



GCE AS MARKING SCHEME

SUMMER 2017

**AS LEVEL (NEW)
SOCIOLOGY - UNIT 2 UNDERSTANDING SOCIETY
AND METHODS OF SOCIOLOGICAL ENQUIRY
2200U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

Notes for examiners

The mark scheme for each question is in two parts. Part 1 is advice on the specific question outlining indicative content which can be used to assess the quality of the candidate's response. The content is not prescriptive nor are candidates expected to cover all the material mentioned.

Part 2 is an assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the qualities need in AO1, AO2 and, where appropriate, AO3. Where a response is not creditworthy or not attempted it is indicated on the grid as NRSP (No relevant sociological point).

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

**GCE AS (NEW)
SOCIOLOGY**

SUMMER 2017 MARK SCHEME

UNIT 2

Understanding Society and Methods of Sociological Enquiry

1. (a) Using material from the item and sociological knowledge, explain the meaning of the term **quantitative data**. [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 quantitative data.
- Research methods that generate quantitative data: questionnaires, structured interviews, surveys, secondary statistical analysis etc.
- Data that can be expressed in numerical form and presented in the form of graphs, tables, charts, statistics etc.
- Data that can reveal patterns and trends, reliability.
- Comparisons can be made.
- Favoured by positivists.
- Reference will be made to the item.
- Any other reasonable response.

| Band | AO1 <i>elements 2a & 2b</i> | AO2 <i>element 1b</i> |
|------|--|--|
| 3 | 3 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question as applied to research methods | 2 marks 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 | 2 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence 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 theories/concepts/evidence/research methods in the context of the debate/question. |
| 1 | 1 mark Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence 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 sociologists choose to use secondary data in social 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.

Indicative content

- Understanding of the concept secondary data: quantitative, qualitative or a combination.
- Secondary data may be valuable to sociologists on their own or used in combination with primary sources.
- Availability as the sources already exist.
- Cost effectiveness as the researcher does not have to spend time and money travelling to collect the data.
- Ethics: where a topic area concerns illegal activities, it might be unsafe to gather primary data.
- Accessibility: where interesting data might be difficult to obtain from certain groups, such as religious sects who are not prepared to engage in primary research.
- Historical insight: secondary sources such as diaries or letters can provide insight into ways of life.
- Research into the media often focusses on content analysis of secondary data.
- Issues of researcher bias avoided.
- Reference will be made to the item.
- Any other reasonable response.

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

1. (c) With reference to the item and sociological studies, discuss why many researchers choose to carry out interviews that collect qualitative 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

- There should be understanding that each method has strengths and weaknesses.
- Unstructured interviews, semi-structured interviews or a mixture of both.
- Interviews can generate greater insights as interviewees can elaborate their views and feelings.
- The more 'natural' settings help generate more valid data.
- Interviewees can 'speak for themselves', enhancing validity.
- Opportunity to gain further insights through non-verbal communication.
- There should be reference to sociological studies used to illustrate the points made such as Oakley, Hodkinson, Martin, Barker or any study that provides appropriate examples of interviews as a research method generating qualitative data.
- Reference will be made to the item
- Any other relevant points

| Band | AO1 <i>elements 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|---|--|---|
| 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. | 2-3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/evidence. Some of which are applied and interpreted in the context of the debate/question. | 4-5 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined. |

| | | | |
|---|--|---|---|
| 2 | 2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question. | 2-3 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined. |
| 1 | 1 mark Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 1 mark Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/evidence in the context of the debate/question. | 1mark 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

2. (a) (i) Summarise the content of the chart showing Key Stage 2 attainment entries for different ethnic groups . [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 different ethnic groups and Key stage 2 attainment.
- Comparison may be made between Chinese students achieving a level 5 in English and Maths and all other groups.
- Reference may be made to Gypsy/traveller children's attainment and all the other groups.
- Reference may be made to the percentage of Chinese students achieving level 5 in English and Maths compared to white British students
- Similarly, the percentage of Indian students achieving level 5 in English and Maths level 5 compared to white British students.
- Reference may be made to the higher percentage of Irish students achieving English and Maths level 5 compared to white British students.
- Points made should be supported by accurate statistics drawn from the data.
- Any other reasonable points.

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

2. (a) (ii) Explain **two** sociological reasons for the relationship between ethnicity 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:

- Attainment of different ethnic groups for example Chinese and Indian students compared to other ethnic groups, including white British.
- Teacher expectations of Pakistani, Bangladeshi and African-Caribbean students compared to White British :Wright.
- Cultural factors emphasised by the Functionalists and New Right e.g. Traveller children less likely to attend secondary education, Chinese 'Tiger parents'.
- Cultural capital.
- Material factors.
- Teacher labelling, racism and institutional racism emphasised by Interactionists; Mirza, Swann Report, Wright, Modood.
- Social policy initiatives such as the National Curriculum that have been described as an 'ethnocentric curriculum'; Gillborn.
- Reference should be made to appropriate empirical evidence and/or examples.
- Any other reasonable responses.

| Band | AO1 <i>elements 1a & 1b</i> | AO2 <i>element 1a</i> |
|------|---|---|
| 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) Evaluate Marxist explanations of the role of education in 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

- There should be a clear understanding of the Marxist view of the role of education.
- Consideration of key ideas such as the reproduction of inequalities and social relations of production of capitalist society; Bowles and Gintis.
- The role of the hidden curriculum from a Marxist perspective: through the hidden curriculum education transmits ruling class, capitalist values disguised as common values; Althusser.
- Education maintains 'the myth meritocracy' to legitimate inequalities. Those denied success blame themselves rather than the system; Bowles and Gintis.
- Working class children experience 'symbolic violence' while the cultural capital of the middle class children is valued and rewarded; Bourdieu.
- The correspondence principle may be considered as; Bowles and Gintis.
- The role of education in maintaining inequality: Boudon's "positional theory" 'For inequality of educational opportunity to be eliminated, either a society must be unstratified or its school system must be completely undifferentiated'.
- The role of the hidden curriculum from alternative more positive perspectives.
- Criticisms of the Marxist view of the role of education; Willis' views on resistance.
- Alternative views used to criticise Marxism such as Functionalism, feminism, interactionism, New Right.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other reasonable response.

| Band | AO1 <i>elements 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|---|---|--|
| 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 | 4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question. | 4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined. |
| 1 | 1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question. | 1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question. | 1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined. |
| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

2. (c) Assess sociological explanations for the under achievement of boys 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 boys' patterns of achievement; DfES/DCELS statistics, Estyn reports.
- Welsh-medium education statistics and data may be considered.
- Boys account for 80 percent of permanent exclusions and three quarters of fixed term exclusions Department for Education and Skills 2007.
- The view that boys' patterns of achievement are influenced more by factors outside schools such as the home.
- New Right focus on absent fathers, anti-school subcultures, the crisis of masculinity and moral panics; Murray.
- Boys' anti-school subcultures from the perspective of Willis, especially his later work.
- The 'feminisation of the labour force' leading to a 'crisis of masculinity' in working class boys aspirations about their role in society; Mac an Ghaill.
- There may be reference to variations in attainment between boys and the significance of social class and ethnicity to these patterns; Mitsos and Browne, Mac an Ghaill.
- There may be reference to underachieving black boys: Sewell.
- Recognition that there are real problems to address in the early years of boys education, has led to government policy changes such as the literacy hour.
- Ideas should be compared and assessed.
- Some may display knowledge and understanding of the view that processes within schools influence boys' patterns of achievement; Modood, Mac an Ghaill.
- They may examine Interactionist and Interpretivist theories drawing upon issues such as teacher expectations, stereotyping, labelling, self-fulfilling prophecy, master status and subcultures Mac an Ghaill, Connell.
- Some may examine the feminisation of teaching and the influence of peer groups within the school; Carrington.
- Some boys face multiple disadvantages; class, racism peer pressure.
- Issues such as the over determinism of some theoretical perspectives and lack of empirical evidence may be examined.
- Some may consider whether concerns about the underachievement of boys masks the very real underachievement of working class girls; Archer.
- The functionalist notion of meritocracy may be considered relating to boys' underachievement compared to girls'.
- Any other reasonable response.

| Band | AO1 <i>elements 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|---|---|--|
| 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. (a) (i) Summarise the content of the graph on the use of social networking sites by gender. [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 television viewing and different age groups such as hours viewed for children aged 4 – 9 are higher than children aged 10-15 years.
- Reference may be made to the increase in television viewing for all groups between 2009 and 2010.
- Reference may be made to the plateau of viewing habits of 10 – 15 year olds between 2006 and 2009 compared to the increase in the viewing habits of 4-9 year olds.
- Points made should be supported by accurate statistics drawn from the data.

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

3. (a) (ii) Explain **two** sociological reasons for the relationship between gender and the use of new social media. [15]

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

Indicative content

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

- Agent of secondary socialisation, teaching cultural norms and values; Parsons.
- Marxist view, the media especially through television and advertising encourages 'false needs' and prevents critical thought relating to inequalities; Marcuse, Marsh and Keating.
- Toxic childhood; Palmer.
- Media helps reinforce ethnic identity, through shared experience; Marie Gillespie demonstrated this in her study of the Sikh community in Southall
- The media can reinforce gender identity by presenting ideal images of the female body which influence women's behaviour; Naomi Wolf.
- Availability of Welsh language broadcasting can help reinforce Welsh identity.

| Band | AO1 <i>elements 1a & 1b</i> | AO2 <i>element 1a</i> |
|------|---|---|
| 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) Evaluate the pluralist view that ownership and control of the media is shared. [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:

- Candidates may demonstrate an understanding of the view that the media can have a direct effect on audiences.
- Some theorists argue that the media have a powerful effect on audiences either immediately or over time; Marcuse, Bandura, Dworkin, Morgan, Orbach, Wolf, Gunter, Newson.
- Empirical research; GUMG, Gerbner, Cohen, Young.
- Differences between direct and indirect theories of audience effects.
- Connections between direct theories and traditional Marxist theory; Bandura, Frankfurt School.
- To evaluate candidates may assess theoretical approaches in the light of empirical evidence; Gauntlett, Morrison.
- Difficulties of isolating variables when conducting media research; for example the difficulties of measuring the effects of mass media as opposed to other agencies of socialisation.
- Audiences are not homogenous.
- The ideological premises of the theoretical arguments can be questioned.
- Alternative views: Interactionists, neo-Marxists and post-modern views; Cumberbatch.
- Ideas should be compared and evaluated with reference to supporting evidence.

| Band | AO1 <i>elements 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|---|---|--|
| 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 sociological explanations of media representations of minority groups in society. [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 is likely to focus on the issues surrounding the representation of different minority ethnic groups in society.
- Comparisons may be made with the white majority.
- Knowledge of at least one sociological explanation concerning media representations of minority ethnic groups.
- There may be reference to the view that mass media representations of minority ethnic groups continue to be biased; CRE, Hartmann and Husband.
- Some may consider stereotyping and why some groups are presented more negatively than others; Van Dijk, Barker. Also, British Muslims, Poole 2009.
- There may be references to Welsh culture within the context of UK media representations.
- Explanations of representations across different media products, for example satellite as opposed to mainstream channels; Malik, Myria Georgiou.
- Inferential racism; Hall.
- Theoretical perspectives such as neo-Marxism and Postmodern views may be discussed, examining issues such as hegemony, diversity and choice and globalisation; GUMG, Philo and Beattie Giddens.
- Some may refer to empirical research and/or contemporary examples in support of the explanation/s; for example recent representations of the Gypsy/Traveller community.
- To evaluate some may discuss Pluralist criticisms of Marxist views.
- Some may consider the deterministic nature of some Marxist beliefs.
- Evidence of improvements in the representation of some minority ethnic groups may be considered.
- Some may consider the development of hybrid identities contributing to a positive change in media representations.
- They may consider the widening participation of members of minority groups in the media; the development of new technologies and media products accessible to wider audiences.
- The Postmodern view - lack of empirical research.
- Ideas should be compared and assessed with reference to supporting evidence.

| Band | AO1 <i>elements 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|---|---|--|
| 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. (a) (i) Summarise the content of the graph showing how people identified with a religion in Wales between 2001 and 2011. [10]

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

Indicative content

Expect to see reference to a range of points relating to how people identified with a religion in Wales.

- Reference may be made to differences in the percentage of people who identified themselves as Christian in 2001 and 2011.
- Reference may be made to differences in the percentage of people who identified themselves as Muslim in 2001 and 2011.
- Reference may be made to a significant increase in the percentage of people identifying themselves as having no religion.
- Points made should be supported by accurate statistics drawn from the data.

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

4. (a) (ii) Explain **two** sociological reasons for changes in how people identified with a religion between 2001 and 2011. [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:

- Further increase in the long-term process of secularisation. This could include a discussion on religious beliefs, institutions and practices losing significance; Wilson, Bruce, Woodhead, Arweck, Beckford, Dawkins, Hitchens.
- Idea that churches are more religious and set-apart from society, for example this could involve a discussion of the view that it was common for people to identify as Church of England because they were English, but now see themselves as having no religion, also the idea that the role of Christian religions is being taken over by other institutions; Woodhead.
- An increase in the popularity of New Age Movements. This could include a discussion of an increase in membership as spirituality is catered for outside the confines of a structured traditional Christian religion; Bruce, Heelas and Woodhead.
- Between 2001 and 2011 England and Wales became more ethnically diverse with more people identifying with minority ethnic groups. The foreign born population is less likely to say they have no religion than people born in the UK. This could then include a discussion on the view that minority groups are more likely to identify with a religion and for that religion to be rated highly in terms of how they live their lives and ONS data from 2011 shows that 80% of Muslims actively practiced their religion. Religion can ease the transition into a new culture by providing a sense of community and support; Modood, Wallis and Bruce, Herberg, O'Brien, Brierly, Bird.
- Any other reasonable response.

| Band | AO1 <i>elements 1a & 1b</i> | AO2 <i>element 1a</i> |
|------|---|---|
| 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) Evaluate functionalist explanations of the role of religion in society. [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:

- There should be reference to more than one sociological explanation.
- Functionalists view religion as a form of value setting and social glue; Durkheim, Parsons, Malinowski.
- In support of the early Functionalists the functions of religion in modern society can be seen in the values taught in socialisation, the role of religions in terms of social integration, solidarity and the collective conscience.
- Marxists view of religion as a form of social control in terms of oppression; Marx, Bruce.
- Marxists view religion as an oppressive form of social control of the working classes; Halvey, Leach, Hook.
- Some may refer to neo-Marxist views which challenge the traditional perception and see the revolutionary potential in religion; O'Toole, Gramsci, Maduro.
- Alternative views identifying religion as an agent of change. Weberians in comparison to Marxists and Functionalists see religion as a force for change, such as the role of Protestantism in the industrial revolution.
- The decline of religion and secularisation is not addressed by traditional Marxists and Functionalists.
- Link between language and religion in Wales supporting neo-Marxist views, language as form of resistance to cultural hegemony.
- Reference to recent political, debate.
- Ideas should be compared and evaluated with reference to supporting evidence.

| Band | AO1 <i>elements 1a & 1b</i> | AO2 <i>element 1a</i> | AO3 <i>strands 1-3</i> |
|------|---|---|--|
| 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. |
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| | 0 marks NRSP | 0 marks NRSP | 0 marks NRSP |

4. (c) Assess sociological explanations of the relationship between ethnicity 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

- The role of religion in maintaining ethnic identity; Modood, Drury.
- Pre-existing levels of religiosity among migrant groups.
- Issues of social class status and religious messages such as evangelicals who emphasise possibility of success and prosperity; Beckford, Pryce.
- Different styles of worship and participation; Bird.
- Muslims have very strong sense of Islamic identity; PEW poll 2006.
- Notion that 'Muslim' has become a new 'ethnicity', reinforcing a positive sense of identity; Samad, Archer.
- Growth of fundamentalism.
- Idea of radicalisation as reflecting lack of religious literacy; Choudhury, Atkhar.
- Cultural hybridity, Muslim girls embracing religion but rejecting patriarchal culture; Butler, Knott and Khoker, Samad, Dwyer, Woodhead.
- Social change and increasing influence of secularisation, especially amongst the young, rather than religion; Modood.
- Modernity and secularisation; Wilson.
- Evidence of declining church membership and attendance, declining participation in religious ceremonies; Brierley, Church census, Bruce.
- Age bias, age profile of church members, younger age groups less likely to attend; Brierley, Crockett.
- Rise of spirituality and NAM Kendal project; Mayo, Smith, Rankin.
- Difficulty in interpreting statistics related to religiosity.
- Difficulty in interpreting statistics related to secularisation.
- Ideas should be compared and assessed with reference to supporting evidence.

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