



GCE AS MARKING SCHEME

SUMMER 2019

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

2200U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

Notes for examiners

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

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

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

WJEC GCE AS SOCIOLOGY - UNIT 2
UNDERSTANDING SOCIETY AND METHODS OF SOCIOLOGICAL ENQUIRY
SUMMER 2019 MARK SCHEME

Section A

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

Compulsory question

Understanding in 2011 Riots

In August 2011, riots erupted across England. To gain **qualitative data**, a large research project took place over a three month period. Semi-structured interviews were conducted with 270 people from across England who admitted to being involved in the 2011 riots. The interviews lasted between 40 and 90 minutes and focused on the interviewees' actions, feelings and motivations while taking part in the riots.

To avoid bias they asked open-ended, neutral questions and they ensured a team of researchers later checked their interpretations. However, the researchers admit that previous **qualitative** research on the riots by Treadwell (2012) produced different conclusions.

Adapted from: Cooper et al: Understanding the 2011 Riots September (2016): Sociology Review

Answer each part of the following question.

1. (a) Using material from the item and sociological knowledge, explain the meaning of the term **qualitative 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 - qualitative data is descriptive and expressed in words.
- Research methods that generate qualitative data: semi-structured interviews, in-depth interviews participant observation, personal diaries, letters etc.
- Qualitative data reflects the reality of the person/group being studied and may include quotations from those studied.
- Qualitative data can provide an insight into what a group does, thinks or feels
- Qualitative data is more likely to be valid.
- Favoured by interpretivists who wish to establish the meanings that people attach to their actions.

- Reference will be made to the Item.
- Any other relevant point.

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

1. (b) Using material from the item and sociological knowledge, explain **two** possible ethical issues sociologists may face when conducting their research.

[10]

There should be **two** reasons for AO1 band 3. These reasons can be theoretical, practical or methodological and must contain technical language. For AO2 band 3 the reasons must be contextualised and explained with reference to methodological issues. The item should be used to demonstrate understanding.

Indicative content

- Ethics are moral principles: beliefs about what is right and wrong which guide the research.
- BSA ethical guidelines, the researcher should aim to safeguard the interests of the people being studied, decide whether the research is worthwhile and that the methods are 'fit for purpose'.
- Participants should have the right to anonymity, privacy and confidentiality.
- Participants should not be harmed physically or emotionally.
- Participants should be asked to give informed consent to avoid deception.
- Researcher should also not place themselves in danger, condone illegal activities or be dishonest to those they are researching.
- Reference will be made to the item.
- Any other relevant point.

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 the strengths and weaknesses of semi-structured interviews. [20]

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

Indicative content

- All methods have strengths and weaknesses.
- Understanding of the concept semi-structured interviews: generate mainly qualitative, some quantitative data.
- Semi-structured interviews may be valuable to sociologists on their own or used in combination with quantitative methods such as participant observation.
- Flexibility: the interviewer can ask some set questions but probe further to gain further insight or clarification.
- The data collected can be transcribed and expressed in words, providing descriptive insights into the people being studied, as in Item
- Through the interview the researcher can explore the meanings the people being studied give to actions for example the decision to riot as in the Item.
- Data more valid than methods such as questionnaires and structured interviews.
- In comparison with questionnaire research, the interviewer has time to develop empathy and verstehen with those being researched, Weber
- Sensitive or controversial activities issues can be discussed as trust is built up
- Interviewer can access non-verbal-communication in the interviewee's presentation of self.
- There should be reference to studies used to illustrate the points made.
- Eileen Barker used semi-structured interviews as one of three methods in her study of the Moonies.
- Zoe James used semi-structured interviews in her study of New Age Travellers 2007
- Nayak used semi-structured interviews in his research into "chavs, youth and class in the post-industrial city" of Newcastle, 2006
- Archer et al used semi-structured interviews in their study of working class girls' engagement with education, 2007
- Any study that provides appropriate examples of structured interviews
- Reference will be made to the item

- There may be reference to disadvantages of structured interviews.
- Comparability: the interviews are not standardised and so are less reliable: very difficult to repeat over time and between groups Little quantitative data compared to questionnaire, as in Item
- Lacks scientific rigour; Popper
- Semi-structured interviews can be very time consuming and costly, for example Eileen Barker spent an average of 6-8 hours interviewing 30 Moonies in her study.
- If the interviews have been recorded, then the information collected needs to be transcribed and this can take many hours for one hour of interview.

- If the interviews have not been recorded, then writing up notes can be challenging as the researcher is relying on memory.
- Interviewer effect could be an issue, as the interviewer may influence the respondent's answers through their body language or tone
- Social desirability can be a problem: where those being interviewed want to present themselves in a certain way and this can affect the validity of the research.
- Any other relevant point.

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

Answer **one** of the following options

Option 1 Education

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

Compulsory question

2. (a) (i) Summarise the content of the graph showing the relationship between science, technology, engineering and mathematics (STEM) subject choices and gender. [10]

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

Indicative content

- Expect to see reference to a range of points relating to the relationship between science, technology, engineering and mathematics (STEM) subject choices and gender.
- In subjects related to medicine, a higher percentage of females achieved than males: 81% females, compared to 19% males.
- Engineering and technology achievement is dominated by males at 86% compared to 14% females.
- Veterinary science qualifications are dominated by females at 75% compared to 25% males.
- Both physical sciences and mathematical science qualifications are dominated by males at 60% compared to 40% females. This is a 20 percentage point difference.
- A significantly lower percentage of females than males obtain a qualification in computer science.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

2. (a) (ii) Explain **two** sociological reasons for the relationship between gender and subject choices in education. [15]

There should be two sociological reasons with effective use of sociological language (AO1 band 4). Both reasons will be supported by sociological evidence (AO2 band 4). Two reasons for the same pattern/trend are acceptable.

Indicative content

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

- Gender socialisation combination of primary and secondary socialisation and expectations relating to gender identity; perceptions of 'masculine' and 'feminine' subjects; Sue Sharpe.
- Perceptions of femininity and masculinity related to subjects; Colley
- Interplay between class and gender: middle class girls more likely to choose STEM subjects; Clarricoates
- Boys not encouraged to study traditionally female subjects, fewer campaigns such as WISE for girls.
- Girls being made uncomfortable in male subject areas; Culley.
- Lack of positive role models.
- Maths and science books showed more boys in images or used male appropriate examples; McCabe.
- Advice and guidance relating to A level subject choices remains traditionally gendered; Stables and Stables
- Peer group influences; Connell
- Reference should be made to appropriate empirical evidence and/or examples.
- Any other relevant point.

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

2. (b) Discuss functionalist explanations of education in society. [30]

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

Indicative content

- Candidates are likely to contextualize the answer within the Functionalist views of Durkheim, Parsons, Davis and Moore.
- The focus may be on schools and/or colleges, as a form of secondary socialisation: the acquisition of knowledge, values and skills.
- Role of education in producing social solidarity, collective consciousness; Durkheim
- School as a 'bridge' between home and workplace, particularistic and universalistic standards; Parsons
- Role of schools as meritocratic institutions; Parsons
- Education and role allocation; Davis and Moore
- Role of schools in preparing young people for work; Durkheim, Parsons, Davis and Moore
- Sifting and sorting, transferable skills; Davis and Moore, Parsons
- The role of the formal and the hidden curriculum.
- In support: New Right views echoing functionalist ideas; such as Murray, Chubb and Moe
- Welsh Baccalaureate - skills transferable to the workplace and work experience.
- Weaknesses of functionalist theories and concepts
- Over-emphasis on the notion of meritocracy at the expense of equality; Ball
- The problematic nature of concepts such as 'meritocracy'; Gorard, Gerwitz
- Hargreaves discussion of Durkheim's ideas within the comprehensive school system.
- The myth of the meritocracy; Bowles and Gintis
- Correspondence principal, cultural capital, and inequality of opportunity; Bowles and Gintis, Bourdieu, Gillies
- Courses designed to prepare young people for work ineffective; Finn
- Schools fail to prepare working class boys for the workplace; Willis
- Contemporary discussions of faith schools and the principle of social solidarity
- De-schooling society; Illich
- Feminist critiques; such as Francis, Archer
- UK 'over educating' young people, no clear correlation between extra qualifications and economic competitiveness; Wolf
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point.

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

2. (c) Assess the view that the home is the main influence on the educational achievement of different social classes. [30]

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

Indicative content

- There should be a clear understanding of patterns of achievement amongst different groups; DfES/DCELS statistics, Estyn reports. Welsh-medium education statistics and data may be considered
- Candidates may consider the view that differences in educational achievement are caused by factors outside the school.
- Functionalist, New Right views, Marxist views may be considered.
- Cultural deprivation and primary socialisation, focussing on the home background and parental support; Douglas, Feinstein, Gaine and George, Sewell
- Immediate and deferred gratification; white working class families often least aspirational; this group is now the most likely to underachieve; Strand, Sutton Trust
- The impact of cultural capital; Bourdieu, Ball
- Parental aspirations of different ethnic groups more important than social class; e.g. Chinese parents often aspirational, Chinese children are the highest achieving group in Britain; Archer and Francis.
- Issues of language, restricted and elaborated codes; Bernstein
- Material factors in the home; Marxists; such as Smith and Noble, Blanden and Gregg, Platt
- Progression to university and fear of debt; Callender and Jackson
- Cultural and material factors go hand-in-hand; Department for Children, Schools and Families (2009b)

- Alternatively, candidates may consider the view that the home is not the main influence on educational achievement.
- The importance of processes within schools such as labelling based on stereotypes: Becker
- The role of pupil subcultures in school; Mac an Ghail
- Teachers differing expectations and labelling leading to a self-fulfilling-prophecy; Becker, Hargreaves, Rosenthal and Jacobson
- Working class girls under-achievement often ignored; Archer
- The notion of cultural deprivation, rather than social variation has been criticised; Evans
- Issues such as the over determinism of some theoretical perspectives and lack of empirical evidence may be examined.
- Ideas should be compared and assessed.
- Any other relevant point.

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

Option 2 Media

Study the following item and answer both parts of question 3 (a).

Compulsory question

3. (a) (i) Summarise the content of the graph on sources of the news in Wales. [10]

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

Indicative content

- Expect to see reference to a range of points relating to the main sources of the news in Wales.
- BBC1 is clearly the most popular source of news, 57% of respondents preferred this source compared to 28% of respondents choosing ITV news. This is a 29 percentage point difference.
- Three out of the top four preferred sources of news are offered by the BBC, BBC 1 57%, BBC website or app, 24% and BBC Radio 2 12%.
- Television was a more popular source of news than radio. The top TV platform was BBC1 – 57%, the top Radio platform was BBC Radio 2 at 12%. This is a 45 percentage point difference.
- Newspapers are a less popular source of news with The Daily Mail the most popular at 10% while The Daily Mirror was popular with 4%, a six percentage point difference.
- For those who used websites or apps as a source of news, the BBC was most popular at 24%, while the Guardian/Observer website or app attracted only 4%, a 20 percentage point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

3. (a) (ii) Explain **two** sociological reasons why media sources of the news are influenced by the audience [15]

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

Indicative content

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

- Pluralists: e.g. Whale, media content is largely determined by the market, focus on audience power. Audiences may withdraw support for a product e.g. the Sun newspaper in Liverpool.
- The way TV news is presented – seen as most reliable source of news by audience: newsreaders presented as ‘neutral’ observers, body language denoting authority, reassuring manner. High tech studios and graphics: any changes in presentation risk losing audience support for product; Chandler, Buckingham.
- Content of news and style in which it is presented – reaction to type of audience e.g. The Sun compared to the Guardian; Channel 4 news compared to Five News bulletins. Also, time of day – lunchtime broadcasts- compared to news later in the evening; Chandler, Buckingham, Moore
- Technological advance- new media internet sites e.g. BBC News 24, informs audience through live streams, breaking news accessed through mobile phones. New technology used to encourage interaction between news organisation and audience/news readership. Many ‘live’ pictures come from ‘citizen journalists’, with London 7/7 bombings initiating this relationship; Spencer-Thomas
- ‘Newsworthiness’ – adapted to meet needs of audience; Gultung and Ruge, Spencer-Thomas.
- ‘Fake news’ initiated by audiences.
- Any other relevant point.

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

3. (b) Discuss sociological explanations of media representations of social class.

[30]

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

Indicative content:

- Candidates are expected to demonstrate knowledge and understanding of sociological explanations of media representations of social class and to consider the strengths and weaknesses of the explanations.
- Candidates will possess a clear and articulate understanding of the way in which at least one social class is represented
- Marxists - media representations of the middle classes tend to be uncontentious, reflecting success in a meritocratic society
- Pluralists - these middle class representations reflect reality.
- Representations of the working class in soap operas such as *Coronation Street* and *East Enders* represent working class communities in a nostalgic manner, while also engaging in elements of realism. The community spirit does not necessarily reflect reality; Dodd and Dodd
- Very few sit coms, films or TV dramas reflect the reality of working class people; Newman
- Two main categories of working class - the 'deserving poor' and those on benefits; Devereux
- The *Royle Family* - generally viewed as not simply a negative stereotype or nostalgic, but an attempt at a realistic viewpoint.
- TV shows such as The Jeremy Kyle show have been referred to as 'Chavtainment' and appear to condemn working class people and culture; Owen Jones
- Media representations of the 'underclass': Neo-Marxism, lower working class today often represented as 'social problems' mirroring right wing views of an 'underclass' lifestyle. Media demonises sections of the underclass - images of 'deserving' and 'undeserving' poor; Golding and Middleton.
- Discourse analysis, following neo-Marxist Stuart Hall used to study TV programmes that examine the life of the poorest in society, e.g. Channel 4 series: *Benefits Street* and BBC two-part series *Famous, Rich and Hungry*, labelled 'poverty porn'; some representations are selected to shock, the more empathic interpretations that can be found in *Benefits Street* are often missed by the audience; Price
- The middle classes tend to be portrayed as 'the norm', perhaps reflecting the middleclass background of most media personnel.
- Pluralists - media professionals represent social groups in a fair and balanced way - point to a more naturalistic approach to working class representation in programmes such as the *Royle Family*
- Contemporary examples of media images in addition to empirical research may be considered.

- There may be understanding of variations in media representations of a social class for example nostalgic portrayals of traditional working class communities.
 - Media representations of the upper class - the Royal family is presented as a soap opera generally positive with some such as Prince Charles facing criticism; Nairn
 - Stereotypical portrayal of the upper class found in period dramas such as *Downton Abbey* and prevalence of upper class presenters on prime time such as Kirstie Allsopp.
 - Contemporary representations of people with wealth, such as celebrities according to neo-Marxist reinforce ideas that society is meritocratic, and their material success is celebrated; Reiner
-
- To evaluate, candidates may assess theoretical approaches in the light of empirical evidence and contemporary examples.
 - Difficulties in measuring concepts such as stereotypes.
 - The ideological premises of the theoretical arguments may be questioned.
 - Marxists views such as Miliband are criticised for being overly conspiratorial.
 - Pluralists argue traditional Marxists ignore the wide range of representations in the media, including those that are critical of powerful groups. Media representations don't conform to narrow stereotypes.
 - Postmodernists - boundaries between social groups are becoming less clear and representations of class are less clear.
 - Neo-Marxists criticised for ignoring evidence of significant improvements in the representation of social classes.
 - The pluralists suggest - representations reflect reality but ignore the impact media representations can have on marginalised groups; neo-Marxist view.
 - Pluralists fail to recognise that media professionals e.g. making documentaries may view society from their own class perspective and this may limit their representations of groups they are not familiar with.
 - Ideas should be compared and evaluated with reference to supporting evidence.
 - Any other relevant point.

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

3. (c) Assess the role of the media in the creation of moral panics. [30]

Indicative content

- It is likely that candidates will refer to empirical and/or contemporary examples
- There may be reference to more than one moral panic.
- Ideal type of moral panic; Critcher
- Definition of a moral panic with emphasise the moral focus of the media representations; such as Cohen, Goode and Ben-Yehuda
- Ambiguity in defining the concept 'moral panics' but may emphasise the moral focus of the media representations.
- It is likely that candidates will discuss 'folk devils', moral entrepreneurs and deviance amplification; Cohen, Fawbert
- Candidates may distinguish between the Interpretivist and Neo-Marxist views on the impact of the media on moral panics, Hall
- Interactionist views on the role of the media in the stages of a moral panic, which some interactionist sociologists have referred to as 'a cycle of newsworthiness'; Goode and Ben-Yehunda
- The stereotype of deviance in the notion of the 'folk devil' used in the media can lead to deviancy amplification; Goode and Ben-Yehuda
- Neo-Marxists who have argued that the representation of crime and deviance in the media leads to deviancy amplification; Hall
- Recent media focus on refugees and asylum seekers - stereotypical and 'inaccurate', with negative consequences for refugees, asylum seekers and established migrant communities; Philo

- To evaluate, candidates may refer to other agencies involved in the creation of moral panics such as the police and government; Hall
- Alternative views from the Pluralists who maintain the media reflects reality; it is a 'window on the world'; Whale
- Media reflect real concerns in society: Pluralists
- Difficulties in operationalizing the concept 'moral panic'.
- Concept of a moral panic is deterministic.
- Evidence on which the theories are based has been questioned.
- Ideological underpinnings of interactionism and neo-Marxism has been questioned from a traditional Marxist or feminist perspective
- Postmodern criticisms - idea of a moral panic is outdated; Thornton
- Ideas should be compared and assessed with reference to supporting evidence.
- Any other relevant point.

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

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

Compulsory question

4. (a) (i) Summarise the content of the chart on the relationship between current religious affiliation and religious upbringing. [10]

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

Indicative content

- Expect to see a range of points relating to the relationship between whether or not an individual was brought up in a particular religion and whether they currently affiliate themselves with a religion.
- Just under half of the sample brought up Church of England currently follow this religion – 49%, compared to a significant 43% who currently have no religion.
- More than half of the sample brought up as Roman Catholic currently follow this religion - 62% compared with 32% who currently have no religion. This is a 30 percentage point difference.
- The majority of the sample brought up as non-Christian remain non-Christian at 87%, compared with 10% who currently have no religion. This is a 77 percentage point difference.
- The majority of the sample brought up with no religion - 94% currently have no religious affiliation, compared to 5% who now have a religious affiliation. This is a significant 89 percentage point difference.
- Overall those brought up Roman Catholic are the most likely to keep their religious affiliation at 62%, whereas the Church of England/Anglican and other Christian groups both have 49% remaining affiliated to the religion they were brought up in.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

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

- (ii) Explain **two** sociological reasons for the growth of secularisation. [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:

- Modernisation, - the decline of tradition and its replacement with rational and scientific ways that tend to undermine religion- disenchantment, desacrilisation; Weber The growth of a technological world view; Bruce
- The effect of social change, for example industrialisation led to the break-up of small communities held together by religious beliefs. The church became less involved in important aspects of life. Structural differentiation and disengagement from religion; Parsons, Bruce, Wilson
- Growth of social, cultural and religious pluralism has undermined both the authority of religious institutions and the credibility of religious beliefs; Wilson, Bruce, Berger.
- Growth of New Age Spirituality; Heelas and Woodhead.
- Any other relevant point.

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

4. (b) Discuss Weberian explanations of religion in society. [30]

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

Indicative content:

- In 'The Protestant Ethic and the Spirit of Capitalism', Weber maintained religion can be a force for social change as well as a conservative force; Weber (1904).
- Weber focused on the emergence of capitalism and the significance of protestant ideas.
- As a social action theorist, Weber believed people are motivated by meanings and motives, including religious ideas.
- Weber argued - capitalism developed in capitalist societies partly as a result of religious ideas Other countries did not develop capitalism, though conditions seemed right as there was absence of the 'protestant work ethic'. Calvinist ideas suggested - path to heaven involved amassing evidence of success for God in the hope they would become one of the 'elect' that were saved.
- The protestant work ethic became linked with 'the spirit of capitalism'. Success - more likely when religious and business motivation were combined. Without religion capitalism would not have developed; Weber
- While technological conditions needed to be in place, - ideas and beliefs were major factors
- Weber identified four ideal types of religion: other worldly; mysticism, inner worldly mysticism, other worldly asceticism and inner worldly asceticism. The different forms of religious life would have different effects on society.
- Weber considered the influence of religious leadership on social change, three forms of religious authority: charismatic, traditional, legal-rational. Social change can be caused by influential leaders who have challenged legal rational authority, especially charismatic leaders.

- In evaluation, - it is difficult to produce conclusive arguments for and against Weber's ideas.
- Marxist Kautsky - capitalism was a major factor that created Calvinist Protestantism. However, Marshall maintains that lack of clarity of what constitutes capitalism prevents resolution of the argument.
- Some Calvinists - successful capitalists for reasons other than their religion. The strength of Weber's ideas according to his supporters is that they are multi-faceted.
- Alternative perspective: functionalists who have a conservative view of religion - believe religion helps maintain society's equilibrium; Durkheim, Malinowski, Parsons.
- Functionalists view social change as an experience that drives society apart and religion is the force that binds it together again.
- Marxists also view religion as a conservative force – maintains inequalities inherent in capitalist society.

- Marxists religious beliefs promote false consciousness and teach people to accept their position in society and not to fight for social change.
- Neo-Marxists do accept that religion can help promote social change, while ultimately supporting the ruling class; it has the potential to support oppressed groups.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point

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

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

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

Indicative content

- The role of religion in the lives of different age groups
- Different styles of worship and participation; Bird.
- 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; yet minority ethnic groups' younger age profile; Brierley, Crockett.
- Evidence that the decline in religiosity is generational and occurs as a result of changes in socialisation; Voas and Crockett
- People do not get more religious as they age; Voas and Crockett
- The non-white minority ethnic immigrant population is significantly more religious than majority white population, however rates of intergenerational decline almost as high as for white population; Voas and Crockett
- However, NORC report (2012) suggests people change their beliefs over time and as they age become more religious because of increasing awareness of mortality, also Coleman
- Davie and Vincent found religious rituals are still associated with key moments in the life course such as birth, adolescence, marriage and death. However, they suggest a 'cohort effect'; those now growing up in a more secular world; i.e. younger generations have different beliefs from those growing up in a more religious environment.
- Mirza et al studied British born Muslims and found a growing religiosity amongst the younger generation of Muslims. Significantly their increased religiosity was not linked to their parents' cultural traditions, rather their interest was more politicised.
- Religion and identity: 'Muslim chic'; Woodhead
- Marxist view: the media has replaced religion to become the new opium of the people and as young people interact with the media more than other age groups it may have a more significant impact; Miliband
- Social change and increasing influence of secularisation, especially amongst the young, rather than religion; Modood.
- Growth of spiritual marketplace of new spiritual beliefs and practices-religious life being reshaped and particularly affects the young; Roof; Lynch
- Modernity and secularisation; Wilson.
- Typology of religiosity regarding young people; Madge and YOR study
- Social class difference: world rejecting movements such as the Moonies more popular with middle class young people; Barker, Aldridge

- Relative deprivation theorists point out that middle aged women may seek comfort in a belief system to compensate for gender exploitation; Glock and Stark
- Rise of spirituality in some middle aged groups and NAM Kendal project; Mayo, Smith, Rankin.
- Candidates may evaluate with reference to competing definitions of the same statistics, they may draw upon findings of different studies, they may point to weaknesses in studies and differing theoretical interpretations
- Weakness of competing theoretical views
- 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.
- Any other relevant point.

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