GCE AS MARKING SCHEME

SUMMER 2024

AS
SOCIOLOGY – UNIT 2
2200U20-1

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.

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 2024 MARK SCHEME

Section A

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

Compulsory question

Gang Talk: London street gangs

To discover what being in a 'gang' means to the members, Densley and Stevens carried out ethnographic research. This involved studying gang members in their natural settings such as cafés, and parks. They aimed to collect qualitative rather than quantitative data and therefore chose in-depth interviews and observations, rather than structured interviews. They used snowball sampling and found 52 gang members from 12 inner city gangs, despite this sampling technique raising issues of **generalisability.**

Adapted from Densley and Stevens (2015): Gang Talk: fact and fiction in London street gang careers. February (2017) Sociology Review

Answer each part of the following question.

1.   *(a)*   Using material from the item and sociological knowledge, explain the meaning of the term **generalisability.**   [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 – if the researcher has chosen a sample that is a good cross section of the population they wish to study, then they can say what is true of the sample group is true of the wider population.
- The researchers' findings can be applied to the larger population of which their sample was a part.
- The sample units need to be typical of the population and reflect its social characteristics.
- It can be affected by the size of the sample group: is it big enough?
- Depends on the sampling technique, e.g. stratified random sampling as opposed to snowball sampling.
- Researchers aim to generalise however it is more likely to occur in large scale research e.g. in surveys.
- Official statistics are produced with representativeness and generalisability in mind.
- Reference will be made to the Item.
- Any other relevant point.

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

1. *(b)* Using material from the item and sociological knowledge, explain **two** possible reasons why some sociologists adopt an ethnographic 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 an ethnographic approach – the researcher immerses themselves into the natural setting of the group being studied.
- The researcher participates in and observes the activities of the group to gain insights into their culture and lifestyle.
- Participant observation may occur, also in-depth interviews to gain qualitative data (Item).
- The researcher aims to describe the way of life of the group in a way that truly represents the way the group see it themselves.
- Data collected may be higher in validity.
- Preferred by Interpretivists who argue this approach enables the research to 'walk in the shoes' of those being studied.
- 'Verstehen' can be achieved using this approach.
- The researcher aims to achieve more than a snapshot of the lives of those being studied.
- Reference will be made to the item.
- Any other relevant point.

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

1. *(c)* With reference to the item and sociological studies, discuss the strengths and weaknesses of structured interviews. [20]

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

Indicative content

- All methods have strengths and weaknesses.
- Understanding of the method structured interviews: researcher may read out a list of closed questions from an interview schedule and tick boxes or write down answers given by the respondent: it is possible for the interview to take place online, but again the researcher can offer assistance / clarification.
- The interviewer will not deviate from the interview schedule, so everyone is asked the same questions in the same order.
- This enables comparisons.
- The data collected may be reliable.
- The data from the interviews can easily be converted into quantitative data (Item) expressed in statistics, percentages, tables, charts and graphs.
- Preferred by positivists.
- Structured interviews can be carried out relatively quickly as they follow a pre-set range of questions.
- Interviewers can explain the aims of the research and clarify instructions. This can lead to a higher response rate than questionnaires.
- Respondents' ethical concerns can be addressed before the interview takes place.
- There should be reference to studies used to illustrate the points made.
- British Social Attitudes Survey, The National Centre for Social Research 2023.
- The Crime Survey for England and Wales C.S.E.W (ONS 2023) (annual victim surveys).
- The Great British Class Survey 2013, Savage.
- Hough and Roberts Perceptions of Youth Crime, 2004.
- Any study that provides appropriate examples of structured interview research.
- Reference will be made to the item.

Disadvantages of structured interviews
- Little or no flexibility in the way questions can be asked and the interviewer is not encouraged to ask new questions. As a result, narrow insights occur.
- May be lower in validity than unstructured interviews.
- Structured interviews are only snapshots and cannot capture changes in views that could occur over lengthy participant observations.
- Less qualitative data.
- More time consuming than questionnaire research.

- Interviewer bias: e.g. researcher may influence the respondent's answers through their body language or tone.
- The social characteristics of the researcher may prevent a relationship of trust building up, particularly the case in research on gangs.
- Those being researched wish to present themselves in a certain way and this can affect the validity of the research.
- Structured interviews measure what the sociologist thinks is important rather than what the interviewee experiences.
- To an extent the interviews may rely on memory that could lead to problems of validity.
- Any other relevant point.

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

Section B

*Answer **one** of the following options*

Option 1 Education

Compulsory question

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

Young Peoples' Participation in Higher Education: a comparison between those who had been eligible for free school meals (FSM) and those who were not eligible

% Entered HE by age 19

FSM Status	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
FSM pupils	21.3%	22.3%	24.1%	25.7%	26.2%	26.3%
Non FSM pupils	38.8%	39.1%	41.6%	43.3%	43.9%	44.9%
All pupils	36.6%	36.8%	39.2%	40.7%	41.2%	42.2%

Source: Published 17 December 2019, the Department for Education

(i)   Summarise the content of the chart showing the relationship between participation in higher education and eligibility and non-eligibility for free school meals.   [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 participation in higher education and eligibility for free school meals.
- The percentage of young people eligible for FSM participating in H. Ed has increased from 21.3% in 2012/13 to 26.3 in 2017/18. This is a 5 percentage point difference.
- The percentage of young people participating in H. Ed not eligible for FSM increased from 38.8% in 2012/13 to 44.9% in 2017/8. This is a 6.1 percentage point difference.
- The percentage of young people eligible for FSM in 2016/17 who entered Higher Education was 26.2 % and this percentage increased marginally to 26.3%. in 2017/18.
- The gap in progression rates between pupils eligible for free school meals and those not eligible has increased to 18.6 points in 2017/18 from 17.7 percentage points in 2016/17; a 0.9 percentage point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

2. *(a)* (ii) Explain **two** sociological reasons for the relationship between free school meals and participation in higher education. [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:
- Participation of different groups, for example young people eligible for FSM (disadvantaged) and more advantaged young people.
- Material deprivation - Marxists and social democratic perspective; Reay, Universities UK study 2005, Smith and Noble, Blanden and Gregg, JRF data.
- Tuition Fees and loans can prevent progression to university - fear of debt; Callender and Jackson.
- Can lead to 'debt aversion' particularly affects young people from lower income backgrounds; Callender and Jackson.
- Cultural deprivation, emphasised by Functionalism and the New Right; Douglas, Hyman, Marsland, Murray, Phillips.
- Extra-curricular activities that enhance UCAS applications are more accessible to more advantaged young people; The Sutton Trust.
- Parental interest, support and expectations: Feinstein, Chowdry.
- Language codes, - the elaborate code dominates learning; Bernstein.
- Cultural capital, neo-Marxists; Bourdieu, Ball, Power, also Sullivan.
- Cultural and material deprivation go hand-in-hand; Department for Children, Schools and Families (2009b).
- Any other relevant point.

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

2. (*b*) Discuss sociological explanations of gender differences in educational achievement. [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; DfES/DCELS statistics, Estyn reports. Welsh-medium education statistics and data may be considered.
- Candidates may consider experiences in school and/or higher education.
- Variations in attainment between boys and girls and significance of social class and ethnicity to these patterns; Mitsos and Browne, Mac an Ghaill.
- Teacher expectations, stereotyping, labelling, self-fulfilling prophecy, master status and boys' subcultures; Mac an Ghaill, Connell.
- Feminisation of teaching and influence of peer groups within the school; Carrington.
- Absent fathers and boys anti-school attitudes, Murray, Sewell.
- Boys anti-school subcultures; Willis.
- 'Feminisation of the labour force' and 'crisis of masculinity' influencing working class boys' aspirations; Mac an Ghaill.
- Changing social attitudes leading to girls' success; Sharpe, Francis and Skelton.
- Changes in the job market and more role models for girls to aspire to.
- Influence of feminist movement on girls' achievement; Arnot.
- Differences in gender socialisation and behaviour; Hannan, Burns and Bracey.
- Emphasis on coursework advantages girls; Mitsos and Browne.
- Processes within schools influence boys' patterns of achievement; Modood, Mac an Ghaill.
- Girls' confidence undermined by sexual harassment and teasing from boys who gain more of teachers' attention, marginalising girls; Francis.
- Girls remain disadvantaged in terms of subject choices, particularly STEM subjects at A level and university.

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

- Over determinism of some theoretical perspectives and lack of empirical evidence.
- Concerns about the underachievement of boys masks underachievement of working-class girls; Archer.
- Only some boys are underachieving.
- Gender gap has decreased in recent years, particularly at A level.
- Functionalist notion of meritocracy; Parsons.
- Importance of considering multi-faceted explanations, examining interplay of class, gender and ethnicity; Mac an Ghaill.
- Ideas should be compared and assessed.
- Any other relevant point.

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

2. *(c)* Assess interactionist views of educational achievement. [30]

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

Indicative content

Candidates may focus on interactionist interpretations of education and/or educational achievement.
- Interactionists adopt a micro approach to studying education.
- Selecting, banding and streaming; Ball.
- Understanding anti-school subcultures, lads and ladettes.
- Influence of peer groups, peer pressure, peer support.
- Relationships between teachers and pupils; Mitsos and Browne, Jones and Dindia.
- Labelling, teacher expectations and self-fulfilling prophecy; Becker, Hargreaves, Ball, Rosenthal and Jacobson, Connolly, Wright, Davidson and Alexis.
- Notion of 'ideal pupil' and 'halo effect'; Becker, Hargreaves, Dunne and Gazeley.
- Stereotypes; Gillborn.

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

- Research is often small scale, issues of generalisability.
- Over-emphasis on negative effects of labelling- too deterministic.
- Views on anti-school subcultures, Willis, Francis.
- Views on peer groups, O'Donell, Sharpe, Mirza, Fuller, Sewell.
- Underplays influence of feminism on girls' expectations; Arnot.
- Influence of cultural and material factors on achievement, Department for Children, Schools and Families study: 'Deprivation and Education', 2009, JRF, Chowdry.
- Influence of families and cultural capital; Feinstein, Bourdieu, Francis.
- Influence of poverty; Platt, JRF.
- Teachers work 'within' a powerful education system.
- Government determined national curriculum is ethnocentric: Swann Report, Gillborn and Youdell.
- Government policies generated the 'A*-C economy' - leading to discrimination; Strand.
- Introduction of Ebacc benchmark discriminatory for traveller and Gypsy/Roma and black Caribbean students; Gillborn.
- Ignore wider issues of power and inequality in society influencing children's experience of education, Marxists; Smith and Noble, Blanden and Gregg, Platt.
- Functionalist view - equality of opportunity exists in the British education system; Parsons, Davis and Moore.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point.

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

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 chart comparing news stories involving black young males with stories involving all young males. [10]

Representations of black young males in media news stories in comparison to all young males

Theme of news story	Percentage of stories referring to black young males %	Percentage of stories referring to all young males %
Crime	66.9	41.9
Discrimination	5.2	0.4
Gangs, violence, weapons in schools	4.0	1.2
Positive youth achievement	3.8	6.2
Role models	2.4	0.5
Education	1.6	10.8
Charitable activity	1.4	6.9
Family	1.4	2.5

The percentages do not add up to 100%

Source: Adapted from Media representations of black young men and boys, REACH media monitoring project, Cardiff University 2011

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 news stories involving black young males compared to stories involving all young males.
- Overall a significantly higher percentage of stories involving black young males related to crime than young boys in general. 66.9% of stories about crime referred to black young males compared to 41.9% of crime stories which referred to all young males. This is a 25 percentage point difference.
- Positive stories about education were more likely to refer to males generally rather than black young males; 10.8% of the stories about all young males, compared to 1.6% of the stories about black young males. This is a 9.2 percentage point difference.
- Stories about discrimination were more likely to involve black young males; 5.2% compared to 0.4%. This is a 4.8 percentage point difference.
- While stories about youth achievement were uncommon, a lower percentage of stories about black young males related to positive youth achievement in comparison to stories about young males generally. 3.8% compared to 6.2% respectively. This is a 2.4 percentage point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

3. *(a)* (ii) Explain **two** sociological reasons for media representations of black and minority ethnic groups. [15]

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

Indicative content

There should be two different explanations (which may be linked to the data in the graph) such as:
- The media presents ideas that make the existing unequal society appear natural, fair and legitimate, it stops people thinking critically. Research commissioned by Channel 4 in 2008 found most white viewers felt broadcasters were doing a satisfactory job in representing multicultural Britain, a view not held by other ethnic groups; Miliband.
- Inferential racism occurs where coverage appears balanced but is based on racist assumptions; Hall.
- Neo-Marxists: journalists and broadcasters tend to be white, middle class and male; their outlook on life is subconsciously transmitted to the public. Social groups thought to threaten this outlook are marginalised - portrayed in negative, stereotyped ways, neutralising their ideas and removing any threat, sometimes using ridicule; Hall.
- Media created moral panics.
- Turning the white working class against the Black working class, ensuring ruling class hegemony is maintained; Hall.
- Reporting of inner-city race disturbances involving members of minority ethnic groups often stereotyped as 'riots'; implying the disturbances are irrational and criminal and those involved need to be controlled. The idea that people are angry enough to rebel against injustice very rarely forms part of media coverage of such events; Back.
- Media reporting of immigrants and asylum seekers presents immigration as a 'threat' to the UK way of life. Words 'illegal immigrant' and 'immigrant' used interchangeably.
- Negative stereotypes lead to groups being perceived as a 'problem' for society; Philo and Beatie.
- Any other relevant point.

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

3. *(b)* Discuss sociological explanations of the ownership and control 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

Pluralist views of the media
- Ownership and control of the media is shared.
- Key component of democracy, a check on government, parliament and the judiciary: the Forth Estate; Whale, Williams.
- Media represents views of a diversity of social groups; a view echoed by media professionals.
- Media owners are objective, responsible and impartial facilitators of a democratic ideal, their behaviour is constrained by the market; Campaine, Meyer, Halloran.
- Media companies are so large, owners are unable to interfere in day-to-day running of the business; Whale, Curran.
- Power of media owners is restricted by state or government controls and content of the media is regulated e.g. Ofcom.
- Existence of investigative journalism and professional ethics e.g. Watergate 1972.

Marxist views of the media
- Marxist ideas about ownership; concentration, Bagdikian, Curran.
- Horizontal integration, vertical segregation, convergence.
- Diversification, conglomeration, synergy supported with examples and commentary.
- Glasgow Media Group; cultural hegemony, agenda setting.
- New media and the impact such as a class divide, an age divide.
- Reinforcing elite power through new media; Cornford and Robins.

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

- In support of pluralist views, public service broadcasting is controlled by the state, embodies ideal of impartiality.
- Pluralists fail to recognise increased intervention of owners in media content, through choice of editors; also, the general public no longer accept that journalists are objective; Curran.
- Marxist notion of a deliberate capitalist conspiracy to subvert working class consciousness in the media is not supported by empirical evidence; Curran.
- Pluralists do not recognise agenda setting results in 'cultural hegemony' rather than democracy; UGMG.
- Quality of television undermined by commercial pressures, increase in number of channels has not led to increased choice, but more of the same; Barnett and Weymour, Harvey.

- Marxists may be guilty of over-simplifying the relationship of owners both within the media world and political elite.
- Postmodern view - effects of globalisation on media ownership and control may by positive or negative, individual choice has increased, but there are concerns that in the 'global village', a blurring of image and reality is occurring; McLuhan, Baudrillard.
- Ideological premises of explanations questioned by feminist perspectives.
- Any other relevant point.

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

3. *(c)* Assess feminist views of media representations of gender. [30]

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

Indicative content

- Candidates are likely to consider more than one feminist perspective on media representations of gender. Concept of patriarchy will be considered.
- Reference may be made to males, females, the LGBTQ+ community, with females being the most likely focus.
- 20th century feminists - the media reflected cultural expectations dominated by hegemonic definitions of femininity; Connell, McRobbie, Ferguson, Almy.
- Across a range of media: unlike men, women traditionally represented in a narrow range of social roles; Tunstall.
- Patriarchal ideology within media products, especially film, as analysed in Mulvey's semiology research; concept of the 'male gaze'.

Liberal feminism
- Liberal feminists: cautiously optimistic, recognise that media representations 'culturally lag' behind changes in society, but with increasing numbers of female media personne, l change is possible.
- Some way to go - print media and advertising promote a 'beauty ideal' - transmit the ideological message that women should treat their bodies as a 'project' in constant need of improvement, Liberal feminist view; Wolf, Cumberbatch.
- Presentation of women as 'mannequins', in adverts for cosmetics, healthy products in readiness for the 'male gaze'; Kilbourne.

Radical feminists
- Contemporary culture embodies 'male stream' agenda.
- Traditional stereotypes remain widespread - women portrayed as objects in a range of media products.
- Magazines directed at teenage girls equate slimness with happiness - can cause anxiety; Orbach.
- Portrayal of women in pornographic media is an extreme example of patriarchal control, Dworkin.
- Females portrayed as passive in popular music lyrics and sex objects in music videos.
- Mass media and advertising ignore women or portray them in stereotypical roles of victim and/or consumer, the mass media symbolically annihilate women; Tuchmann.
- Women's achievements often not reported/condemned/ trivialised by the media, reflecting gender inequality; Tuchman, the Association of Women Journalists, 2000.

Marxist feminists
- Pessimistic view - media promotes patriarchal ideology of masculinity and femininity that reinforces traditional norms and values supporting capitalism. The 'beauty myth', Wolf, encourages women to consume beauty and dietary products enhancing capitalist profits.
- New media bloggers represent idealised images of femininity and successful bloggers may be offered sponsorships with leading beauty industry companies; influence of capitalism and pursuit of profit rarely far behind fashion trends and the messengers.
- Semiology research unearthed 'ironic' representations of gender as a 'backlash' against feminism; Whelehan.
- McRobbie returned to her earlier concerns about the negative effect of magazines 'normative discontent' on young women.

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

- Postmodernists recognise media representations of females and males vary across media products with some presenting more overtly traditional views.
- Media challenges traditional definitions of gender, encouraging a diversity of masculine and feminine identities; Postmodernist Gauntlett.
- Wheelan is overly pessimistic. Media today offers contradictory views that acknowledge changing gender roles and the diversity of masculinities in the contemporary UK; Gauntlett.
- Media audiences are widely diverse; media messages and representations of females likely to be contradictory; Gauntlett, Gill.
- 'The fact that magazines are commercial ventures does not mean that they cannot also be spaces for progressive ideas or cultural contestation'; Gill.
- Women's magazines site of cultural struggle, where new forms of femininity and feminism are being defined and negotiated (Popular feminism): Hollows.
- In support of Mulvey: representations in popular music and video such as Blurred Lines, Robin Thicke.
- Liberal feminist view over optimistic - media professions remain male dominated; Lauzen.
- McRobbie's conclusions about impact of magazines on young girls' identities, overly deterministic; Frazer.
- Liberal feminists' evidence of change contested by radical feminists – claim changes superficial.
- The ideology of feminism that dominates media products can be questioned by females; pluralists.
- Soap operas portray women in a more positive way than advertising, yet, ultimately conform to hegemonic definitions of femininity; the strong women rarely have successful careers; Fiske.
- Any other relevant point.

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

Option 3 Religion

Compulsory question

4. (a) Study the following item and answer both parts of question 4 (a).

Percentage of those living in the UK who said they had no religion – Census, 2011
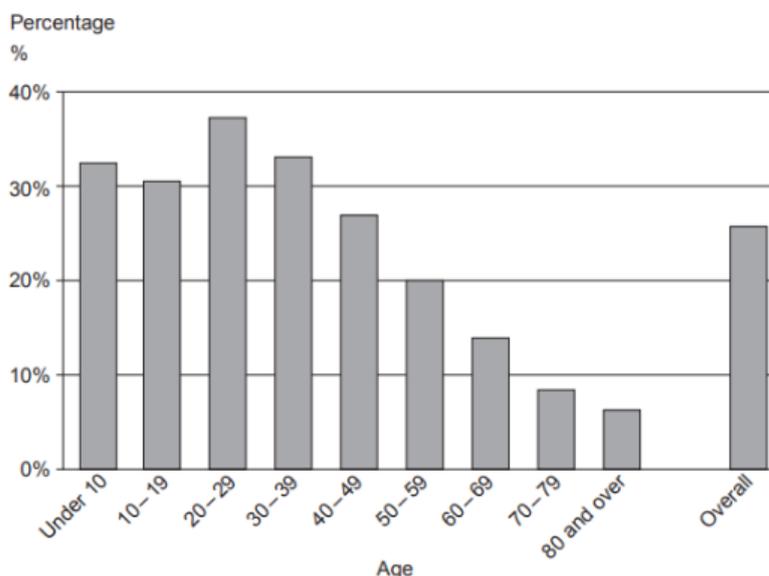
Source: press release by Lancaster University; Religion Watch Vol 29, No 1, Nov 2013

(i) Summarise the content of the graph on percentage of people who said they had no religion in the 2011 Census. [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. As the graph does not show clear numerical values, accurate estimations should be credited.

Indicative content

- Expect to see a range of points relating to the percentage of people who said they had no religion in the 2011 Census.
- Overall, just over a quarter of people, 26% said they had no religion in the 2011 Census, but the statistics vary with age.
- Age appears to be a factor influencing the percentage of people saying they had no religion. 34% of the 30-39 year olds, compared to 6% of those aged 80 and over. This is a 28-percentage point difference.
- Those aged 80 and over were least likely to say they had no religion, while the 20-29-year-olds were most likely to say they had no religion. 6% of those 80 and over, compared to 38% of the 20-29-year-olds. This is a 32-percentage point difference.
- A large percentage of those under 10 years said they had no religion, compared to a similar percentage of 30-39-year-olds. 32% of the under 10s compared to 33% of the 30-39-year-olds. This represents just a one percentage point difference.
- A higher percentage of the 50-59-year-olds said they had no religion, compared to those ten years older. 20% of the 50-59-year-olds, compared to 14% of the 60-69-year-olds. This is a 6-percentage point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

(ii)　　There is a relationship between religion and age in the UK. Explain **two** sociological reasons for this. [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:
- Different ages – different styles of worship and participation; Bird.
- Younger age groups less likely to attend church; however, in minority ethnic groups this is not the case; Brierley, Crockett.
- Decline in religiosity is generational, reflects changes in socialisation; Voas and Crockett.
- Non-white minority ethnic immigrant population more religious than majority white population, however rates of intergenerational decline almost as high as for white population; Voas and Crockett.
- People may become more religious as they age, result of increasing awareness of mortality, NORC report (2012) Coleman.
- Younger generations growing up in a secular world, different beliefs from those growing up in a more religious environment. Davie and Vincent.
- Growing religiosity amongst the younger generation of British born Muslims- not linked to their parents' cultural traditions - interest was more politicised; Mirza.
- Religion and identity: 'Muslim chic'; Woodhead.
- Growth of spiritual marketplace - religious life being reshaped, particularly affects the young; Roof; Lynch.
- Young middle-class people are more attracted to world rejecting movements, such as the Moonies.; Barker, Aldridge.
- Middle aged women may seek comfort in a belief system to compensate for gender exploitation; Glock and Stark.
- Rise of spirituality, NAM appeal to middle aged; Kendal project Mayo, Smith, Rankin.
- Any other relevant point.

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

4. (b) Discuss the view that religion is a conservative force 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

- Marxism emphasises role of religion as a conservative force.
- Religion is agent of capitalism - resistant to social change.
- Religious teachings keep working class people in a state of oppression; Marx.
- Idea of afterlife prevents the working class seeking to change their lives - 'reward' in the 'afterlife'; Marx.
- Religion used to justify the power of state by teaching God created social order; Marx.
- Interconnection between monarch as head of the church and state; Marxists.
- Religion - ideological apparatus, encourages people to accept their position in society, Althusser.
- Religion as a conservative force example - English Civil War, notion that King Charles 1 ruled by 'Divine Right', citizens who fought against him were fighting against God.
- Methodist religion played a key role in preventing working class revolution in 19th century Britain; Halvey.
- Hindu caste system reinforcing social inequality.
- Feminists: religion conservative force - continuing use of gender-specific symbolism and patriarchal dominance in religious organisations can prevent the wider social change needed to bring about gender equality.
- Functionalism emphasises role of religion as a conservative force – maintains social order and reinforces social norms; Durkheim, Malinowski; Parsons.
- Interpretivist view of religion as a conservative force – universe of meaning, theodicy, sacred canopy: Berger. Religion as a compensator, Stark & Bainbridge.

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

- Over-determinism of Marx's views.
- The role of religion as a force for social change
- Neo-Marxists - rebels such as the Levellers, fought for social change and rights of working people from a religious perspective; O'Toole.
- Striking similarities between early Christian groups and working-class movement of the 19th century – religion can therefore be a force for change as well as oppression; Engels, 1895.
- Neo-Marxists see revolutionary potential in religion; O'Toole, Gramsci, Maduro.
- Neo-Marxism: religious people can question power of ruling class, e.g. Martin Luther King.

- Liberation Theology - 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'.
- Weber, religion can be a force for social change, as well as a conservative force; The Protestant Ethic and the Spirit of Capitalism'.
- Any other relevant point.

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

4.   *(c)*   Assess feminist views of religion.   [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

- Most feminists believe religion is a conservative force, maintaining status quo i.e. patriarchal society.
- Religious beliefs include patriarchal ideology - legitimises female subordination.
- Liberal feminists - positive change possible if barriers removed preventing women taking on positions of authority e.g. introduction of women priests and Bishops in the CofE.
- Radical feminists more pessimistic - religions are inherently patriarchal.
- Marxist feminists agree with Marx - religion is the 'opium of the people' but focus on the need to challenge both patriarchy and capitalism to achieve equality.
- In prehistoric societies polytheism - belief in more than one god, included gods and goddesses existed side by side; Patriarchal attitudes from Europe and the Middle East introduced the idea of monotheism: a belief in one god, - led to demise of the goddess; Armstrong.
- Monotheism reshaped and influenced religion so favoured male domination. The practice of female circumcision - misinterpretation of the teachings of the Qur'an; El Sadaawi.
- Exclusion of women from the priesthood of most religions - evidence of marginalisation; Armstrong.
- Most branches of Islam do not recognise female Imams.
- Women allocated subordinate role in Judaism; Davie.
- Christianity - 'patriarchal myth', embodying hatred for women; Daly.
- Simone De Beauvoir - religious faiths encouraged women to be meek, to put up with inequality, exploitation and suffering to reap rewards in the afterlife.
- Religion promotes patriarchy through religious scripture, teachings, ceremonies and practices, structure and power-relations of religious organisations.
- Religions portray women's bodies and sexuality as a threat; Bird, Holm.

To evaluate candidates may consider the weaknesses of feminist views.
- There are 'religious forms of feminism'. Women may use religion to gain status and respect, also bible groups can provide a means of support as women share experiences; Woodhead.
- Not all religious denominations patriarchal, Hinduism retains female goddesses.
- Gender equality in some contemporary religions, e.g. Quakers; Aldridge.
- Veiling of women in Islam can be viewed as liberating as these women are not treated as sex objects as occurs in the West; Watson.
- Counter evaluation; there is evidence that in some countries women may be forced to cover themselves e.g. Iran.

- Feminism cannot explain why women are more religious than men.
- More religions hold a liberal view towards gender equality such as introduction of female Bishops to the CofE, 2013.
- Gender neutral language introduced into hymns and prayers in some mainstream religions.
- Any other relevant point.

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