



GCE AS MARKING SCHEME

SUMMER 2024

**AS
SOCIOLOGY – UNIT 1
2200U10-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE SOCIOLOGY
UNIT 1 – ACQUIRING CULTURE
SUMMER 2024 MARK SCHEME

Section A

Compulsory question

1. Read the item below and answer the following questions.

Members of every society must learn how to behave and what is expected of them in the various roles that they will play in life. Agents of primary and secondary socialisation have a crucial part to play in the process of learning culture. Different agents often use **sanctions** to help to control the behaviour of individuals.

- (a) With reference to the item and your own knowledge, explain the meaning of the term **sanctions**. [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

- Sanctions are reactions to behaviour [defn]. Their purpose is to encourage repeat behaviour or discourage repeat behaviour.
- They can be positive for example, praise for a particular behaviour such as good manners or sharing toys. The notion being to encourage a repeat of that behaviour. This might happen in the family/school.
- They can be negative for example, for young children being put on the “naughty step” to show disapproval of behaviour such as hitting or throwing. For older people they might be grounded or ignored by friends. The purpose being to discourage a repeat of the behaviour. This might happen in the family/carers/school/friends or the workplace.
- Refer to an agent of socialisation to illustrate.

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

- (b) Using material from the item and sociological knowledge, explain how any **two** agents of socialisation control the behaviour of individuals. [10]

The focus of the answer should be on how any two agents of socialisation control the behaviour of individuals.

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

Indicative content

- Processes such as positive and negative sanctions with appropriate examples.
- Processes such as role mode, imitation and sanctions should be expected and rewarded.
- Processes such as canalisation, manipulation and peer pressure should be rewarded where appropriate.
- There will be accurate use of related terms and concepts.
- The best answers will refer to specific examples which are clearly linked to controlling behaviour for full marks in AO2.
- The item should be used to demonstrate understanding.
- Any other relevant point.

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

Section B

Choose **one** of the following options.

Option 1 Families and Households

Compulsory question

2. (a) (i) Explain the meaning of the term vertically extended family. [5]

There should be an accurate definition. 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

- An accurate definition of the term: an extension of the basic nuclear form with the addition of a third generation [or more].
- Beanpole families are a contemporary example.
- A couple or single parent with children and parent or parents of one or both partners.
- Any other relevant point.

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

- (ii) Evidence suggests that there have been changes in divorce rates in contemporary society.

Explain **two** sociological reasons for this.

[10]

For band 3 AO1 there should be two reasons with supporting evidence/examples for both. For band 3 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

- Evidence of a decline in marriage with reference to cited stats= decline in divorce.
- Evidence of an increase in co habitation as above.
- Changing expectations of marriage; Thornes and Collard= increase and perhaps decrease in marriage.
- Decline in religion made divorce more socially acceptable.
- Changes in the Law which led to an increase; 1969, 1984, 1996, 2011.
- Increase in same sex partnerships and marriage; Dunne, Weekes et al could have led to decrease; greater equality in same sex partnerships.
- Any other relevant point.

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

Either

2. (b) Discuss sociological explanations for increased diversity of family types in contemporary UK society. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard, they will be consistent with band 4. 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

- Traditional nuclear family type 20% of households in 2014 compared to 20% in 1960s [Social Trends] but it remains as a significant type: Chester refers to the life Cycle of the Family and the Millennium Cohort study found some evidence of this. Burghes and Brown.
- Different family types [structural diversity]; lone parent, same sex, re constituted, horizontally extended, vertically extended [answers may examine reasons for the existence of these diverse types].
- Possible reasons which should be developed; Increase in divorce, increase in cohabitation, decrease in marriage and increase in step families.
- Evidence: Allen and Crow, Rapoport and Rapoport, Beck and Beck-Gernsheim, Stacey, Morgan and Post Modernists who argue that society is now based on choice, so diversity is a product of choice.
- Cultural change has led to an increase in diversity: same sex marriage Weekes et al, Dunne, Roseneil [the breakdown of the heteronorm]
- New reproductive technologies such as IVF and surrogacy. Macionis and Plummer argue these create new family relationships.
- Changing roles and expectations of women Allen and Crow.
- Ethnicity and diversity: General Household Surveys have found smallest household size in Black Caribbeans and the largest amongst Bangladeshis. Family size varies in relation to ethnicity. The highest rates of marriage were in South East Asian groups and the lowest in the Caribbean group.
- Caribbean families vary between traditional nuclear, common law, and single [mother] household according to Barrow.
- Bethnal Green; Dench et al found new individualism in the remaining white population, strong family networks amongst the Bangladeshi community and in general a move back to valuing the traditional family.
- Neo- conventional family; Chester.
- Any other relevant point.

| Band | AO1 elements 1a & 1b | AO2 element 1a | AO3 strands 1-3 |
|-------------|--|--|---|
| 4 | 12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question. | 10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined. |
| 3 | 8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. |
| 2 | 4-7 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 |

Or

2. I Evaluate the view that families need fathers. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard, they will be consistent with band 4. 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

Those in support of the view:

- Functionalists and the New Right.
- Parsons.
- Murray.
- Cockett and Tripp: children from lone parent backgrounds do less well.
- Morgan, DfES statistics.
- Burghes and Brown, Chester: traditional family ideology central and preferred.
- Non-traditional nuclear families such as same sex and blended suggest preference of two parent model: Weeks et al, Dunne, Beck- Gernsheim.
- Millennium Cohort Study: children in two parent households tend to do better but this could be linked to money and support. Children of divorced parents were more adversely affected if the break occurred from the age of 7.

Ideas and evidence against the view might include:

- Expect consideration of different feminist views; Marxist feminists such as Benston and Ansley.
- Radical feminists such as Delphy and Leonard, Greer.
- Liberal feminists such as Somerville.
- Stanko, Sclater and domestic violence against women and children
- Duncombe and Marsden “triple shift”.
- Millennium Cohort Study found harm done to children who are exposed to conflict.
- Laing, Leech, Cooper.
- Most divorce petitions filed by women, increase in divorce and diversity.

Any other relevant point.

The most competent answers will recognise the pros and cons of each perspective on this view.

| Band | AO1 elements 1a & 1b | AO2 element 1a | AO3 strands 1-3 |
|-------------|--|--|---|
| 4 | 12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question. | 10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined. |
| 3 | 8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question. | 7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. |
| 2 | 4-7 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 Youth Cultures

Compulsory question

3. (a) (i) Outline and explain the meaning of the term counterculture.

[5]

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

Indicative content

- Definition counterculture is a culture whose values and norms of behaviour differ substantially from those of mainstream society, sometimes diametrically opposed to mainstream cultural values.
- Clothes might be different, behaviour, taste in music.
- Relevant use of examples to illustrate understanding.
- Any other relevant point.

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

- (ii) Sociological research suggests that youth cultures form for a variety of reasons.

Explain **two** sociological reasons for the formation of youth subcultures.

[10]

For band 3 AO1 there should be two reasons with supporting evidence/examples for both. For band 3 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

- Rite of passage.
- Excitement as an antidote to boredom; [Willis], [Hebdige].
- Social class; Teddy boys [Hall and Jefferson], Skinheads [Cohen and Clark], Punks [Hall and Jefferson], gang culture, Miller.
- Gender; ladettes; [Jackson], bedroom culture [McRobbie].
- Ethnicity; as a response to racism or frustration Sewell, Mirza, Mac an Ghail.
- 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. |
| 2 | 3-4 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question. | 2-3 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| 1 | 1-2 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 1 mark Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. |
| | 0 marks NRSP | 0 marks NRSP |

Either

3. (b) Discuss the view that many youth subcultures are deviant. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard, they will be consistent with band 4. 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

- Answers should demonstrate a clear understanding of the relationship between deviance, crime and anti-social behaviour among young people. The term delinquency is likely to feature.
- The problem with statistics and getting a valid picture of the relationship between youth and deviance should be addressed.
- Self-report studies suggest that around 25% of young people engage in anti-social behaviour.
- Cohen's work in 1960s into Mods and Rockers and the creation of folk devils may be used to illustrate the relationship between the media and the apparent participation of young people in deviant subcultures. Status frustration.
- Labelling and moral panics.
- The link between this and moral panics and the work of Thornton into young people and drug taking.
- BCS data shows a link between age and type of offending and between ethnicity and offending.
- Gender; the work of Messerschmidt, Muncie, Smart; edgework linked to gender and the relationship between gender and the CJS.
- Black criminality; racism and the CJS. Lea and Young, deprivation.

Alternative ideas

- Functionalist explanations; Abrams, Eisenstadt and youth as a phase between childhood and adulthood.
- Alexander; the myth of the Asian gang.
- Marxist ideas; deviance as resistance.
- The link between youth cultures and friendship, bedroom culture [mc Robbie, Livingstone].
- The relationship between youth cultures and style and music but not crime and deviance; New Romantic, Emos, Hip Hop, Goth [Hodkinson].
- Sub-cultures used as coping strategies; [Mirza, Shain, Jackson].
- Any other relevant point.

| Band | AO1 elements 1a & 1b | AO2 element 1a | AO3 strands 1-3 |
|-------------|--|--|---|
| 4 | 12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question. | 10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined. |
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| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

Or

3. (c) Evaluate feminist views of youth cultures in society. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide -ranging knowledge. Where answers demonstrate all skills to the highest standard, they will be consistent with band 4. 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

- Feminist, youth cultures and economic independence allowing girls freedom to explore their identity away from boys in a patriarchal society (McRobbie and Garber.) more contemporary examples such as girl gangs or female sub-cultures based on style.
- Bedroom culture: McRobbie and Garber, Lincoln updated study of bedroom culture.
- Holland; night life in Newcastle girls just as much involved.
- Reference to the changing nature of youth culture and an examination of how social change may have had an impact on the role of youth cultures such as the growth of the media, globalisation, the changing role of women.
- Heidensohn; girls have been involved but invisible.
- Blackman; New Wave girls.

Alternative ideas

- Differences linked to ethnicity.
- Different types of involvement; males more likely to be deviant.
- Post 1950s economy was booming with young people easy targets for advertisers: more disposable income= more spending and new styles and more involvement of both males and females.
- Postmodernist, youth cultures and neo-tribes present an opportunity for youth to create their own styles and identities that aren't linked to gender [Thornton].
- New research [McCulloch] supports earlier research claiming that class is more important than gender.
- Feminists tend to ignore males.
- Feminists tend to ignore ethnicity and the role that ethnicity plays in youth cultures and hybrid cultures.
- Any other relevant point.

| Band | AO1 elements 1a & 1b | AO2 element 1a | AO3 strands 1-3 |
|-------------|--|--|---|
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| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |