



GCE AS MARKING SCHEME

SUMMER 2022

**AS
SOCIOLOGY – UNIT 2
2200U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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 need 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).

Reference to examples and evidence drawn from the study of Welsh culture and society will be credited.

GCE SOCIOLOGY

UNIT 2 – UNDERSTANDING SOCIETY AND METHODS OF SOCIOLOGICAL ENQUIRY

SUMMER 2022 MARK SCHEME

Section A

Read the following item and answer each part of the following question.

Compulsory question

Understanding White Working-Class Boys

White working-class boys are thought to consistently underperform at school. To gain insight Stahl researched twenty-three 14-16-year-old working class boys from South London over a period of nine months. Semi-structured interviews were chosen as a qualitative, flexible method – all the boys could be asked the same questions, but Stahl had the opportunity to further probe their responses, leading to interesting quotations from the boys. This increased the validity of the data but had a negative effect on **reliability**. Stahl also set up two focus groups to discover more qualitative insights into the boys' opinions and attitudes.

Adapted from: Garth Stahl: 'I don't want to be the best...just normal': Educating white working-class boys. September (2017) Sociology Review

Answer each part of the following question.

1. (a) Using material from the item and sociological knowledge, explain the meaning of the term **reliability**. [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 – generally refers to whether the same or consistent results would be produced if the research were to be repeated/replicated by the same or other researchers
- Reliability can refer to both the data collected and the research tool e.g. a questionnaire
- Examples of other relevant research methods – structured interviews, surveys, analysis of official statistics.
- Reliability may be temporal or comparative
- Quantitative data is more likely to be reliable.
- Favoured by positivists
- Reference will be made to the Item.
- Any other relevant point.

Band	AO1 elements 2a & 2b	AO2 element 1b
3	<p>3 marks</p> <p>Answers demonstrate detailed knowledge and understanding of sociological concepts relating to the context of the debate/question as applied to research methods</p>	<p>2 marks</p> <p>Answers demonstrate accurate and relevant selection of appropriate sociological 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.</p>
2	<p>2 marks</p> <p>Answers demonstrate some knowledge and understanding of sociological concepts relating to the context of the debate/question as applied to research methods.</p>	<p>1 mark</p> <p>Answers demonstrate some ability to select, apply and interpret appropriate sociological concepts/evidence/research methods in the context of the debate/question.</p>
1	<p>1 mark</p> <p>Answers demonstrate basic knowledge and understanding of sociological concepts relating to the context of the debate/question as applied to research methods.</p>	
	<p>0 marks</p> <p>NRSP</p>	<p>0 marks</p> <p>NRSP</p>

- (b) Using material from the item and sociological knowledge, explain **two** possible reasons why sociologists use semi-structured interviews 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. The item should be used to demonstrate understanding.

Indicative content

- Understanding of the concept semi-structured interviews: generate mainly qualitative, some quantitative data.
- Flexibility: the interviewer can ask some set questions, but probe further to gain further insight/clarification – discover more insights, as in the Item
- Semi-structured interviews may be valuable to sociologists on their own or used in combination with other primary sources such as focus groups, as in the Item
- Allow the researcher to explore meanings
- Data collected can be transcribed and expressed in words, providing descriptive insights into the people being studied
- Sensitive issues can be discussed as trust is built up
- Preferred by Interpretivists
- Data high in validity
- Reference will be made to the item.
- Any other relevant point.

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

- (c) With reference to the item and sociological studies, discuss the strengths and weaknesses of focus groups. [20]

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

- All methods have strengths and weaknesses.
- Understanding of the concept focus groups: participants encouraged to discuss an issue, rather than answer specific questions.
- The main purpose of focus group research – to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way – not be feasible using other methods, for example observation, one-to-one interviewing, or questionnaire surveys
- Focus groups generate qualitative insights e.g. into the boys' opinions and attitudes (Item), enhancing the validity of the data.
- Focus groups may be valuable to sociologists on their own or used in combination with other methods such as semi-structured interviews, as in the Item.
- Flexibility: the interviewer can ask some set questions, but probe further to gain further insight/clarification.
- Data collected can be transcribed and expressed in words, providing descriptive insights into the people being studied.
- Researcher can explore meanings people being studied give to actions
- Data more valid than methods such as questionnaires and structured interviews.
- Sensitive or controversial issues can be discussed
- Researcher can access non-verbal-communication in the group.
- There should be reference to studies used to illustrate the points made.
- White, C. Bruce, S. and Ritchie, J. (2000) Young Peoples' Political Interest and Engagement Amongst 14-24-year olds, 24 focus groups. York: J Rowntree Foundation; 2000
- Mac an Ghaill used focus groups to discuss the school experiences of a group of young people who were gay; 1994
- Holbrook and Jackson 'Shopping around': Focus Group Research in North London; 1996
- Frosh et al: Young masculinities: to gain an insight into young masculinities. 12 London schools, 245 boys, 11-14 years old, and 27 girls. 45 focus groups between four and eight people in each; 2001
- Slater, A. and Tiggemann, M. "Uncool to do sport": A focus group study of adolescent girls' reasons for withdrawing from physical activity; 2010
- Any study that provides appropriate examples of focus group research
- Reference will be made to the item

Disadvantages of focus groups.

- Comparability: focus group studies are not standardised – less reliable: very difficult to repeat over time and between groups
- The researcher relies on the dynamics of the group to keep the discussion going.
- Focus group research is challenging – for example managing the dominant personalities and those who might ramble.
- Little quantitative data.
- Focus group research can be very time consuming
- Analysing the data – difficult.
- If the research has been recorded, information collected needs to be transcribed: can take many hours.
- Researcher may influence the respondent's answers through their body language or tone.
- Problem those being researched might want to present themselves in a certain way and this can affect the validity of the research.
- Other researchers cannot replicate the focus group research to check the reliability of the data
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	8-9 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	5 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.	6 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.	3-4 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.	4-5 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.	2-3 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 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

Section B

Answer **one** of the following options

Option 1 Education

Compulsory question

2. (a) (i) Summarise the content of the graph showing the relationship between gender and achievement in Key Stage One. [10]

Answers should include accurate points for band 3 AO1 which should be supported with data from the chart. For band 3 AO2 a clear interpretation of the data should be present.

Indicative content

- Expect to see reference to a range of points relating to the relationship between gender and attainment at Key Stage One in reading, writing, maths and science.
- Overall at Key Stage One more girls reach the expected standard than boys in all subjects.
- The subject with the largest difference in attainment by gender continues to be writing, with a gap of 14 percentage points between girls (75%) and boys (61%).
- In reading, the attainment gap is 9 percentage points, with 80% of girls and 71% of boys reaching the standard
- In science, the attainment gap is 5 percentage points, with 85% of girls and 80% of boys reaching the standard.
- The gap is narrowest for mathematics at 2 percentage points, in which 76% of girls reached the standard compared to 74% of boys.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point

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

- (ii) Explain **two** sociological reasons for the relationship between gender and educational achievement. [15]

There should be two sociological reasons with effective use of sociological language (AO1 band 4). Both reasons will be supported by sociological evidence (AO2 band 4). Two reasons for the same pattern/trend are acceptable. Candidates may refer to the interconnection between gender, ethnicity and social class.

Indicative content

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

- Changing attitudes in society, Sharpe, Francis and Skelton
- Feminisation of the job market; increased opportunities for females, loss of basic industries and manufacturing jobs, leading to crisis of masculinity for some boys, especially working class; Mac an Ghail
- Impact of the women's movement, changes to the law for girls; Arnot
- Differences in socialisation, McRobbie, Hannan
- Emphasis on coursework hinders boys; Mitsos and Browne
- Feminisation of education; Mitsos and Browne
- Labelling and stereotypes of ideal pupil, including 'halo effect'; Hargreaves.
- Lad culture hinders boys and working-class girls' achievement; Willis, Mac an Ghail, Jackson
- Aspirations of boys less likely to embrace an educational route; Francis
- Reference should be made to appropriate empirical evidence and/or examples.
- Any other relevant point.

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

(b) Discuss Marxist views of education.

[30]

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

Indicative content

- Candidates may focus on Marxist interpretations of the role of education and/or educational achievement.
- The role of education as an ideological state apparatus; Althusser
- The role of education as social reproduction, ensuring inequalities in capitalist society are reproduced in the next generation; Bowles and Gintis
- Correspondence principal; Bowles and Gintis.
- Educational institutions increasingly run along the lines of capitalist business; Rikowski
- Myth of meritocracy; Bowles and Gintis
- Over-emphasis on the notion of meritocracy at the expense of equality; Ball
- Material deprivation hinders working class children in school; Smith and Noble; Blanden and Gregg; supported by JRF data; Chowdry
- Cultural capital theory may be considered as broadly Marxist in tone; Bourdieu
- Marxist critiques of policies designed to prepare young people for work; Finn
- Schools fail to prepare working class boys for the workplace; Willis

To evaluate

- Willis may be referred to as a critic of traditional Marxist views
- The Functionalist view that equality of opportunity exists in the British education system; Parsons, Davis and Moore
- Functionalist views of education as a ladder of opportunity and a route to social mobility; notion of meritocracy
- Role of schools as meritocratic institutions; Parsons
- Education and role allocation; Davis and Moore
- Role of schools in preparing young people for work; Durkheim, Parsons, Davis and Moore
- Sifting and sorting, transferable skills; Davis and Moore, Parsons
- The role of the formal and the hidden curriculum.
- New Right views as an alternative to Marxist views; Murray, Chubb and Moe
- Welsh Baccalaureate – skills transferable to the work place and work experience.
- Feminist critiques of Marxism; patriarchal messages in the curriculum; Francis, Archer.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	7-10 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 accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	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	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

- (c) Assess the impact of labelling on the educational achievement of different ethnic groups in the UK. [30]

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

Indicative content

- There should be a clear understanding of patterns of achievement amongst different ethnic groups; DfES/DCELS statistics, Estyn reports. Welsh-medium education statistics and data may be considered
- There may be reference to variations in attainment between ethnic groups and to the significance of social class and gender to these patterns
- Labelling, institutional racism; Wright, Connolly, Mac an Ghaill, Gillborn and Youdell
- Teacher 'racialised expectations' of black pupils: Gillborn and Youdell
- Educational triage; Gillborn and Youdell
- Introduction of Ebacc benchmark discriminatory for traveller and Gypsy/Roma and black Caribbean students; Gillborn
- The importance of processes within schools such as labelling based on stereotypes: Becker
- Teachers and black girls' low expectations and racism; Mirza
- The role of pupil subcultures in school; Mac an Ghaill
- Teachers differing expectations and labelling leading to a self-fulfilling-prophecy; Becker, Rosenthal and Jacobson
- The education system is failing black children, low expectations; Davidson and Alexis

Alternatively, candidates may consider the view that labelling is not the main influence on the educational achievement of different ethnic groups:

- Candidates may consider the view that differences in educational achievement amongst different ethnic groups are caused by factors outside the school.
- Street culture, black Caribbean boys; Sewell
- Material factors such as poverty; Pakistani, Bangladeshi and black African groups; Platt
- Parental aspirations of different ethnic groups more important than social class; e.g. Chinese parents often aspirational, Chinese children are the highest achieving group in Britain; Archer and Francis.
- Family cultural capital – Indian and African Asian groups; Modood
- Language, restricted and elaborated codes; Bernstein
- Functionalist, New Right views, Marxist views may be considered.
- Cultural deprivation and primary socialisation, focussing on the home background and parental support; Douglas, Feinstein, Gaine and George, Sewell
- Immediate and deferred gratification; white working-class families often least aspirational and most likely to underachieve; Strand, Sutton Trust
- Material factors in the home; Marxists; such as Smith and Noble, Blanden and Gregg, Platt
- Language issues for recent immigrants.
- Issues such as the over determinism of some theoretical perspectives and lack of empirical evidence may be examined.

- Importance of considering multi-faceted explanations, examining interplay of class, gender and ethnicity; Vincent; Mac an Ghail
- Ideas should be compared and assessed.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/ question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	7-10 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 accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/ question.	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	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/ question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 2 Media

Compulsory question

3. (a) Study the following item and answer both parts of question 3 (a).

- (i) Summarise the content of the graph showing the influence of the media on voting in the 2017 general election. [10]

Answers should include accurate points for band 3 AO1 which should be supported with data from the graph. For band 3 AO2 a clear interpretation of the data should be present.

Indicative content

- Expect to see reference to a range of points relating to the influence of the media and social media on the 2017 general election
- Generally, respondents claimed television had the most influence on how they chose to vote in the 2017 election and radio had the least influence. 42% compared to 25%. This is a 17%-point difference.
- For the 18-24 age group, while television had the most influence, at 54%, social media was also influential at 50%, just a 4%-point difference.
- Social media was significantly more influential for the 18-24 age group at 50%, compared to 26% for all GB. A 24%-point difference.
- Friends and colleagues were cited as more influential for the 18-24 age group than for all GB; 48% compared to 32%. This is a 16%-point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

Band	AO1 <i>elements 1a & 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

- (ii) Explain **two** sociological models of the effects of the media on audiences. [15]

There should be two sociological models with effective use of sociological language (AO1 band 4). Both ways will be supported by sociological evidence (AO2 band 4).

Indicative content

There should be two different explanations (which may be linked to the data in the graph) such as:

- Hypodermic syringe model; Marcuse, Morgan
- Two-step flow model, media audiences not directly influenced by the media – involves negotiation and discussion with an opinion leader. Audience not passive, but active. Personal relationships and conversations with significant others, result in people modifying or rejecting media messages. Media messages go through two steps: (i) opinion leader exposed to the media content, (ii) those who respect the opinion leader internalise their interpretation of that content; Katz and Lazarsfeld
- The selective filter model: for a media message to have any effect, it must pass through three filters. Selective exposure – audience must choose to view, read or listen to the content of specific media and this depends upon their interests, education, work commitments and so on. Selective perception – audience may not accept the message. Selective retention – the messages have to ‘stick’ in the mind of those who have accessed the media content and most people tend to remember the things they broadly agree with; Klapper
- Uses and gratifications model perceives media audiences as active. Suggests people use the media to satisfy their social needs such as diversion, personal relationships, personal identity and surveillance; Blumler and McQuail (1968) and Lull (1995)
- Reception analysis model suggests media content is not passively accepted as truth by audiences. Audiences are viewed as active in their reading of media content and do not automatically accept the media’s perspective on a range of issues; Morley.
- The Marxist cultural effects model – the media seen as a powerful ideological influence, mainly concerned with transmitting capitalist values and norms. Media content contains strong ideological messages reflecting values of those who own, control and produce the media. Marxists argue long-term effect of such media content is that the values of the rich and powerful come to be unconsciously shared by most people; GUMG
- Postmodernist model: media today are the main influence on people’s identity; Strinati
- Any other relevant point.

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

- (b) Discuss the view that media representation of age is based on stereotypes. [30]

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

Indicative content

- Candidates are expected to demonstrate knowledge and understanding of the view that the media representation of age is based on stereotypes.
- Candidates will demonstrate knowledge concept of stereotypes; generalised over-simplified impressions of a social group
- They will have knowledge and understanding of the way in which at least one age group is represented, with most likely to focus on young people and/or older people
- Pluralists – representations of age reflect reality.
- Young people: changing representations of youth, 1950s and 1960s – media representations of youth, celebrated the relative freedom and prosperity of young people, more recently youth as a ‘problem’ informs representations; Osgerby; Hebdige.
- Moral panics and young people, media representations of young people as dangerous and deviant; Cohen, Fawbert
- Television news study found 82% of the stories focused on young people as either perpetrators or victims of crime; Wayne, 2007
- Hoodies or Alter Boys? Study of national and regional newspaper found majority of representations of young people were negative, this contrasts with newspaper coverage following the death of a young person; Women in Journalism, 2009
- For older age groups ageism may be seen seeping through representations.
- Representations of older people include a mixture of relative invisibility and of stereotyping.
- Portrayals of older people as ‘one dimensional’; Landis; Cuddy and Fiske
- Stereotypes: grumpy, mentally challenged, infantile, a burden, enjoying second childhood; Landis
- Study: 21% of population was aged 65+, yet only 7% of representations on television were of that age group; Age Concern 2000.
- Media portrayals of older people lack balance, i.e. reflect the challenges of getting older while embracing opportunities associated with ageing; Milner, Van Norman and Milner, 2012
- Variables such as gender, ethnicity and social class in relation to the age groups, e.g. representations of upper-class and middle-class elderly people more positive; Newman
- Representations of older age groups: double standard – women encouraged to match up to a youthful ideal, men are not; Sontang
- Theoretical explanations of why an age group is represented in the way it is. This may be integrated into the discussion of studies/examples e.g. interactionist and feminist views.
- Candidates are likely to draw upon contemporary examples of media images regarding age in addition to empirical research.

By way of evaluation, candidates may assess the view in the light of empirical and/or contemporary evidence.

- There is likely to be a focus on positive changes in the representations of the age groups with references to contemporary examples such as inspirational young people: Malala Yousafzai and Ellie Simmonds. For the older age group: David Attenborough
- Studies noting an increase in positive images of ageing and positive roles for older people; Carrigan and Szmigin
- Move to more active view of older people in soaps and sitcoms; Biggs
- Representation of the elderly in adverts remains fairly low, i.e. 15%, however, majority of the adverts portray the elderly as 'golden agers', who are active, alert, healthy, successful and content; Lee et al, 2007
- Postmodern idea: media representations reflect several realities, both positive and negative.
- Some may question the ideological premises of explanations.
- Difficulties in operationalizing and measuring concepts such as stereotypes and ageism.
- Criticisms of whether moral panics about young people can occur in the media savvy twenty-first century; Thornton.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	7-10 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 accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	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	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/concepts/ evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

- (c) Assess sociological theories of the social construction of the content of the news. [30]

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

Indicative content

- Definitions of news, ways it is presented from traditional print news to internet and concept of social construction in relation to the news.
- Pluralists – the news reflects reality; a ‘window on the world’.
- Pluralists – self-regulation operates within the media profession – evidence of its integrity and trustworthiness, e.g. the News International phone-hacking scandal led to the closure of the News of the World in 2011
- The media: Forth Estate protects democracy and freedom; Williams
- The news is ‘socially constructed’ as a result of organisational or bureaucratic routines such as deadlines, financial costs; McQuaill
- The role of news values in the construction of the news; Spencer-Thomas
- Research on news values; Galtung and Ruge
- Pluralists and media professionals view the application of news values in gate-keeping process as apolitical and unbiased
- Marxists – social construction of the news maintains the status quo.
- Traditional Marxism: social construction of the news – deliberate attempt at manipulation, the news transmits ruling class ideology, the ‘new opium of the people’ the focus is on owners; Miliband, Edwards and Cromwell.
- Neo-Marxism: the social construction of the news – form of hegemony; the powerful have better access to media institutions than the less powerful: the hierarchy of credibility; Hall
- News is a product of the social background of journalists and editors, who are usually white, male and middle class, who unconsciously side with the powerful; The Glasgow University Media Group
- Agenda setting ensures people think about issues in a way that benefits the ruling class and causes of inequality become marginalised; GUMG, Manning
- Marxist feminists – the news reflects both capitalist and patriarchal ideology; Wolf
- The power elite and influence of media owners on the content of the news, unethical acts increasing e.g. chequebook journalism; Bagdikian

To evaluate, candidates may consider the view that the ideological underpinnings of the theories

- Neo-pluralists criticise pluralists claiming that in modern world journalism the goal of disinterested, impartial and objective media professionals is increasingly difficult to attain e.g. 'flat earth' news story about the millennium bug; Davies
- Modern day journalism has become 'churnalism'; Davies
- The notion of 'churnalism' has been criticised by Marxists for failing to recognise the role of owners and advertisers in the process; Edwards and Cromwell, Monbiot
- Marxist – the notion that the media are professional is an ideological myth; McChesney
- Traditional Marxists – described as conspiratorial.
- The media do not always act in the interests of the powerful; Schlesinger
- Pluralists claim Marxists' ignore increase in media professionals from a wide range of backgrounds bringing different perspectives to news media.
- The media does not always act in the interests of the powerful; Schlesinger
- Postmodern views – individuals now able to use digital communication technology to express their own views.
- Feminists accuse Marxists of ignoring patriarchy in news production, Wolf
- The evidence on which the theories are based may be questioned.
- Ideas should be compared and assessed with reference to supporting evidence.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/evidence examined.
3	7-10 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 accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	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	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Option 3 Religion

Compulsory question

4. (a) Read the following item and answer both parts of question 4 (a).
- (i) Summarise the content of the chart on the percentage of male and female respondents actively practising their religion in England and Wales. [10]

Answers should include accurate points for band 3 AO1 which should be supported with data from the graph. For band 3 AO2 a clear interpretation of the data should be present.

Indicative content

- Expect to see a range of points relating to the percentage of male and female respondents actively practising their religion in England and Wales
- Overall, the respondents described as Muslim, were most likely to practice their religion between 2008-9. 79% of men described as Muslim practiced their religion, compared to 82% of the women, this is a 3%-point difference.
- The respondents who were least likely to actively practice their religion were Christian men and women. 25% of men described as Christian, compared to 38% of the women; this is a 13%-point difference.
- Women respondents overall were more likely than men to actively practice their religion. 42% of women compared to 31% of men. This is an 11%-point difference.
- The same percentage of male and female respondents described as Sikh practiced their religion. 66% for both groups.
- A very similar percentage of males described as Hindu and Sikh practised their religion. 65% of Hindu men, compared to 66% of Sikh men – just a 1%-point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

- (ii) Explain **two** sociological reasons for gender differences in religious practice. [15]

There should be two reasons explained with effective use of sociological language (AO1 band 4). Both reasons will be supported by sociological evidence (AO2 band 4).

Indicative content

There should be two different sociological reasons (which may be linked to the data in the table) such as:

- Structural reasons can explain gender differences in religious practice: the different labour market and family roles occupied by men and women lead to men taking their values from their commitment to work and have less opportunity for religious involvement. The nature of women's domestic and nurturing role in the family encourages greater religious behaviour; Sullins
- The lower rate of female workforce participation allows time for religiousness; McAllister
- Relative deprivation theory: women have a subordinate role in society and seek comfort through a belief system that offers solace and redemption; Glock and Stark
- Organismic deprivation – relates to physical and mental health problems, women are more likely to experience ill health and seek healing through religious practice; Glock and Stark
- Women are more likely than men to be morally conservative and believe the world is in moral decline, so are drawn to world rejecting sects that hold this view; Glock and Stark; Bruce and Trzebiatowska
- Differential socialisation theory – women are more engaged in religious practice because they are socialised to be more passive, obedient and caring, characteristics valued by religion; Sullins, Stark
- Risk behaviour – women considered to be more risk averse than men and are less willing to take the risk that there isn't a god than men, explaining higher levels of religiosity; Miller and Hoffmann
- Changing roles in society: In terms of the Church of England, women are leaving the church at a faster rate than men, this change could be due to the strain of juggling home, family and work; Brierley
- Where women embrace their religion e.g. Islamic women, wearing the veil can be important as an expression of personal identity; Watson
- Female involvement in the growth of fundamentalism; Cohen and Kennedy.
- Any other relevant point.

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

4. (b) Discuss the view that the UK is a secular society. [30]

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

Indicative content

- The contested concept of secularisation; is it 'the process by which religious thinking, practices and institutions lose social significance'? Wilson
- Secularisation in relation to religious belief is occurring, Church attendance and membership declining; Census
- Age bias: increasing percentage of congregations – older age groups; Brierley
- Reduced moral influence and rise of individualism; Davies, Sanderson
- Lower status of clergy; Bruce
- Societal aspect: desacralisation i.e. 'disenchantment of the world' (Weber) and rationalisation; Wilson, Bruce, Wallis
- Protestantism – focus on this life, work and the pursuit of prosperity, rather than on the domain of God and the afterlife; has backfired; Berger
- Disengagement, or separation of the church from wider society. 'social differentiation', the church has become more specialised with fewer opportunities to become involved in non-religious areas of life. Religious faith and morality less significant in culture and institutions today; Bruce
- Churches have become more secularised and compromised ideas, e.g. Church of England and notion of the virgin birth; Hamilton
- Religious pluralism alongside industrialisation led to religion no longer acting as unifying force in society as social life more fragmented; Bruce.
- Competition between religions seen to undermine credibility as they compete for 'spiritual shoppers'; evidence of secularisation; Bruce

- Alternative views: evidence against secularisation: growth in immigrant populations in the UK, causing an increase in religiosity in some locations.
- 'Believing without belonging'; Davie
- Most people continue to engage with religion at a vicarious level – the rituals and practices performed by the minority on behalf of all are approved of by the majority. Also, people turn to religion during difficult times such as tragedies; Davie
- In British Social Attitudes surveys few people are prepared to say they do not believe in God at all.
- While institutional religion is in decline, individuation: the idea of religion as 'finding oneself' through individual search for meaning has not declined; Bellah
- Evidence – people prefer 'religious' explanations for random events such as the early death of a family member.
- Currently national debates in society about the age of homosexual consent, abortion etc are given a moral dimension by the contribution of religious leaders.

- Disengagement is functional as the churches can focus more effectively on their central role of providing moral goals for society to achieve; Parsons
- Influence of the new Christian evangelical churches is underestimated, e.g. views influence New Right policies, especially in the USA: Hamilton
- Secularisation cycle – the need for religious compensators is constant for the less privileged and people may turn to new religions, but do not always embrace secularisation; Stark and Bainbridge
- Growth of New Religious Movements (NRMs) indicate society is undergoing a religious revival; Greeley, Nelson.
- Postmodern view: rather than declining, traditional religious beliefs are relocating to the sphere of consumption. People do not wish to accept an externally imposed narrative, they wish to personalise religion and seek credible ways of expressing faith outside of conventional churches; Lyon
- Religion is becoming more important in the postmodern world; Bauman, Giddens
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 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.
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1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 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

- (c) Assess sociological explanations of the role of religion in society. [30]

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

Indicative content

- There should be reference to more than one sociological explanation.
- Functionalists view religion in terms of its contribution to social stability and value consensus; Durkheim, Parsons, Malinowski.
- In support of the early Functionalists the functions of religion in modern society can be seen in the values taught in socialisation, the role of religions in terms of social integration, solidarity and the collective conscience; Durkheim
- Religion helps prevent anomie in modern industrial society, through religious and civil ceremonies; Durkheim
- Contemporary example of 'civil religion', sacred qualities attached to aspects of society, e.g. in USA – 'In God we trust', 'God bless America'; Bellah
- Religion according to functionalists helps people come to terms with life-changing events, e.g. religious rites of passage e.g. when a close family member dies, help minimise social disruption; Malinowski, Parsons
- Marxists view of religion as a form of social control in terms of oppression, part of an ideological apparatus, reflecting ruling class ideas and interests; Marx, Bruce.
- Role of religion as the 'opium of the people', helping disguise true nature of exploitation and keeping the working-class passive and resigned to their fate; Marx
- Marxists view religion as an oppressive form of social control of the working classes; Halvey, Leach, Hook.
- Role of religion in legitimating social inequality: 'All things Bright and Beautiful' hymn.
- Neo-Marxist views challenge the traditional perception and see the revolutionary potential in religion; O'Toole, Gramsci, Maduro.
- Views identifying religion as an agent of change.
- Weberians in comparison to Marxists and functionalist see religion as a force for change, such as the role of Protestantism in the industrial revolution.

- To evaluate, Functionalist view of role of religion as an agent of socialisation less clear during secularisation.
- Lack of empirical evidence to support Durkheim's views on totemism and behaviour of aboriginal tribes.
- Religion can play a dysfunctional role in society.
- Functionalist over emphasis on one religion in society, ignores diversity and multifaith societies.
- Over-emphasis on religion as a collective, rather than individual act.
- Evidence for traditional Marxist position is partial, with an over focus on aspects relating to the afterlife.
- The decline of religion and secularisation is not addressed by traditional Marxists and Functionalists
- Marx's views cannot explain prevalence of religion in communist societies.
- Evidence of religious movements that have helped bring about radical change; Latin America; Otto Maduro

- Criticism of Weber: some countries with large Calvinist populations such as Norway did not industrialise.
- Ideas should be compared and assessed with reference to supporting evidence.
- Any other relevant point.

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	0 marks NRSP	0 marks NRSP	0 marks NRSP