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# **GCE AS MARKING SCHEME**

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**SUMMER 2023**

**AS  
SOCIOLOGY – UNIT 2  
2200U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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.

## WJEC GCE AS SOCIOLOGY

### UNIT 2 – UNDERSTANDING SOCIETY AND METHODS OF SOCIOLOGICAL ENQUIRY

#### SUMMER 2023 MARK SCHEME

#### Section A

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

#### Compulsory question

#### Policing in the 21<sup>st</sup> Century

Sarah Chapman reviewed studies on the police and having discovered traditional masculinity was an important characteristic of police culture, she carried out primary research. She used a longitudinal approach to avoid just taking a snap-shot of police culture. 24 male police recruits were interviewed on four occasions over a four-year period. She chose semi-structured interviews to gather rich qualitative insights into police culture. Chapman explained to those taking part that she would be following the British Sociological Association's guidelines on **ethics**.

Adapted from: Sarah Chapman: 'The New Face of Policing'. September (2018) 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 **ethics**. [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 – moral guidelines concerned with the right and wrong ways of behaving in research.
- BSA - researcher should aim to safeguard the interests of people being studied, decide whether the research is worthwhile and methods - appropriate.
- Participants - right to anonymity, privacy and confidentiality.
- Participants should not be harmed physically or emotionally.
- Ask for informed consent.
- Researchers should not place themselves in danger, condone illegal activities or be dishonest to those they are researching.
- Reference will be made to the Item.
- Any other relevant point.

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

- (b) Using material from the item and sociological knowledge, explain **two** possible reasons why some sociologists adopt a longitudinal approach 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 'longitudinal approach': takes place over a long period of time.
- May generate qualitative data as in the item, however longitudinal research can also be used to collect quantitative data.
- Comparisons between variables may be made over time for example whether there were changes as the officers adapted to the culture of the police (item).
- Opportunity to explore developing opinions as in the item, further insights.
- The research might be more valid than snap-shot approaches such as a survey.
- Time to allow the researcher to explore meanings.
- Descriptive insights into the people being studied as in the item.
- Sensitive issues can be discussed as trust is built up over time.
- Reference will be made to the item.
- Any other relevant point.

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

- (c) With reference to the item and sociological studies, discuss the strengths and weaknesses of using qualitative methods to gather information. [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.
- Qualitative data 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 and processes.
- 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.
- Time to develop empathy/verstehen with those being researched, Weber.
- Sensitive or controversial issues can be discussed as trust is built up.
- Interviewer/observer can access non verbal communication in the interviewee's presentation of self.
- Participant observation: researcher able to immerse themselves in the group and see social life from the same perspective as the group.
- There should be reference to studies used to illustrate the points made.
- Can reveal attitudes or behaviours, researcher might not otherwise have thought of asking; Foote-Whyte.
- Frosh et al: researched young masculinities and used focus groups to gather qualitative insights. 12 London schools, 245 boys, 11-14 years old, and 27 girls. 45 focus groups between four and eight people in each; 2001.
- Eileen Barker used participant observation and semi-structured interviews in her study: 'The Making of a Moonie'.
- Zoe James used semi-structured interviews in her study of New Age Travellers 2007.
- Any study that provides appropriate examples of qualitative research.
- Reference will be made to the item.

### Disadvantages of qualitative research.

- Comparability: the data collection is not standardised - less reliable in terms of opportunity for another researcher to repeat the study.
- Little quantitative data.
- Qualitative 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.
- Difficulty in measuring the data, researcher bias, the Hawthorne effect.
- Ethical issues, especially covert participant observation.
- Lacks scientific rigour; Popper.
- Any other relevant point.

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



## Section B

Answer **one** of the following options

### Option 1 Education

#### Compulsory question

2. (a) Study the following item and answer both parts of question 2(a).

- (i) Summarise the content of the item showing the relationship between ethnicity and achievement at A level. [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 ethnicity and achievement at A level.
- Overall in 2015-16, the percentage of Chinese pupils who gained 3 A grades or better at A level was the highest at 23.9%, while the Gypsy/Roma and Irish Traveller pupils who sat A levels did not achieve 3 A grades.
- A higher percentage of White Irish pupils achieved 3 A grades or better than the largest group, White British pupils. 15.1% of White Irish pupils, compared to 10.7% of White British pupils. This is a 4.4 percentage point difference.
- A similar percentage of Pakistani and Bangladeshi pupils achieved 3 A grades or above. 6.7% of the Pakistani pupils and 6.2% of the Bangladeshi pupils. This is just a 0.5 percentage point difference.
- The group with the lowest percentage achievement of 3 A grades or higher was the Black Caribbean compared to those with the highest achievement, the Chinese pupils. 3.2% of the Black Caribbean pupils compared to 23.9% of the Chinese pupils. This is a significant 20.7 percentage point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

- (ii) Explain **two** reasons for the relationship between ethnicity 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:

- Cultural factors emphasised by the functionalists and New Right e.g. Irish Traveller children less likely to complete secondary education, Chinese 'Tiger parents': Archer, Chau.
- Cultural capital; Bourdieu.
- Material factors; Feinstein.
- Institutional racism in school; ethnocentric curriculum; Swann Report, The Runnymede Trust (2015) found issues of racial discrimination and stereotyping still exist.
- Teachers 'racialised expectations' about black pupils and labelling; Gillborn and Youdell.
- Black male students over four times more likely to be excluded than white pupils. Many of those excluded are of higher and average ability, although the schools see them as underachieving; Wright.
- The 'A\*-C economy' - black pupils placed in lower sets and were more likely to be entered for foundation GCSEs; Strand.
- Teachers exclude Asian children from group discussions assuming a poor command of English; Wright.
- Racial stereotyping of black girls, 'myth of underachievement' achievement despite negative experiences; Fuller, Mirza, Mac an Ghail.
- Schools' governing bodies failed to deal with racist behaviour and often lacked formal channels of communication with minority ethnic parents; Hatcher.
- The 'education system is underperforming', Davidson and Alexis.
- Reference should be made to appropriate empirical evidence and/or examples.
- Any other relevant point.

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

Either,

- (b) Evaluate feminist 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

- The view can be contextualised as a feminist perspective of education.
- Candidates may refer to feminist interpretations of the role of education and/or educational achievement.
- They may differentiate between different feminist perspectives such as liberal, Marxist/Socialist and radical feminism, however textbooks offer contradictory labels.
- Liberal/Marxist feminism – the gendered curriculum, reflecting patriarchal roles in wider society.
- Institute of Physics highlighted subject choices at A level - girls dominate English, biology and psychology, boys dominate physics, maths and STEM subjects 2013.
- Stereotypes reinforced through hidden curriculum e.g. uniform, girls 'helping' boys with their work, Marxist feminist; Francis.
- Liberal feminist Sharpe, despite changes in girls' perceptions and goals and higher level of attainment, this progress not translated into wider society.
- Despite educational success of girls, boys dominate classroom interaction; Skelton; Reay.
- Space in the classroom and teacher time dominated by boys; Spender.
- Gendered roles in hidden curriculum e.g. textbooks; Kelly, McCabe, Fine.
- Invisibility of women in the curriculum, 'symbolic annihilation'; Macabe.
- Gendered and sexist language in classroom and yard reinforces patriarchy; Lees, Skelton.
- Girls feeling uncomfortable in male subject areas; Culley.
- Radical feminists point to sexual harassment, sexting etc.
- Boys aggressive towards 'transgressive women; who challenge male dominance in schools and universities.
- Lack of female head teachers and in prestigious posts at university; Kelly.
- Focus on feminisation of primary schools has in turn led to a 're-masculinisation' of primary schooling which does not challenge gender inequality; Skelton.

To evaluate

- Gender discrimination against boys; Mulrine.
- Lack of opportunities for boys real employment opportunities and 'crisis of masculinity', Mac an Ghail.
- Feminisation of education leads to growth of 'laddish subcultures' - may crush educational motivation; Mitsos and Brown, Francis.
- The Equality Act 2010 raised awareness of inequality.
- Initiatives such as GIST have positive impact on girls.
- Attention boys receive often negative - focused on behaviour rather than academic assistance; Francis.
- Same sex schools may challenge gender inequality.
- Functionalist view – education is meritocratic.

- Marxist view – main form of inequality is social class.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point.

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

Or,

- (c) Assess the view that the school is the main influence on the educational achievement of pupils from different social classes. [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 groups; DfES/DCELS statistics, Estyn reports. Welsh-medium education statistics and data may be considered.
- Candidates may consider the view that differences in educational achievement are caused by factors in the school.
- Importance of processes within schools such as labelling based on stereotypes: Becker.
- Teachers differing expectations and labelling - self-fulfilling-prophecy; Becker, Rosenthal and Jacobson.
- The 'halo effect', Hargreaves.
- Setting and streaming often based on assumptions rather than ability; Reay, Ball.
- Role of pupil subcultures inside school; Mac an Ghail.
- Curriculum designed by middle class educators for middle class pupils; Ball.
- Working class girls under-achievement often ignored; Archer.

Alternatively, candidates may consider the view that the school is not the main influence on educational achievement.

- 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; this group is now the most likely to underachieve; Strand, Sutton Trust.
- Impact of cultural capital; Bourdieu, Ball.
- Parental aspirations of different ethnic groups more important than social class; e.g. working class Chinese parents often aspirational, Chinese children are the highest achieving group in Britain; Archer and Francis, Chau.
- Language - restricted and elaborated codes acquired at home; Bernstein.
- Material factors in the home; Marxists; Smith and Noble, Blanden and Gregg, Platt.
- Over determinism of some theoretical perspectives and lack of empirical evidence.
- Ideas should be compared and assessed.
- Any other relevant point.

<b>Band</b>	<b>AO1 elements 1a &amp; 1b</b>	<b>AO2 element 1a</b>	<b>AO3 strands 1-3</b>
<b>4</b>	<b>11-13 marks</b> Answers demonstrate <b>detailed</b> knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>5 marks</b> Answers demonstrate <b>accurate</b> and relevant selection of appropriate sociological theories/concepts/evidence. These are applied and interpreted in the context of the debate/question.	<b>10-12 marks</b> Answers demonstrate <b>detailed</b> , well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/evidence examined.
<b>3</b>	<b>7-10 marks</b> Answers demonstrate <b>some</b> knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>3-4 marks</b> Answers demonstrate <b>some</b> accurate and relevant selection of appropriate sociological theories/concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	<b>7-9 marks</b> Answers demonstrate <b>some</b> , well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/concepts/evidence examined.
<b>2</b>	<b>4-6 marks</b> Answers demonstrate <b>basic</b> knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>2 marks</b> Answers demonstrate a <b>basic</b> ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.	<b>4-6 marks</b> Answers demonstrate <b>basic</b> arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/evidence examined.
<b>1</b>	<b>1-3 marks</b> Answers demonstrate <b>limited</b> knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>1 mark</b> Answers demonstrate <b>limited</b> ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	<b>1-3 marks</b> Answers demonstrate <b>limited</b> argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/evidence examined.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP	<b>0 marks</b> 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 on young people's attitudes to 'fake news'. [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 young people's approaches to 'fake news' stories.
- Overall those young people who acted on seeing a fake news story were most likely to tell a parent/family member and least likely to tell a teacher. 32% compared to 8% respectively. This was a 24-percentage point difference.
- In 2019 young people were more likely to tell a parent/family member than the second most common response – to tell a friend. 32% compared to 19% respectively. This was a 13-percentage point difference.
- A similar percentage of young people shared the story with people telling them it was untrue as those who reported it to a social media website. 13% compared to 11% in 2019. This is just a 2-percentage point difference.
- A higher percentage of young people were less likely to report the story to the social media website than leave a comment saying it was fake news in 2019. 11% compared to 17% respectively. This was a 6-percentage point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

- (ii) Explain **two** ways sociologists say that decisions are made about the content of the news. [15]

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

- Traditional Marxists – media owners ruling class – influence decisions, consequently, news stories reflect ruling class interests.
- Neo-Marxists – journalists and broadcasters often white, middle-class males. Norms and values of media professionals reflect dominant culture - unconsciously translated into decisions for news stories newspapers, TV channels and on-line equivalents.
- GUMG researched news stories about working class challenges to employment conditions, later examined news about asylum seekers and refugees, found interpretations tend to mirror ideas of major political leaders. Similar perspective found in newspapers, TV, radio; GUMG, Philo.
- Pluralists - media professionals guided by professional values; aim to present news stories in fair and balanced way. Self-regulation of media professionals led to closure of the News of the World, following the News International phone hacking scandal; 2011.
- Media as 'fourth estate', media professionals decisions uphold democracy and keep government in check through 'free press'; Williams.
- Pluralists – increasing diversity and choice in forms of media and media products, e.g. traditional newspapers, YouTube channels, Twitter reflects diversity of views and lifestyles in society.
- News stories respond to audience demands; Whale.
- Audience is active in deciding whether they agree with media representations (as in graph) Two-step flow model - media news 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.
- Any other relevant point.

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

Either,

- (b) Evaluate the view that media representations of minority ethnic groups are stereotypical. [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 will focus on view that the media representation of minority ethnic groups is stereotypical.
- Media representations of minority ethnic groups shaped by what media professionals believe white majority audience wish to see, hear, read, leading to stereotypical representations of minority ethnic groups.
- Comparisons may be made with the white majority; Van Dijk.
- Knowledge of at least one sociological explanation in support of the view for example CRE, Hartmann and Husband, Van Dijk, Barker.
- Representations of specific minority ethnic groups may be considered e.g. British Muslims; Poole.
- Representations across different media products, for example satellite as opposed to mainstream channels; Malik, Myria Georgiou.
- Theoretical perspectives such as neo-Marxism and postmodernism may be discussed, examining issues such as hegemony, diversity and choice and globalisation; GUMG, Philo and Beattie, Giddens.
- Empirical research and/or contemporary examples in support of the view; for example, representations of the Gypsy/Traveller community.
- Representations of minority ethnic groups - 'very poor', tokenistic and stereotypical, research by Malik.
- Black and Asian characters in Soaps often occupy marginal roles, central characters white; Barker.
- Inferential racism – coverage seems balanced but is based on racist assumptions, e.g. in news stories debates often based on assumptions that black people are 'the source of the problem'; Hall.

To evaluate

- Candidates may consider a range of representations of minority ethnic groups in the media.
- Evidence of some movement away from stereotypical representations of minority ethnic groups; Malik.
- Positive representations of minority ethnic groups in reality TV, e.g. Strictly Come Dancing, The Apprentice, also in alternative media.
- Pluralist criticisms of Marxist views.
- Role models: artists Stormzy, Dave, Diversity.
- Deterministic nature of some Marxist beliefs.
- Development of hybrid identities contributing to a positive change in media representations, e.g. in cooking programmes and music.
- Postmodern views – increasing diversity, choice and globalisation, changing representations; Giddens.
- Widening participation of members of minority groups in the media – more opportunities to challenge stereotypical representations.

- Significant change in media representations through development of satellite channels devoted to specific minority groups e.g. Asian TV – offer alternative representations to mainstream media sources.
- Development of new technologies and media products - audiences from all ethnic groups active participants in creating the product e.g. social media platforms.
- Ideas should be compared and assessed with reference to supporting evidence.
- Any other relevant point.

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

Or,

- (c) Assess pluralist views of the media. [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

- Expect a detailed exposition of pluralist views of the media.
- Candidates may consider neo-pluralist views within the initial exposition or alternatively, to evaluate pluralist views; Davies.
- Pluralists emphasise media diversity and choice– such as variety of TV channels, range of newspapers, the internet.
- Pluralists - news reflects reality; a 'window on the world'.
- The media offers choice to consumers.
- Pluralists - media can hold those in power to account and provides space for competing views, linked to the notion of investigative journalism, Schlesinger.
- Media protects democracy in the form of a fourth estate; Williams.
- Media led by audiences, Whale.
- Professionalism of media workers ensures the news is unbiased; Spencer-Thomas, Galtung and Ruge.
- Media personnel come from wide range of backgrounds.
- News reporting - fair and balanced; Jones.
- Self-regulation within the media profession - evidence of integrity and trustworthiness, e.g. the News International phone-hacking scandal led to the closure of the News of the World in 2011.
- Postmodern views - individuals can use digital communication technology to express their own views on different media platforms.
- Reference may be made to the two-step flow theory; Halloran, Curran and Gurevitch.

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

- Marxists argue the variety and choice in the media is shaped by the media itself – owners, editors and advertisers.
- The media transmits ruling class ideology; Althusser, Miliband.
- Pluralism ignores where power lies in society; Althusser, Gramsci.
- The powerful have better access to media institutions: hierarchy of credibility; Hall.
- Notion that the media are professional is an ideological myth; McChesney.
- Pluralism ignores negative impact media has on different social groups; GUMG.
- Pluralism ignores narrow backgrounds of media professionals who unconsciously side with the powerful, neo-Marxism; GUMG.
- Media content reflects both capitalist and patriarchal ideology; Wolf.
- 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 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	<b>11-13 marks</b> Answers demonstrate <b>detailed</b> knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>5 marks</b> Answers demonstrate <b>accurate</b> and relevant selection of appropriate sociological theories/concepts/evidence. These are applied and interpreted in the context of the debate/question.	<b>10-12 marks</b> Answers demonstrate <b>detailed</b> , well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/evidence examined.
3	<b>7-10 marks</b> Answers demonstrate <b>some</b> knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	<b>3-4 marks</b> Answers demonstrate <b>some</b> accurate and relevant selection of appropriate sociological theories/concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	<b>7-9 marks</b> Answers demonstrate <b>some</b> , well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	<b>4-6 marks</b> Answers demonstrate <b>basic</b> knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>2 marks</b> Answers demonstrate a <b>basic</b> ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.	<b>4-6 marks</b> Answers demonstrate <b>basic</b> arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/evidence examined.
1	<b>1-3 marks</b> Answers demonstrate <b>limited</b> knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>1 mark</b> Answers demonstrate <b>limited</b> ability to select and/or interpret and/or apply sociological theories/concepts/evidence in the context of the debate/question.	<b>1-3 marks</b> Answers demonstrate <b>limited</b> argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/evidence examined.
	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP	<b>0 marks</b> NRSP



## Compulsory question

4. (a) Read the following item and answer both parts of question 4(a).
- (i) Summarise the content of the item on religious belief in God or a higher power 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 respondents who believe in God or a higher power in England and Wales.

- Overall a higher percentage of the sample definitely do not believe in God or a higher power than those who definitely believe. 28.06% compared to 21.07%. This is a 6.99 percentage point difference.
- A higher percentage of the females definitely believe in God or a higher power compared to the males. 24.73% compared to 17.25% respectively. This is a 7.48 percentage point difference.
- A higher percentage of males than females believe there is probably not a God or higher power. 22.9% of the males compared to 19.66% of the females. This is a 3.26 percentage point difference.
- A very similar percentage of the females believe there is probably a God or higher power compared to those who think there is probably not a God or higher power. 19.61% compared to 19.66% respectively. This is a 0.05 percentage point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

- (ii) Explain **two** sociological reasons for differences in religious belief in England and Wales. [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:

- Gender differences in religious practice - males less opportunity for religious involvement; female's domestic and nurturing role in the family encourages greater religious behaviour; Sullins, McAllister.
- Women have a subordinate role in society and seek comfort in a belief system that offers solace and redemption; Glock and Stark.
- Women more likely to experience ill health and seek healing through religious practice; Glock and Stark.
- Women more risk averse than men - less willing to take the risk that there is not a God than men, explaining higher levels of religiosity; Miller and Hoffmann.
- Growth of secularisation, higher impact on younger generations; Bruce and Voas, Crockett.
- Older generations today less likely than previous generations to socialise their children into religious beliefs and practices; Voas and Crockett.
- As people age, they become more religious; NORC International report of 42 countries; 2012.
- Patterns vary within and between different ethnic groups.
- Religiosity among young British born Muslims higher than that of their parents. Their interest in religion is more politicised than that of their parents; Mirza.
- Increase in New Age Movements, especially for middle classes; Bruce, Heelas and Woodhead.
- Any other relevant point.

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

Either,

- (b) Evaluate the view that religion is a force for change in 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

- In 'The Protestant Ethic and the Spirit of Capitalism', Weber maintained religion can be a force for social change; Weber (1904).
- Weber - people are motivated by meanings and motives, including religious ideas - linked emergence of capitalism to 'protestant work ethic'.
- Calvinist ideas - path to heaven involved amassing evidence of success in the hope of becoming one of the 'elect' that were saved.
- Religious leadership influenced social change, three forms of religious authority: charismatic, traditional, legal-rational. Social change can be sparked by charismatic leaders.
- Marxist Engels (1895) discovered similarities between early Christian groups and the working-class movement of the 19<sup>th</sup> century claimed – religion can therefore be a force for change as well as oppression.
- Neo-Marxist views see revolutionary potential in religion; O'Toole, Gramsci, Maduro.
- Neo-Marxist - religion has some relative autonomy from the ruling class, religious people can question power of ruling class, e.g. Martin Luther King.
- Neo-Marxists point to rebels who fought for the rights of working people from a religious perspective such as the 'Levellers, Solidarity in Poland led by Roman Catholic Lech Walesa; O'Toole.
- Liberation Theology – drew upon the neo-Marxist ideas – religion can be a force for change; Maduro and Romero, also Luke 4.16.21 'The spirit of the Lord is upon me...to let the oppressed go free'.

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

- Traditional Marxism emphasises role of religion as a conservative force - resistant to social change.
- Marx - societies change as a result of conflicts between social classes; religious ideas manipulated by those in power to prevent change.
- Religious teachings function to keep working class people in a state of oppression; Marx.
- Idea of afterlife prevents the working-class seeking change in current lives - 'reward' of 'afterlife discourages action for social change'; Marx.
- Religion used to justify power of the state, idea God created current social order; Marx.
- Religion as an ideological apparatus, - obscures reality of peoples' experiences - encourages people to accept their position in society, discourages efforts to bring about change; Althusser.

- Marxists: religion acts as a conservative force – interconnection between the role of the monarch as head of the church and state - English Civil War, notion that King Charles 1 ruled by 'Divine Right' and citizens who fought against him were fighting against God.
- Feminists: religion conservative force in society, resistant to social change. Patriarchal dominance in religious organisations and continuing use of gender-specific symbolism, can prevent wider social change needed to bring about gender equality.
- Functionalists view social change as an experience that drives society apart, whereas religion is the force that binds it together again.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point.

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

Or,

- (c) Assess the view that the growth of New Age Movements is evidence of an increase in spirituality. [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

- View that growth of New Age Movements (NAMs) evidences an increase in spirituality, depends on a specific definition and understanding of a NAM and the concept 'spirituality'.
- NAM emerged in 1970s-80s; Giddens.
- NAMs question traditional views of mainstream society – e.g. materialism; Heelas.
- NAM reject spiritual authority of traditional sacred texts; Heelas.
- Practitioners generally reject notion one religion has monopoly on the truth, believe there are diverse paths to the 'truth'; Heelas, Elkins.
- NAMs often exist independently of any organisation, many have a spiritual element; Giddens.
- Many NAM encourage a journey of self-improvement, or self-transcendence, through practices such as meditation, not always belief based; Heelas.
- Significantly, the self is seen as the final authority; internal search for god within; Giddens.
- Postmodernists emphasise growth of NAM and 'spiritual shopper'- people can pick 'n mix from a virtual 'spiritual supermarket'; pick 'n mixing beliefs and practices that suit their current tastes and identity; Hervieu-Leger.
- The Kendal project discovered traditional religion with emphasis on higher authority giving way to spirituality through the 'holistic milieu' - a spiritual revolution. Holism - a 'deeper reality' that binds us to a greater whole; Heelas.
- USA - the New Age is strongest where church-going is at its lowest – in California; Heelas.
- 'Crisis of meaning' - NAMs appeal to middle classes who feel spiritually deprived, searching for meaning and sense of community missing in the individualisation of contemporary society; Stark and Bainbridge, Heelas.

To evaluate ideas should be compared and assessed with reference to supporting evidence.

- Postmodern thinkers - not possible to generalise about why people join NAMs; Lyotard.
- In response to Heelas, declining congregations may mean religion is becoming privatised, 'believing without belonging'; Davie.
- Accurate statistics of incidence and membership of NAM difficult to determine.
- Growth of NAMs may reflect people's disillusionment with science and rational thinking – a search for meaning, rather spiritual enrichment in an increasingly unstable and unpredictable world. Traditional organisations, religious or scientific becoming less significant. Postmodernist idea; Bauman, Drane.
- NAMs reflect the individualism that characterises society today; Bruce.



- NAMs do not compensate for the decline in established religions for majority; Bruce.
- NAMs are socially insignificant, Bruce questions whether therapies like crystal therapy, colour therapy, massage are evidence of spirituality.
- Only 1.6% of the Kendal project population were described as committed practitioners of NAMs. Also, people attracted to the holistic milieu were from a narrow background – e.g. primarily to women and to those aged 40+.
- Any other relevant point.

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