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# **GCE AS MARKING SCHEME**

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**SUMMER 2016**

**SOCIOLOGY - UNIT 2 (NEW)  
2200U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

**GCE SOCIOLOGY**  
**SUMMER 2016 MARK SCHEME**  
**UNIT 2**

Welsh Health Survey 2014

The 2014 Welsh Health Survey collected data on health and lifestyles from a **representative** sample of 15,000 adults. Households were selected from the Post Code Address File and a structured interview was initially administered to one adult in each household. Self-completion questionnaires were then given to all adults in the household to complete. Children were also given self-completion questionnaires although an adult completed them on behalf of younger children. Adults were asked to give their consent for the researchers to access their medical records.

Adapted from The Welsh Health Survey 2014

1. (a) Using material from the item and sociological knowledge, explain the meaning of the term **representative**. [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 representative.
- The participants making up the sample are typical of the target population.
- Favoured by positivists.
- Generalisations can be made if the sample is a representative one.
- Often linked to quantitative research.
- Reference will be made to the item.

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

- (b) Using material from the item and sociological knowledge, explain **two** ethical issues that should be considered before accessing medical records. [10]

There should be two possible 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.

Indicative content

Ethical issues including:

- Informed consent
- Confidentiality
- Anonymity
- Privacy of the respondents
- The right to withdraw

Reference will be made to the item.

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

- (c) With reference to the item and sociological studies, assess the strengths and weaknesses of using questionnaires to collect data. [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

#### Strengths

- Relatively cheap, quick and easy.
- Self-completion questionnaires means little involvement by the researchers.
- People can complete them in their own time.
- They can be replicated.
- Data is likely to be high in reliability.
- Often used by positivists who look for quantitative data.
- Statistical data will allow for patterns and trends to be identified and for comparisons to be made.
- They are often used with a large sample which is likely to be representative and therefore generalisations can be made.

#### Weaknesses

- Low in validity.
- Response rate could be low.
- Low response rate could lead to a skewed sample and therefore results may not be representative of the target population.
- Questionnaires are socially constructed and could reflect the values and interests of the researcher.
- Interpretivists prefer qualitative data.

There should be reference to sociological studies to illustrate some of the points made. For example Charles (2008), Gordon (2000), Bennett (2009), Bowles and Gintis (1976), Allen and Dowling (1988)

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

Section B Mark scheme

2. (a) (i) Summarise the content of the graph showing rates of participation in higher education. [10]

Answers should include accurate points for band 3 AO1 which should be supported with data from the table. 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 patterns of participation of different ethnic groups.
- There may be reference to gender.
- Points made should be supported by accurate statistics drawn from the data.

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



2. (a) (ii) Explain **two** sociological reasons for the relationship between gender and educational attainment. [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.

Indicative content

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

- Changing role of women and females expectations perhaps a reference to the feminization of work
- Cultural factors such as ethnicity which may affect expectations and opportunities
- The culture of masculinity perhaps with reference to white working class boys or black boys.
- Reference should be made to appropriate empirical evidence and/or examples.

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

2. (b) Evaluate the view that education in the contemporary UK is meritocratic.

[30]

Answers will make judgements of the sociological concepts, theory, controversy 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 the functionalist view that education is meritocratic.
- Consideration of this key idea with supporting evidence and opposing lines of debate.
- Education as essential for role allocation: Davies and Moore and it is fair
- Education as serving the needs of the rich; Marxist ideas
- New Right ideas in support of the functionalist view such as those put forward by Murray, Hernstein, Saunders
- Alternative views used to criticise functionalist ideas about meritocracy such as Marxism, feminism, interactionism.
- Labelling theory may be used as an evaluative tool to interrogate the validity of the view.
- Ideas should be compared and evaluated with reference to supporting evidence.

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

2. (c) Assess the impact of labelling on attainment in education. [30]

Answers will make judgements of the worth of sociological concepts, theory, controversy 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 the view with theory and classroom based research used to support the view
- There may be reference to variations in the impact of labelling for different children and reference may be made to counter school sub-cultures or perhaps the work of Fuller or Mirza
- Alternative theories may be used to argue against the impact of labelling and for the importance of other factors such as material, cultural, structural
- The impact of labelling on different social groups; gender, ethnic, class
- Labelling and institutional racism; Wright, Connolly, Mac an Ghail, Gilborn and Youdell. OFSTED report on positive attitudes to education amongst Bangladeshi parents, social policies of inclusion.
- Ethnocentric curriculum
- Marxist ideas and evidence used to evaluate the view
- Functionalist ideas and the work of Davies and Moore might be used as part of the debate

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

3. (a) (i) Summarise the content of the graph showing the use of social networking sites. [10]

Answers should include accurate points for band 3 AO1 which should be supported with data from the table. 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 television viewing.

- Reference may be made to differences in use in terms of age such as in all categories the oldest age group has the lowest use
- Reference may be made to the differences in terms of use, between different platforms such as the higher use of Instagram and twitter amongst the two youngest age groups
- Points made should be supported by accurate statistics drawn from the data.

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

3. (a) (ii) Explain **two** sociological reasons for the relationship between age and the use of social networking sites. [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.

Indicative content

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

- Culture; older age groups may have less familiarity with the internet as part of everyday life or less confidence
- Use has increased for the youngest age group reflecting cultural change.
- Technological society and changing relationships; virtual communities as a result
- Younger groups have more access to other forms of media, Gunter and McAleer. They are more prone to peer pressure

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

3. (b) Evaluate Marxist ideas on the ownership and control of the media in contemporary society. [30]

Answers will make judgements of the sociological concepts, theory, controversy 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

- Marxist ideas about ownership; concentration, Bagdikian, Curran
- Horizontal integration, vertical segregation, convergence
- Diversification, conglomeration, synergy supported with examples and commentary
- The work of the 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
- Opposing ideas; Pluralist, Whale, Public service broadcasting
- State controls
- Media diversity and access to information on a global scale
- More choice but less choice in terms of quality and content; Harvey
- Ideas should be compared and evaluated with reference to supporting evidence.



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

3. (c) Assess the usefulness of the Hypodermic Syringe model of media effects.

[30]

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

Indicative content

- The answer should not be a descriptive account of the theories
- Answers may examine theories chronologically; hypodermic syringe model with examples used to assess the value such as Jamie Bulger, Columbine shootings
- Copycat violence; Bandura, McCabe and Martin
- Desensitisation; Newson
- Criticisms: Catharsis; Fesbach and Sanger. Sensitisation not desensitisation
- Criticisms of research methodology and artificiality of experimental model; Gauntlett
- Children as sophisticated media users; Buckingham, Wood, Trend
- Studies used to criticize HSM; Cumberbach, Charlton, Rhodes
- Active audience approaches; Two Step Flow Katz and Lazarsfeld
- Uses and gratifications model; Blumer and McQuail, Wood. Support for this theory should be used to criticize HSM
- Reception analysis model; Morley
- Cultural effects model could be used to offer some support for the principles embedded in HSM
- Ideas should be compared and assessed with reference to supporting evidence.

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

4. (a) (i) Summarise the content of the graph showing the relationship between age and different religions. [10]

Answers should include accurate points for band 3 AO1 which should be supported with data from the table. 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 age and religious affiliation.

- Reference may be made to differences in each religion relating to age
- Reference may be made to the religions where age seems most significant such as Buddhist and Muslim
- Points made should be supported by accurate statistics drawn from the data.

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

4. (a) (ii) Explain **two** sociological reasons for the relationship between age and religion. [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.

Indicative content

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

- 65+ might be a smaller group
- Certain ages may reflect more on the meaning of life; 25-49
- 0-24 are the group most likely to follow their parents Drury Sikh
- Some younger age groups are less interested in religion; Modood

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

4. (b) Evaluate the view that religion is in decline in the contemporary UK. [30]

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

Indicative content

- The secularization debate should be identified; Wilson, Glasner who discusses different levels
- Studies have had problems determining whether society is more secular because there are variations between and within groups; British Social Attitudes survey shows age, ethnicity and gender are variables
- How do we measure the importance of religion?; Hamilton, Williams, Shiner, Glock and Stark
- Functionalists who view religion as a form of value setting and social glue. Durkheim, Parsons, Malinowski and as such remains important
- Evidence of secularization ; church attendance, attitude surveys, church membership, fewer Church weddings, loss of power of the clergy; Bruce
- Alternative views identifying religion as an agent of change and the growth of new religious movements; Greeley, Nelson
- Rationalisation, disengagement and religious pluralism
- But Davie suggests; believing without belonging, New evangelical churches; Thompson
- Stark and Bainbridge; the cycle.
- Bauman and Giddens; religion more important
- Ideas should be compared and evaluated with reference to supporting evidence.

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

4. (c) Assess sociological explanations for the relationship between gender and religion. [30]

Answers will make judgements of sociological concepts, theory, controversy 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

- Clear understanding of the relationship and consideration of different sociological explanations
- Feminists have raised the idea that religions are male dominated supported with examples such as; images of God; Davie
- The issue of sexuality in most religions; Bird, Turner, patriarchal ideas
- Women in religions; Simon and Nadell
- Feminism; Daly, Simone de Beauvoir: female oppression and patriarchal domination, El Sadaawi
- Veiling; Watson....meaning
- Alternative views; Quakerism, Badawi, Ahmed
- Female involvement in NRMs; Bruce
- Female involvement in the growth of fundamentalism; Cohen and Kennedy. Judaism; Woodhead and Heelas
- Ideas should be compared and assessed with reference to supporting evidence.



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