) Using the item and sociological knowledge, explain how any **two** agents of socialisation pass on culture. [10]



## Section B

Choose **one** of the following options

### Option 1 Families and Households

#### Compulsory question

2. (a) (i) Describe the features of a beanpole family. [10]
- (ii) In 2011 over 35% of those aged 16 and over in England and Wales had never been married, which is 5% more than in 2001.

Explain **two** reasons why there has been a growth in singlehood in the contemporary UK. [15]

#### Either

2. (b) Discuss sociological reasons for increased family diversity in the contemporary UK. [25]

#### Or

2. (c) Discuss the view that conjugal relationships are equal in the contemporary UK. [25]

### Option 2 Youth Cultures

#### Compulsory question

3. (a) (i) Describe the features of neo-tribes. [10]
- (ii) In the 1950s and 60s youth sub-cultures were easy to identify; the Centre for Contemporary Cultural Studies claimed that young people joined youth sub-cultures because they rejected middle class culture.

Explain **two** other reasons why some young people join youth sub cultures. [15]

#### Either

3. (b) Discuss sociological reasons why females appear to have less involvement than males in youth sub-cultures. [25]

#### Or

3. (c) Discuss the functionalist view that youth culture is a period of transition between childhood and adulthood. [25]

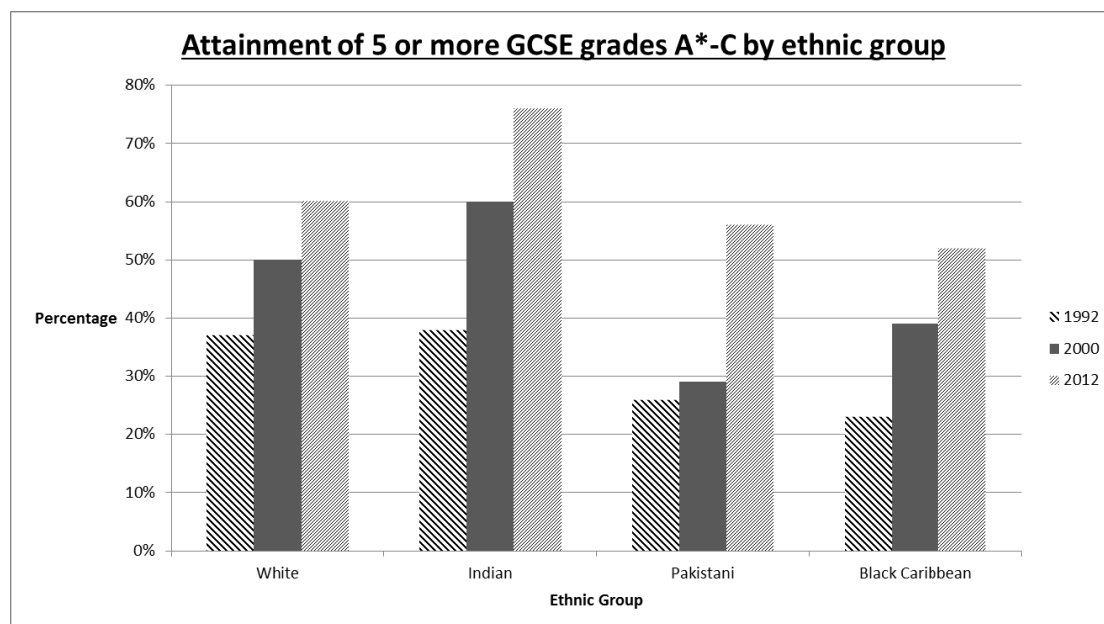
### Section C

Choose **one** of the following options

#### Option 1 Education

##### Compulsory question

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



Source: adapted from [www.education.gov.uk](http://www.education.gov.uk)

- (i) Summarise the content of the table showing the GCSE attainment of different ethnic groups. [10]
- (ii) Explain **two** sociological reasons for the relationship between ethnicity and educational attainment at GCSE as shown in the item. [10]

#### Either

4. (b) (i) Using sociological evidence and examples explain the meaning of the term the self-fulfilling prophecy in education. [10]
- (ii) Evaluate the view that education is meritocratic in the contemporary UK. [25]

#### Or

4. (c) (i) Using sociological evidence and examples explain the meaning of the term cultural capital in education. [10]
- (ii) Assess the relationship between gender and attainment in education. [25]

**Option 2 Media****Compulsory question**

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

Level of appearance by gender on terrestrial TV

Appearances on TV	Males in numbers	Females in numbers	Total number
Major role	1482	1080	2562
Minor role	1475	693	2168
Incidental/interviewer	6217	2922	9139
Total	9174	4695	3869

*Source: adapted from Broadcasting Standards Commission Report*

- (i) Summarise the content of the table showing the relationship between gender and “level of appearance on TV”. [10]
- (ii) Explain **two** sociological reasons for the relationship between gender and “level of appearance on TV” as shown in the item. [10]

**Either**

5. (b) (i) Using sociological evidence and examples explain the meaning of the term agenda setting. [10]
- (ii) With reference to **two** social groups evaluate the view that the media promotes stereotypes. [25]

**Or**

5. (c) (i) Using sociological evidence and examples explain the meaning of the term moral panic. [10]
- (ii) Using sociological theories, assess the influence of media professionals in the context of the news. [25]

### Option 3 Religion

#### Compulsory question

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

#### **New Religious Movements in the UK**

Between 1980 and 2000 membership of many New Religious Movements increased in the UK from 3,925 to 14,625. For example, membership of The Aetherius Society increased from 100 to 700 members and the membership of Elan Vital increased from 1200 to 2400.

The latest census in 2011 revealed that 6,242 people subscribe to the Heavy Metal Religion that was set up in 2010.

Other followers of New Religious Movements in the UK in 2011 include Paganists (56,620), Spiritualists (39,061), and Scientologists (2,418).

Source: adapted from Religious Trends 2000 and Census 2011

- (i) Summarise the item on New Religious Movements in the UK. [10]
- (ii) Explain **two** sociological reasons for the changes in the membership of New Religious Movements as shown in the item. [10]

#### **Either**

6. (b) (i) Using sociological evidence and examples explain the meaning of the term secularisation. [10]
- (ii) Evaluate the view that religion is functional for society. [25]

#### **Or**

6. (c) (i) Using sociological evidence and examples explain the meaning of the term denominations. [10]
- (ii) Assess the relationship between religion and ethnicity. [25]



**AS SOCIOLOGY**

**COMPONENT 2**

**Methods of Sociological Enquiry**

**SPECIMEN PAPER**

**1 hour 15 minutes**



### **ADDITIONAL MATERIALS**

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

### **INSTRUCTIONS TO CANDIDATES**

Answer **all** parts of question one.

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 50 marks.

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

### **Grandparent/grandchild relationships**

A recent study used qualitative methods of research to investigate grandparent/ grandchild relationships. The researchers wanted to find out what role grandparents play in the lives of their grandchildren and some information about the nature of their relationships.

The researchers selected 148 people to take part in the study; 75 grandchildren and 73 grandparents. The researchers were able to **access** the grandchildren in their sample through school and community groups and grandparents through organisations and clubs in the local community. Grandparents ranged in age from early 50s to late 80s. Grandfathers were more reluctant than grandmothers to take part in the research.

In total, 68 in depth interviews were conducted. There were also focus group interviews with both groups.

Adapted from [www.esrcsocietytoday.ac.uk](http://www.esrcsocietytoday.ac.uk)

**Answer each part of the following question.**

1. (a) Using material from the item and sociological knowledge, explain the meaning of the term **access**. [5]
- (b) Using material from the item and sociological knowledge, explain **two** possible reasons why the researchers decided to use qualitative methods in their research. [10]
- (c) Explain **two** weaknesses of the sampling process in this research. [10]
- (d) With reference to sociological studies, discuss the strengths and weaknesses of quantitative methods in sociological research. [25]

## **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 the candidate's response. 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 allocated to responses which demonstrate the qualities needed in AO1, AO2 and, where appropriate, AO3. Where a response is not creditworthy or not attempted it is indicated on the grid as NRSP (No relevant sociological point).

**COMPONENT 1 Socialisation and Culture****MARK SCHEME****Section A**

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

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

Indicative content

- Definition of the term culture - a way of life of a group of people.
- Elements of culture such as norms, values, beliefs, language.
- Examples of cultural diversity.
- The item should be used to demonstrate understanding.

The content is not prescriptive. Each answer will be assessed on its merits according to the assessment grid and indicative content.

Band	AO1 <i>elements 1a &amp; 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 demonstrate ability to select appropriate examples.
2	2 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of 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 context statement.	
	0 marks NRSP	0 marks NRSP



1. (b) Using the item and your sociological knowledge, explain how any **two** agents of socialisation pass on culture. [10]

The focus of the answer should be on how culture is passed on by **two** agents of socialisation

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

Indicative content

- Terms such as sanction, role model, imitation, should be expected/ rewarded.
- Terms such as peer pressure, hidden curriculum, canalisation, manipulation should be rewarded where appropriate.
- There will be appropriate selection and use of related concepts such as; norms, values, identity.
- The best answers will refer to specific examples.
- The item should be used to demonstrate understanding.

The content is not prescriptive. Each answer will be assessed on its merits according to the assessment grid and indicative content.

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

**Section B**

2. (a) (i) Describe the features of a beanpole family. [10]

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

Indicative content

- It is a vertically extended family with three or more generations.
- It is becoming more common as life expectancy increases.
- It can involve closer relationships between grandparents and grandchildren, reference may be made to Ross et al., McGlone, or any other relevant study used to support description.
- The verticalisation of family; Dykstra & Knipscheer.
- The sandwich generation - caring for younger and older relatives.

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

2. (a) (ii) In 2011 over 35% of those aged 16 and over in England and Wales had never been married which is 5% more than in 2001. Explain **two** reasons why there has been a growth in singlehood in the contemporary UK. [15]

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

Indicative content

Expect **two** reasons with explanations of their influence on the growth of singlehood.

- Legislation such as; 1975 Equal Pay Act, 1975 Sex Discrimination Act, 2006 Equality Act, abortion laws and divorce laws.
- Feminisation of the workforce: the growth in service sector jobs and career opportunities for women.
- Female independence and opportunities linked to work and career – Scare.

Changing values: singlehood is seen as acceptable.

Creative singlehood - Hall et al., Wilkinson (genderquake).

- Demographic change that could result in increased singlehood, divorce or bereavement. ONS statistics or Census data could be referred to.

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

2. (b) Discuss sociological reasons for increased family diversity in the contemporary UK.

[25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide ranging knowledge. Where answers demonstrate all abilities to the highest standard, then they will be consistent with Band 4. However answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

There should be a clear understanding of family diversity in the UK. Expect to see reference to a range of family forms such as nuclear, lone parent, reconstituted, same sex.

Social change such as changing norms and values, the changing role of women, demographic changes, legislative changes.

The relative impact of the social changes on family diversity.

Giddens and late modernity, Stacey and postmodernity.

The influence of social class (Kiernan and Mueller) or ethnicity (Berthoud).

Answers may discuss the extent of diversity (Chester).

Analysis should be supported with relevant evidence and examples such studies by Allan and Crow, Graham, Bedell, Beresford.

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

2. (c) Discuss the view that the conjugal relationships are equal in the contemporary UK. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide ranging knowledge. Where answers demonstrate all abilities to the highest standard, then they will be consistent with Band 4. However answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

There should be a clear understanding of conjugal relationships. Expect to see reference to various aspects of conjugal relationships such as domestic labour, child care, emotional work, decision making.

- The work of writers such as Gershuny, Vogler and Phal and statistical data may be discussed.
- Feminist ideas could be used to argue that conjugal relationships remain unequal and gendered reference may be made to concepts such as dual burden, triple shift and writers such as Delphy and Leonard, Oakley.
- Feminist ideas could be discussed with reference to the argument that they tend to ignore positive aspects of family life and the element of choice (Hakim).
- There may be a discussion of the difficulties involved in researching conjugal relationships that make it difficult to obtain valid data.
- There may be a discussion of factors that may influence equality in conjugal relationships such as family forms (Dunne and same sex families), class, ethnicity.
- Discussion should be supported by relevant evidence and examples.

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



## Compulsory question

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

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

## Indicative content

- More common in contemporary society.
- Based on consumerism and buying into styles.
- Bennett talked about young people forming tribes with similar interests.
- Mix and match and blending of styles.
- Less need to be spectacular as youth are less politicized; Schor.
- Cultural change such as the search for identity; Giddens, Bauman.

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

- (ii) In the 1950s and 60s youth sub-cultures were easy to identify, the Centre for Contemporary Cultural Studies claimed that young people joined youth sub-cultures because they rejected middle class culture.

Explain **two** other reasons why some young people join youth sub-cultures. [15]

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

Indicative content

Expect two reasons based on specific youth sub-cultures of the past and/or more recent trends.

Influence of the media - Stan Cohen and moral panics, romanticising of youth sub-cultures.

Extension of education and increased leisure time for young people - Eisenstadt.

Educational failure leading to anti-school sub-cultures and/or gang culture - Cohen, Mac an Ghail.

Increased economic power and the targeting of young people - teddy boys, mods.

Sense of identify - punks (Hebdige).

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

*Either*

3. (b) Discuss sociological reasons why females appear to have less involvement than males in youth sub-cultures. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide ranging knowledge. Where answers demonstrate all abilities to the highest standard, then they will be consistent with Band 4. However answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

There should be a clear focus on and discussion of why females appear to have less involvement than males in youth sub-cultures.

The concentration on involvement of boys in early youth sub-cultures.

Reference may be made to CCCS, Willis, Miller.

- Social control over females and the notion of 'invisible girls', McRobbie and Garber and bedroom culture.
- Discussion of whether this may be due to malestream sociology and the ignoring of girls' involvement or less involvement by girls.
- The process of socialisation and notions of masculinity that lead to male involvement in deviant and/criminal sub-cultures (Collinson) and to females being less likely to engage in antisocial behaviour may be discussed.
- Changes to masculine and feminine identities with reference to studies such as Lees/Sewell.
- Rise in female involvement in deviant/criminal sub-cultures and laddettes: Jackson.

The growth of club culture and involvement of females:

Thornton/Chatterton and Hollands.

Changes in bedroom culture: Sian Lincoln.

Internet culture (Hodkinson).

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

3. (c) Discuss the functionalist view that youth culture is a period of transition between childhood and adulthood. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide ranging knowledge. Where answers demonstrate all abilities to the highest standard, then they will be consistent with Band 4. However answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

There should be a clear understanding of the functionalist view of youth culture as a period of transition.

Reference may be made to writers such as Parsons, Eisenstadt, Roszak.

Notion of transition from childhood to adulthood.

There may be reference to notions of “rites of passage” in non-Western cultures and as part of transitioning in Western culture.

The functionalist ideas may be assessed with reference to Marxist, feminist and postmodern views of youth culture / sub-cultures.

There may be a discussion of the distinction between youth culture and sub-cultures.

The influence of factors such as gender, class, ethnicity may be considered to assess the view that the period of transition is not similar for all youth.

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

**Section C**

4. (a) (i) Summarise the content of the table showing the GCSE attainment of different ethnic groups. [10]

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

**Indicative content**

Expect to see reference to a range of points relating to the patterns of attainment of different ethnic groups.

Reference may be made to trends in the attainment of different ethnic groups for example; the attainment of all groups has improved.

- Reference may be made to differences in attainment between ethnic groups for example, Indian children have consistently out-performed children from other ethnic groups.
- Points made should be supported by accurate statistics drawn from the data.

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



4. (a) (ii) Explain **two** sociological reasons for the relationship between ethnicity and educational attainment at GCSE as shown in the item. [10]

There should be sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO2 band 3). Two reasons for the same pattern/trend are acceptable.

Indicative content

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

- racism
- labelling
- material and cultural factors
- social class
- changes in social policy and/or legislation.
- Reference should be made to appropriate empirical evidence and/or examples such as; Wright, Sewell, Gilbourn, Mac an Ghail, Modood, The Swann Report.

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

*Either*

4. (b) (i) Using sociological evidence and examples explain the meaning of the term self-fulfilling prophecy in education. [10]

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

Indicative content

A clear understanding of the meaning of self-fulfilling prophecy as a predication that comes true simply because it has been made.

- Interactionist ideas about labelling such as Becker, Hargreaves.
- The link between labelling and self-fulfilling prophecy with reference to examples such as Rosenthal and Jacobson.
- Stereotyping; Keddie.
- The link between social characteristics and the notion of the ideal type pupil.
- The possible impact on educational outcomes

Resistance to labels and counter school cultures (Mirza, Wright, Akom).

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

4. (b) (ii) Evaluate the view that education is meritocratic in the contemporary UK. [25]

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

#### Indicative content

The focus of the answer should be on the nature and meaning of meritocracy and whether it is evident in education in the contemporary UK. Expect to see the notion of meritocracy linked to functionalist theories of education. The work of Parsons, Davis and Moore may be used to illustrate the functionalist view of education as a ladder of opportunity.

- There may be reference to recent social policy which emphasises individual attainment (Gove & Coalition Government).
- Reference may be made to the development of education structures in the UK in terms of ensuring a more meritocratic system and an appraisal of the success of these policies.
- Expect to see alternative theories used to evaluate the view
  - Marxism, Bowles and Gintis, Althusser
  - Feminism, Francis, Best

Interactionism, Becker, Hargreaves.

- Attainment patterns for gender, class and ethnicity may be used to argue against the view.
- A discussion of the influence of class, ethnicity, gender may be used to support arguments.
- Reference may be made to recent political, social or public debate and policies with reference to equality or inequality.
- Appraisal and assessment should be supported with relevant evidence and examples.

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

4. (c) (i) Using sociological evidence and examples, explain the meaning of the term cultural capital in education. [10]

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

Indicative content

A clear understanding of the meaning of cultural capital as cultural skills transmitted by middle-class parents to their children.

- Bourdieu; his claims about the middle class being at an advantage in education because their culture is a close match to the culture of the school giving middle class children an advantage.
- Alice Sullivan could be used to argue that Bourdieu's ideas have been validated by more recent research.
- Diane Reay; the way that middle class mothers use cultural capital to negotiate educational choices.
- The possible impact on educational outcomes.
- Cultural reproduction; Stephen Ball the middle classes have an advantage

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

4. (c) (ii) Assess the relationship between gender and attainment in education. [25]

Answers will make judgements of the worth of the sociological concept, theory, controversy or sociological debate. The answer will focus on the relevant debate in the question precisely. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. 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 and assessment of patterns of attainment for different genders.

- There may be reference to recent legislation and non statutory advice on equality in schools (Equality Act 2010 - advice for schools, DfE.)
  - There should be an assessment of the sociological explanations for these patterns, for example:
    - interactionism
    - feminism
    - Marxist ideas about attainment linked to gender such as the influence of cultural capital being more significant than gender
    - the influence of material deprivation overriding gender issues
    - the hidden curriculum; how this might influence gender expectations and subject choice with reference perhaps to the work of Coffey and Delamont
    - genderquake; the changing role of women and changing expectations. (Wilkinson, Connell)
  - These theories should be assessed with reference to relevant evidence and examples, for example:
    - the focus on gender inequalities has diverted attention from inequalities of class and ethnicity, Francis and Skelton
    - theories that emphasise socialisation tend to ignore the way that both males and females can actively be involved in shaping their own identities
- research from the 70s and 80s which should be assessed in terms of its relevance to contemporary society.
- Relevant evidence and examples such as classroom studies: (Connolly, Mirza, Fuller, Sewell.)

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

5. (a) (i) Summarise the content of the table showing the relationship between gender and “level of appearance on TV”. [10]

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

Indicative content

- Expect to see reference to the differences between the frequency of appearance on TV of males and females, for example, more males in major roles.
- Reference may be made to the type of appearance in relation to gender, for example, more males in supporting roles or as interviewers.
- Points made will be supported by accurate statistics drawn from the table.

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



5. (a) (ii) Explain **two** sociological reasons for the relationship between gender and “level of appearance on TV” as shown in the item [10]

There should be two sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO2 band 3). Two reasons for the same pattern/trend are acceptable.

Indicative content

There should be two different reasons which will be linked to the data in the item.

- Reference may be made to reasons such as:
  - stereotyping
  - patriarchy
  - decision-making
  - the role of media professionals
- Reference should be made to appropriate empirical evidence and/or examples.

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

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

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

**Indicative content**

Expect to see a clear understanding of agenda setting as a means of controlling the issues which come to public attention through the media.

- The role of media professionals and decisions about newsworthiness.
- News values; Galtung and Ruge.
- Issues of space and time, when an event occurs and access to information.
- The editor as gatekeeper.
- The influence of owners such as corporations and media moguls on the content of the news.

The work of the Glasgow University Media Group or any other relevant studies.

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

5. (b) (ii) With reference to **two** social groups, evaluate the view that the media promotes stereotypes. [25]

Answers will make judgements of the worth of sociological concept, theory, controversy or sociological debate. The answer will focus on the relevant debate in the question precisely. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. 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 may be reference to how the media reports social policies.

- The focus of the answer should be on an examination of a range of stereotypical presentations such as gender, age, disability, sexuality, ethnicity.
- Evidence from the work of Provenzo and the limited representation of women in video games.  
The work of Ross and the meaning of the increased involvement of women in news reporting.
- Ferguson and womens' magazines, Gauntlett and the role of men's magazines in the search for masculine identity.
- Gunter and the sexualisation of the media.
- The representation of homosexuality and the work of Cricher.
- The work of Malik, Gray, Cottle who suggest that stereotypical images of ethnic minority groups are evident in the contemporary media.
- Representation of class and the work of Glennon and Butsch, the Glasgow Media Group, Owen Jones.
- Marxist and feminist ideas used explicitly to evaluate the view in the question.
- Pearson and the representation of youth. Links made to earlier studies such as Cohen.
- Disability and the work of Longmore or Cumberbatch and Negrine.

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

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

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

**Indicative content**

A clear understanding of the meaning of moral panic as public outrage caused by the media about a particular social group or issue.

- The creation of moral panics by the media; the use of emotive headings, language, images to stereotype and label particular groups such as New Age Travellers, Black youth.
- Folk devils and deviance amplification.
- Young people and moral panics, Stan Cohen.
- Moral panics and threats to children, Critcher.
- Features of moral panics, Goode and Ben-Yehuda.
- Examples of recent moral panics.

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

5. (c) (ii) Using sociological theories, assess the influence of media professionals on the content of the news. [25]

Answers will make judgements of the worth of sociological concept, theory controversy or sociological debate. The answer will focus on the relevant debate in the question precisely. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. 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 assessment of sociological ideas about the influence of media professionals on the context of the news.

- There may be reference to how the media reports social policies.
- Marxist ideas should be examined: the concentration of ownership and the power of the owner to influence media professionals.
- Reference to the work of Bagdikian.
- Concepts such as vertical and horizontal integration.
- Impact of globalisation on the work of media professionals.
- Cultural hegemony with reference perhaps to the work of Stuart Hall.
- Glasgow University Media Group argue that media professionals influence the content of the news.

Alternative ideas such as Pluralism.

Katz and Lazarsfeld.

Organisational issues: news values, gatekeeping and the influence of time and space on the news.

New media such as the internet.

Contemporary examples.

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

6. **New Religious Movements in the UK**

- (a) (i) Summarise the item on New Religious Movements in the UK. [10]

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

Indicative content

- Expect to see reference to the membership of different New Religious Movements as shown in the item, for example, increase in membership.
- Reference may be made to trends in the membership of New Religious Movements for example growth of new religions.
- Reference may be made to differences between membership of New Religious Movements, for example, the differences between memberships.
- Points made will be supported by accurate statistics drawn from the data in the item.

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



6. (a) (ii) Explain **two** sociological reasons for the changes in the membership of New Religious Movements as shown in the item. [10]

There should be two sociological reasons with effective use of sociological language (AO1 band 3). At least one reason will be supported by sociological evidence (AO2 band 3). Two reasons for the same pattern/trend are acceptable.

Indicative content

- There should be two different reasons which will be linked to the data in the item such as:
  - secularisation
  - changing values
  - growth in spirituality
  - growth in New Religious Movements
- Reference should be made to appropriate empirical evidence and/or examples such as Wallis, Bruce.

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

Either

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

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

Indicative content

A clear understanding of the meaning of secularisation as a decrease in commitment to religion and religious practices, (Bruce)

- Wilson; religion losing social importance as the basis of peoples' thinking
- Decline in the power of the church
- The growth of new religious movements; Barker, Bird and Reimer
- The growth of individualism and materialism

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

6. (b) (ii) Evaluate the view that religion is functional for society. [25]

Answers will make judgements of the worth of sociological concept, theory controversy or sociological debate. The answer will focus on the relevant debate in the question precisely. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. 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 evaluating functionalist ideas about the role of religion in society.

- There may be reference to current trends within UK social policy and welfare provision in relation to the re-emerging role of religion in the UK.
- The view that religion contributes to the well-being of society and contributes to promoting value consensus which in turn leads to social stability.
- Durkheim: totemism, collective worship, ceremony and rituals, socialisation, social integration and solidarity, dealing with the traumas of life and promoting a sense of belonging.
- The work of Berger.

Weber's ideas about the role of religion in social change.

An examination of different religions and how each may, in different ways, perform social functions.

- Alternative ideas should be examined.
- Marxism: religion as an ideological apparatus.
- Marxist claims that religion helps to legitimate inequality, keep people in a state of false consciousness disguising exploitation should be evaluated.
- The work of Halevy, Leach or Hook.
- Contemporary examples of the apparent link between religion and social unrest might be explored.

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

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

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

Indicative content

A clear understanding of the meaning of denominations as the notion of branches of a religion with some similarities and some differences, Stark and Bainbridge.

- Examples of Christian denominations such as Methodist, Baptist.
- Examples of sects such as Jehovah's witnesses, Moonies.
- Bruce and the notion that denominations do not claim a monopoly of religious truth.
- Examples of different norms within different denominations as features of their identity and difference.

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

6. (c) (ii) Assess the relationship between religion and ethnicity. [25]

Answers will make judgements of the worth of sociological concept, theory controversy or sociological debate. The answer will focus on the relevant debate in the question precisely. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. There will be an evaluative and analytical tone throughout. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. 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 identifying the relationship between ethnicity and religion and on an examination of sociological explanations for this relationship.
- There may be reference to current and emerging social policies.
- The meaning of religions within and to people of different faiths.
- Explanations for differences in the relationship between religion and different ethnic groups.
- The concept of religion, community solidarity and ethnic identity should be examined.
- The different role played by religion in the lives of African-Caribbeans and Asians. Modood's work on ethnic identity.
- Metcalf and the link between work and belief amongst Muslims.
- The work of Hall on Pentecostalism.
- Second and third generation immigrant ideas with reference to the work of Modood or Drury.
- The changing nature of the relationship between ethnicity and religion.
- The significance of faith schools in the relationship between ethnicity and religion.
- The impact of racism on the importance of religion as a source of identity and community.

Marxist ideas about power and ideological control.

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

## **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 the candidates response. 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 - Methods of Sociological Enquiry****MARK SCHEME**

1. (a) Using material from the item and sociological knowledge explain the meaning of the term **access**. [5]

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

## Indicative content

A definition of the term access – obtaining a sample and the associated considerations, or of penetrating a social group in order to study them.

- Target population.
- Gatekeepers.
- Ethics/informed consent.
- Willingness of population to participate.
- Problems associated with access/sampling.
- Link to representativeness.
- Ethical issues.
- Reference will be made to the item.

Band	AO1 <i>elements 2a &amp; 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 as applied to research methods	2 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence/research methods. 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 as applied to research methods	1 mark Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence/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 as applied to research methods	
	0 marks NRSP	0 marks NRSP

1. (b) Using material from the item and sociological knowledge, explain **two** possible reasons why the researchers decided to use qualitative methods in their research. [10]

There should be two reasons for AO1 band 3. These reasons can be theoretical, practical or methodological and must contain technical language. For AO2 band 3 the reasons must be contextualised and explained with reference to methodological issues and contextualised.

Indicative content

- Rich, detailed, data; getting an inside view of the relationship between grandparents and grandchildren.

Rapport between interviewers and interviewees, increasing validity.

- Respondents able to lead interviews.

Empathy and verstehen.

- Reference to the item should be contextualised.
- Reference may be made to studies using qualitative methods.

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

1. (c) Explain **two** weaknesses of the sampling process in this research. [10]

There should be two weaknesses identified for AO1 band 3. These weaknesses will contain technical language and will be focused on methodological problems. For AO2 band 3 the weaknesses must be explained with reference to methodological issues and the impact on the research.

Indicative content

- There will be specific references made to the item.
- Lack of representativeness because of small sample size.
- Findings not generalisable.

Access.

- Sample not representative of target population as it lacks responses from grandfathers.

Unintended patterns may develop.

Those not part of sample remain unrepresented.

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

1. (d) With reference to sociological studies, discuss the strengths and weaknesses of quantitative methods in sociological research. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide ranging knowledge. Where answers demonstrate all abilities to the highest standard, then they will be consistent with Band 4. However answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Definition and discussion of quantitative methods.
- Reference to various quantitative methods e.g. questionnaires, structured interviews, secondary data.
- There will be a balanced argument.
- There will be accurate use of sociological concepts such as reliability, validity, representativeness, generalisability, ethics.
- There will be a reference to appropriate sociological studies.

Strengths:

- Reliability - quantifiable data.
- Representativeness.
- Generalisability - to a larger population.
- Statistical analysis.
- Favoured by positivists.
- Practical issues – can be inexpensive and quick.

Weaknesses:

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

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