



GCE AS MARKING SCHEME

SUMMER 2018

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

2200U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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 2018 MARK SCHEME

Section A

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

Compulsory question

Perceptions of the nature of urban street gangs 2016

Following UK government initiatives in 2011 to tackle youth violence in street gangs, Disley and Liddle researched whether the gangs have changed as a result of these initiatives. To gain qualitative insights 30 people associated with gang life were interviewed in-depth, including current or ex-gang members.

The data from the interviews contained quotations, enhancing the **validity** of the data. One gang member described his initiation into the gang as the 'most painful experience of his life'. However, there were mixed accounts of gang life, making it difficult to generalise findings. Perhaps more valid insights may be gained if researchers joined a gang, adopting covert or overt methods of participant observation, however this may generate problems such as ethical issues.

Adapted from: Emma Disley, Mark Liddle January (2016): Local perspectives in Ending Gang and Youth Violence Areas

Answer each part of the following question.

1. (a) Using material from the item and sociological knowledge, explain the meaning of the term **validity**. [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.
- Research methods that generate valid data: in-depth interviews, semi-structured interviews, participant observation, personal diaries, letters etc.
- Valid data reflects the reality of the person/group being studied etc.
- Valid 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 <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

- (b) Using material from the item and sociological knowledge, explain **two** possible reasons why sociologists choose to use in-depth interviews 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 in-depth interviews: generate mainly qualitative, some quantitative data.
- In-depth interviews may be valuable to sociologists on their own or used in combination with other primary sources such as the survey in the Item.
- The interviews can take place in the interviewees' natural environment where they may feel more at ease and more likely to discuss topics in detail.
- Flexibility: the interviewer is not restricted with set questions.
- The data collected can be transcribed and expressed in words, providing descriptive insights into the people being studied.
- In-depth interviews allow those being studied to 'speak for themselves', they are not constrained by set questions.
- Through the interview the researcher can explore the meanings the people being studied give to actions and life in general.
- As the interview takes place over a longer period of time, the interviewer can develop empathy and verstehen with those being researched.
- Sensitive issues can be discussed as trust is built up.
- The interviewer can access non-verbal-communication in the interviewee's presentation of self.
- Data more valid than quantitative methods.
- 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

- (c) With reference to the item and sociological studies, discuss the strengths and weaknesses of participant observation. [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.
- Participant observation, ethnographic research: researcher able to immerse themselves in the group and see social life from the same perspective as the group.
- Advantages of overt and/or covert participant observation.
- Ideal method to study hard-to-reach groups; as in the Item.
- The more 'natural' settings help generate more valid data.
- Interpretivists favour participant observation, Weber.
- Qualitative data which provides insight.
- Can reveal attitudes or behaviours, research might not otherwise have thought of asking; Foote-Whyte.
- Close bond that develops provides opportunities for those being research to 'open -up; enhancing validity.
- More than a 'snap shot' of social life.
- Opportunity to gain further insights through non-verbal communication.
- There may be reference to disadvantages of participant observation; such as lack of reliability, difficulty in measuring the data, researcher bias, the Hawthorne effect, little quantitative data, ethical issues, difficulties in generating comparative data, complexity of analysis, time issues.
- Reference will be made to the item.
- There should be reference to sociological studies used to illustrate the points made such as Barker, Foote-Whyte, Nayak, Patrick or any study that provides appropriate examples of participant observation.
- Any other relevant point.

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.	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.	1 mark Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Section B

Answer **one** of the following options

Option 1 Education

Compulsory question

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

- (i) Summarise the content of the graph showing the relationship between children eligible for free school meals and level 2 educational achievement in English/Welsh and Maths at key stage 4. [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 level 2 educational attainment in English/Welsh and Maths for pupils eligible for free school meals (FSMs) and those not entitled to FSM at key stage 4.
- In 2009 20.1% of pupils eligible for FSM achieved level 2 in English/Welsh and Maths compared to 52.1% of pupils not entitled to FSM; this is a gap of 32 percentage points.
- In 2016 35.6% of pupils eligible for FSM achieved level 2 in English/Welsh and Maths compared to 66.8% of all other pupils; this is a gap of 31.2 percentage points.
- In 2009 20.1% of pupils eligible for FSM achieved level 2 in English/Welsh and Maths compared to 35.6% in 2016. This is an increase of 15.5 percentage points.
- In 2009 52.1% of pupils not eligible for FSM achieved level 2 in English/Welsh and Maths compared to 66.8% in 2016. This is an increase of 14.7 percentage points. A similar percentage point increase to those receiving FSM.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	5-6 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. 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 relationship between free school meals and educational achievement. [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 groups, for example children eligible for FSM (disadvantaged) and more advantaged pupils.
- Material deprivation, emphasised by Marxists and the social democratic perspective; Smith and Noble, Reay, Universities UK study 2005.
- Cultural deprivation, emphasised by Functionalism and the New Right; Douglas, Hyman, Marsland, Murray, Phillips.
- Parental interest: Douglas, Feinstein, Chowdry.
- Language codes, restricted associated with disadvantaged working class and elaborate associated with advantaged middle class pupils - the elaborate code dominates learning ; Bernstein.
- Cultural capital, emphasised by neo-Marxists; Bourdieu, Ball, Power, also Sullivan.
- Teacher expectations of disadvantaged working class compared to advantaged white middle class pupils; Becker.
- Teacher labelling, stereotyping, the ideal pupil and the notion of the self-fulfilling-prophecy emphasised by interactionists; Becker, Ball, Dunne and Gazeley, Gillborn and Youdell.
- Reference should be made to appropriate empirical evidence and/or examples.
- Any other relevant point.

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) Discuss the view that education effectively prepares young people for the workplace. [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 who focus on 'effective' preparation may contextualize their answer within Functionalist and/or New Right views; Durkheim, Parsons, Davis and Moore, Murray.
- The focus may be on schools and/or colleges.
- Functionalist explanations of the role of schools in preparing young people for work; Durkheim, Parsons, Davis and Moore.
- The bridge between school and work; Parsons.
- Link between secondary socialisation in schools, the acquisition of knowledge, values and skills and the needs of the workplace, for example cultural values such as achievement, competition, equality of opportunity, skills such as literacy and numeracy: Functionalism and New Right
- Role allocation, sifting and sorting, transferable skills and a meritocracy; Davis and Moore, Parsons.
- Role of the formal and the hidden curriculum.
- Vocationalism; and New Right views echo functionalist ideas; Murray, Chubb and Moe.
- Educational policy relating to 14-19 year olds since 1988 designed to prepare young people for the workplace, for example vocational GCSEs, in Wales since September 2015 key stage four pupils' in state schools study the Welsh Baccalaureate - includes skills transferable to the work place and work experience.
- New Labour' social democratic views on educational initiatives aimed at preparing young people for the workplace: the expansion of higher education 1997-2010 based on the idea that the UK could only compete in a global economy if it had a highly skilled workforce; Holland.

•
Candidates may discuss the view that education does not effectively prepare young people for the workplace.

- Weaknesses of functionalist theories and concepts.
- Critique of notion of effective role allocation; Bowles and Gintis.
- Problematic nature of concepts such as 'meritocracy'; Gorard, Gerwitz.
- Marxist critiques of functionalism which may refer to the correspondence principal, cultural capital, and inequality of opportunity; Bowles and Gintis, Bourdieu, Gillies.
- Marxist critiques of policies designed to prepare young people for work; Finn.
- Schools fail to prepare working class boys for the workplace; Willis.
- The notion of de-schooling society; Illich.
- Feminist critiques with a focus on whether schools effectively prepare young girls for work, patriarchal messages in the curriculum; Francis, Archer.
- Unquestioning faith in the economic benefit of education has led to wasteful government spending, the UK is '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 <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

2. (c) Assess the impact of cultural factors on achievement in education. [30]

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

Indicative content

- Candidates may consider social class and/or ethnicity and/or gender patterns of attainment.
- 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.
- Cultural deprivation, focussing on the home background and parental support; Douglas, Feinstein, Gaine and George, Sewell.
- Parental aspirations: White working class families often least aspirational; this group is now the most likely to underachieve; Strand, Sutton Trust.
- Among different ethnic groups parental aspirations 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 cultural capital; Bourdieu, Ball.
- Issues of language, restricted and elaborated codes; Bernstein.
- Alternatively, candidates may consider the view that cultural factors are not the main variables influencing educational achievement.
- Material factors, emphasised by Marxists; Smith and Noble, Blanden and Gregg, Platt.
- Pupil subcultures in school; Mac an Ghail.
- Progression to university and fear of debt; Callender and Jackson.
- Low expectations and negative labelling by teachers leading to a self-fulfilling-prophecy; Becker, Hargreaves, Rosenthal and Jacobson.
- The gypsy/traveller pupils - lowest achievers and were labelled most likely to underachieve by teachers; Gillborn.
- Pressure on schools to achieve higher success rates in terms of 5+ GCSEs grade C and above - led to a system of 'educational triage' - teachers ignore pupils thought unlikely to achieve C grades; Gillborn and Youdell.
- Institutional racism and sexism in schools; Vincent.
- Working class girls under-achievement often ignored and therefore continues; Archer.
- Cultural and material factors go hand-in-hand; Department for Children, Schools and Families (2009b).
- The notion of cultural deprivation, rather than social variation has been criticised; Evans.
- Ideas should be compared and assessed.
- Issues such as the over determinism of some theoretical perspectives and lack of empirical evidence may be examined.
- Any other relevant point.

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

Option 2 Media

Compulsory question

3. (a) Study the following item and answer both parts of question 3 (a).
- (i) Summarise the content of the graph on attitudes towards whether there is a connection between video game violence and real life violence. [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 different generational views on whether there is a connection between video game violence and real life violence.
- The 60+ group were most likely to claim that video/computer games can be a cause of real-world violence and aggression, 79%, while a far lower percentage of the 18-24 group agreed, 42%. This is a 37 percentage point difference.
- The 18-24 group were most likely to agree that video/computer games can be a useful outlet for frustrations and aggression- 73%, compared to 60% of the 25-39 group. This is a 13 percentage point difference.
- Interestingly, just under half of the 60+ group agreed that video/computer games can be a useful outlet for frustrations and aggression - 49%, an 11% point difference to the 25-39 group.
- Just under half - 48% of the 25-39 group felt video/computer games can be a cause of real-world violence and aggression, compared to 42% of the 18-24 group, a 6% point difference.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	5-6 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. 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 the media and violent behaviour. [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:

- Media effects theories - media has a powerful and immediate effect on its audience. Audience seen as passive recipients of media messages. Violence in the media is seen to cause real life violence and aggression as a result of imitation of images and portrayals seen in media products such as films, computer games and other online resources. Particular concern - young children during their rapid period of socialisation when they are more susceptible to the power of the media.
- The hypodermic syringe model/magic bullet theory, media influence seen as immediate and powerful and the audience is passive, unable to resist the messages. The audience is viewed as homogeneous; Packard.
- Imitation or copy-cat violence: Classic study into children's imitation of violent media images: Bobo Doll experiment. The effects of the media were seen as direct and immediate. The children saw the acts of violence towards the Bobo doll and then acted violently themselves; Bandura.
- Packard and Bandura's views are echoed in more recent concerns about films like Natural Born Killers and Child's Play 3 which have been associated with acts of violence in society. Similar concerns have been raised about video games such as Grand Theft Auto.
- The Desensitisation Effect: Children more likely to commit acts of violence if they have been exposed to violence in the media. Prolonged exposure to media violence may have a 'drip drip' effect on young people and result in their becoming desensitised to violence – socialised into accepting violent behaviour as normal. Young people today therefore subscribe to weaker moral codes and are more likely to behave in more anti-social ways than previous generations. Concern was raised about 'video nasties', following the murder of Jamie Bulger in 1993 when it was suggested the 10 year old murders had access to violent films, which might have influenced their behaviour: Elizabeth Newson.
- Research into the effects of violent song lyrics on the attitudes and emotions of college students indicated - clear pattern of increased aggressive thoughts and feelings of hostility following on from listening to violent song lyrics. The violent content appeared to be linked to violent effects; Anderson.
- Moral panics - classic study: Mods and Rockers. The media focused on a minor scuffle between two groups of youth and through exaggerated reporting of the event labelled the young people in a negative and stereotyped manner - as a result seen as 'folk devils'. The public concern resulted in a moral panic, while the publicity 'glamorised' 'the deviant behaviour, encouraging more people to join and to in the case of Cohen's research, identify themselves as Mods or Rockers. The media coverage has increased violent activities; Cohen.
- Any other relevant point.

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) Discuss sociological explanations of media representations of females 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 consider a range of explanations of media representations of females in society and to consider the strengths and weaknesses of the explanations.

- Candidates may refer to the media as a form of secondary socialisation that in the 20th century reflected cultural expectations dominated by hegemonic definitions of femininity; Connell.
- They may consider - media representations of females may vary across media products with some presenting more overtly traditional views.
- Feminists - media representations stereotype femininity into quite limited forms of behaviour and provide role models that members of society are encouraged to aspire to; Almy.
- Women are generally represented in a narrow range of social roles by various types of media, while men are shown performing a full range of social and occupational roles; Tunstall.
- Working women portrayed as unfulfilled, unattractive, and unable to sustain relationships, also implication they are guilty of emotionally neglecting their children while men are rarely portrayed this way; Tunstall.
- 'Symbolic annihilation'- describes way in which women's achievements often not reported/condemned/ trivialised by the media, reflecting gender inequality; Tuchman.
- Activities of women compared to men across different continents, rarely seen as newsworthy; Gallagher; the Global Media Monitoring Project, 2005, the Association of Women Journalists, 2000.
- Women - marginalised and given lower status than men in sports coverage, with regular references to 'girls' while males are rarely referred to as 'boys'; Duncan and Messner.
- Magazines often organised around 'a cult of femininity' - promotes a traditional ideal, where excellence is achieved through caring for others, the family and appearance. Some movement away from stereotypes in teenage magazines, yet still a focus on 'looking good (for him)'; Ferguson.
- Girls magazines promote love and romance in a traditional patriarchal society; McRobbie.
- Print media and advertising promote a 'beauty ideal' - transmit the ideological message that women should treat their bodies as a 'project' in constant need of improvement, Liberal feminist view; Wolf, Cumerbatch.
- 'The male gaze' - camera lens essentially 'eyes up' female characters, objectifying women, even when they are reading the news: Mulvey.
- Presentation of women as 'mannequins', in adverts for cosmetics, healthy products in readiness for the 'male gaze'; Kilbourne.
- Magazines directed at teenage girls equate slimness with happiness - can cause anxiety; Orbach.

- Alternatively, media focus on thinness may result in women feeling bigger than they already feel themselves to be; Hamilton and Waller.
- Teen magazine - 35% of 6-12 year olds have been on at least one diet and at least 50% of girls thought they were overweight: Tebble.
- In societies where there is no established media - no culture of thinness, but where there is a growth of Western style media, the position is more negative; Becker.
- Radical feminists describe the portrayal of women in pornographic media as an extreme example of patriarchal control, Dworkin.
- Females still portrayed as passive in popular music lyrics and sex objects in music videos.
- Continued influence of traditional stereotypical portrayals of women in recycled programmes on satellite and cable TV networks.
- Soap operas portray women in a more positive way than advertising, yet, ultimately conform to hegemonic definitions of femininity; the strong women rarely have successful careers; Fiske.
- New media bloggers continue to represent idealised images of femininity and the successful bloggers might be offered sponsorships with leading beauty industry companies; the influence of Capitalism and the pursuit of profit is rarely far behind fashion trends and the messengers; Marxist feminists.
- A 2013 attitudes survey by the Guide Association finding that 87% of girls aged 11-21 believe women are judged more on their appearance than their ability.

To evaluate, candidates may refer to changes in the way females are represented, which might reflect the major economic and social changes that have occurred in education and employment.

- Sociological analysis of media representations of females needs to be cautious - postmodern writers, because of the sheer diversity of media in the UK, from audio visual, written and new media; Gauntlett.
- Media audiences widely diverse; therefore cannot assume the ideological messages transmitted reflect similar perspectives on gender. Media messages and representations of females likely to be contradictory; Gauntlett, Gill.
- Ferguson's ideas challenged - women's magazines generally play a supportive and positive role in the lives of women. Also present women with a broader range of options and tackle issues such as domestic abuse; Winship.
- The 'genderquake' resulted in a fundamental change in women's attitudes regarding education and a career reflected in new representations of women in series such as Sex in the City. A 'transgressive' programming is occurring that goes beyond traditional gendered representations: Westwood.
- Liberal feminists celebrate positive changes, e.g. stronger roles for women and girls in TV dramas and films such as Tracy Beaker.
- Improvements in visibility of women in prime-time television programmes and some movement away from traditional stereotypes in teenage girls' magazines.
- They may consider how far media representations mirror or create feminine identities and how individuals can resist them; interpretivists.
- New social media - women can choose their presentation of self at least within the context of cyber-reality; Haraway.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point.

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 Marxist views on the social construction of the news.

[30]

Indicative content

- Definitions of social construction in relation to the news.
- Candidates may distinguish between the Traditional Marxist and Neo-Marxist views
- Marxists - social construction of the news assists in the maintenance of the status quo.
- Traditional Marxism: the social construction of the news is a deliberate attempt at manipulation, the news transmits ruling class ideology, the 'new opium of the people' the focus is on owners; Miliband, Edwards and Cromwell.
- Neo-Marxism: the social construction of the news is a form of hegemony. The news is supportive of capitalist interests because those in powerful positions have better access to media institutions than the less powerful: the hierarchy of credibility; Hall.
- News is a product of the social background of journalists and editors, who are usually white, male and middle class. They do not question society and so unconsciously side with the powerful; The Glasgow University Media Group.
- The media engage in agenda setting, so that people think about issues in a way that benefits the ruling class. Issues such as the causes of inequality become marginalised; GUMG.
- Recent media focus on refugees and asylum seekers has been stereotypical and 'inaccurate', with negative consequences for refugees, asylum seekers and established migrant communities reflecting the concerns of political leaders and; Philo.
To evaluate, candidates may consider the view that the ideological underpinnings of Marxism, have been described as conspiratorial.
- They may consider alternative views from the Pluralists who maintain the news reflects reality; it is a 'window on the world'.
- Pluralists claim Marxists' ignore increase in media professionals from a wide range of backgrounds who bring different perspectives to news media.
- Pluralists - the self-regulation that operates within the media profession is evidence of its integrity and trustworthiness, e.g. the News International phone-hacking scandal led to the closure of the News of the World in 2011.
- The media as the Forth Estate protecting democracy and freedom; Williams.
- The media does not always act in the interests of the powerful; Schlesinger.
- Postmodern views - individuals now able to use digital communication technology to express their views.
- Feminists accuse Marxists of ignoring patriarchy in news production, with Marxist feminists claiming that the news reflects both capitalist and patriarchal ideology; Wolf.
- The evidence on which the theories are based has been questioned.
- Ideas should be compared and assessed with reference to supporting evidence.
- Any other relevant point.

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

Compulsory question

4. (a) Read the following item and answer both parts of question 4 (a).
- (i) Summarise the content of the chart on the relationship between place of birth and religion. [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 place of birth and whether an individual identified with a religion.
- The majority of the both the UK born and non-UK population identified themselves as Christian in 2011, 61% of the UK born and 47.5% of the non-UK born. A 13.5 percentage point difference
- A higher percentage of the UK born population identified themselves as having no religion: 26.9%, compared to 13.8% of the non-UK born population. This is a 13.1 percentage point difference.
- A higher percentage of the non-UK born population identified themselves as Muslim: 19%, compared to the UK born population: 2.6%. This is a 16.4 percentage point difference.
- A slightly higher percent of the non-UK born population identified themselves as Sikh: 2.4%, compared to 0.5% of the UK born population.
- In both populations, a smaller percent identified themselves as Jewish than any other religion, 0.4% of the UK born population and 0.7% of the non-UK born population.
- Points made should be supported by accurate statistics drawn from the data.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	5-6 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. 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 relationship between ethnicity and religiosity. [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:

- Candidates may point out that contrary to patterns of secularisation within British society, evidence suggests that some minority ethnic groups retain strong affiliation with religious beliefs and practices; ONS 2013, National Census data, 2011.
- Many minority ethnic groups originate in societies with high levels of religiosity; and bring these practices to the UK; Bird.
- Religion can act as a basis for social solidarity; e.g. a religious community can be a point of contact, a source of marriage partners; Bird.
- Religious commitment can be associated with maintaining other aspects of an individual's identity including language and customs; Bird.
- There can be strong family pressure to maintain commitment to religion; Bird.
- Religion can help members of minority ethnic groups to cope with oppression. Pentecostalism for example can function to assist adjustment to a society in which black people suffer from discrimination and social injustice; Pryce.
- Religion and religious traditions have a continuing role within a secularising society; Wallis and Bruce.
- Religion continues to function as 'cultural defence'; Wallis and Bruce
- Apostasy, accommodation and renewed vigour; Chryssides.
- Any other relevant point.

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) Discuss the view that religion is the opium of the people. [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:

- Candidates are likely to locate the view within Marxist explanations of the role of religion in society.
- Marx - religious organisations part of the struggle between social classes; Marx (1818-1883).
- Some may point to the influence of Feuerbach on Marx and the idea that religious ideas are created by human beings and are not the product of a god; these ideas become an ideology that is imposed on members of a religion by churches. Religious teachings function to keep people in a state of oppression in a number of ways; Marx.
- The notion of an afterlife helps ensure working class people do not seek to change their lives now but wait for their 'reward' in the 'afterlife'; Marx.
- By teaching that God has created social order; Marx believed religion was used to justify the power of the state, (some support for his argument can be found in the words of the hymn: All Creatures Great and Small).
- Marx saw religion as an instrument of ruling class control but recognised that it offers emotional comfort for working class people. However this comfort was illusory: acting like a drug; hence the quotation 'Religion...is the opium of the people' (Marx 1884).
- Marx - religion expresses the suffering of the working class in a manner that discourages action for social change.
- The power of religion as an ideological apparatus; influencing people to accept their position in society - operates as a form of 'false consciousness' obscuring the reality of what is happening to people in their lives; Marx, Althusser.
- Marxists claim religion acts as a conservative force and point to the interconnection between the role of the monarch as head of the church as well as having a civil role.
- In support of Marx, the Methodist religion played a key role in preventing working class revolution in 19th century Britain; Halvey.
- Contemporary USA society, relationship between the Right wing political ideas of the Republican party and Christianity; Bruce.
- Candidates may adopt an evaluative tone. Neo-Marxists questioned Marx's ideas, pointing to those rebels who fought for social change throughout history who fought for the rights of working people from a religious perspective such as the 'Levellers' and more recently Solidarity in Poland led by Lech Walesa, a committed Roman Catholic; O'Toole.
- Engels (1895) pointed to some striking similarities between early Christian groups and the working class movement of the 19th century; it can therefore be a force for change as well as oppression.

- The neo-Marxists maintain the ruling class do not overtly oppress the masses but exert their power more subtly. Church leaders do not see themselves as servants of the powerful, but the effects of what they do correspond to the views of the ruling class because they share similar cultural values and often class position: Gramsci.
- Liberation Theology - drew upon the neo-Marxist ideas that religion can be a force for change; Maduro and Romero, also Luke 4.16.21 'The spirit of the Lord is upon me to let the oppressed go free'.
- Weber - alternative perspective to that of Marx. In particular in his work 'The Protestant Ethic and the Spirit of Capitalism', Weber maintained religion can be a force for social change, rather than the 'opium of the people'; Weber (1864-1920).
- Feminists agree with Marx - religion serves the interests of a particular group in society, however they focus on men, rather than the ruling class, emphasising the patriarchal nature of society that is upheld within many religions; El Saadawi, Carol Christ.
- Alternative Functionalist view: religion as a positive force in society in terms of secondary socialisation and helping to integrate members of society to create solidarity, preventing anomie and maintain social order; Durkheim.
- Postmodern view that in contemporary society, religion has been replaced by the media as the 'opium of the people'.
- Issues such as the over-determinism of Marx's views may be considered.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point.

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. (c) Assess sociological explanations of the rise of New Religious Movements. [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

- 'New religious movements' (NRMs): broad term for collection of groups and cults concerned with spirituality - emerged in the West since the 1960s counter-culture: Giddens.
- NRMs categorised by Wallis: Christian religions: World Accommodating NRMs: neither fully accept, nor fully reject mainstream values. Often stem from traditional religion, and attempt to revive traditions and beliefs which they have been lost in society; e.g. neo-Pentecostalism attempts to revive the worship of the Holy Spirit; Wallis.
- Non-Western religions: World rejecting NRMs: similar to cults, critical of mainstream society, members follow with total commitment, membership usually requires a change in lifestyle e.g. The Moonies; Wallis.
- Self-development movements: World affirming NRMs similar to "client cults". They offer a service, and claim to allow people to achieve their 'full potential'. They require little commitment, apart from the cost, and members can live a normal life. They do not oppose mainstream society, e.g., 'transcendental meditation'; Wallis.
- Barker- cannot generalise about NRMs, only thing in common being labelled NRM.
- During last 30 years the USA and Europe witnessed rapid growth in NRM's alongside the decline in established churches. Religious beliefs are not so much declining as changing; Wallis.
- Alienation at work, the failure of political reform and the rejection of consumerist values as reasons why people were attracted to NRMs, Wallis.
- Weber: relationship between religion and marginalised groups. Sects arise in groups that are on the margins of society and feel disprivileged - offer a 'theodicy of disprivilege'; provides a religious explanation and justification for their suffering and disadvantage: Weber.
- Marxists - NRMs developed in response to economic and other forms of deprivation. People more likely to turn to religious solutions when real cause of deprivation is not recognised and cannot be easily eliminated. NRMs don't eliminate deprivation, they compensate for it. The rise of the Nation of Islam in the ghettos of the USA can be seen as a response to both economic and wider social and political disadvantage. Whereas the Nation of Islam reinforced ethnic difference by encouraging separation; other NRMs such as Jehovah's Witnesses disregard the status differences of the wider society.
- Marxists - majority of NRMs are world-affirming or world-accommodating, only radical world-rejecting movements want to change society. However, agree with Bruce - such NRMs are too small and insignificant to have a significant impact on society.
- Stark and Bainbridge argue that world-rejecting sects offer 'compensators' to the deprived; Stark and Bainbridge.

- Wealthier people are more likely to be drawn to world accepting religions that allow them to maintain their status and success; Stark and Bainbridge.
- The middle classes and upper classes may join NRMs to compensate for relative deprivation, particularly spiritual deprivation, a search for meaning and a sense of community felt to be missing in the individualisation of contemporary society; Stark and Bainbridge.
- World rejecting religious movements might draw well educated middle class white young people such as the Moonies. Some converts saw such movements as a refuge from society, some were attracted by the ideals: Aldridge, Barker.
- Deprivation theory and the concept of relative deprivation can be used to explain the appeal of world rejecting movements' for women, the religion acts as a compensator for women's exploitation; Glock and Stark.
- Criticism: women more likely than men to maintain membership of traditional religions, even if they create a discreet group within the religion which can help compensate for lower status and can address their particular concerns, such as the Sisterhood in the Church of England and Church in Wales. Also women have successfully campaigned for the opportunity to become vicars and bishops. Similarly within the Jewish religion there is a feminist section that has successfully campaigned for women rabbis.
- Unlike Marxists, postmodern thinkers do not believe it is possible to generalise about why people join NRMs, instead they analyse specific beliefs and practices in particular social situations; Lyotard.
- Postmodern writers regard the growth of new NRMs as reflecting people's disillusionment with science and rational thinking and they search for meaning in an increasingly unstable and unpredictable world; the old religious organisations are becoming less significant and NRMs have grown; Bauman, Drane.
- In a postmodern world increasing numbers of individuals prefer to assert their identity through individual consumption rather than group membership, this has led to the growth of NRMs. Developments in digital communication have provided the opportunities for people to pick 'n choose from a virtual 'spiritual supermarket'; those in developed countries where this choice is greatest, act as 'spiritual shoppers'; picking those beliefs and practices that suit their current tastes and identity; Hervieu-Leger.
- In critique of the Marxists, Wilson argued that sects have grown as a result of secularization, the decline in the influence of religion in society. This seems contradictory but he sees sects as a refuge for those with religious need as the wider society becomes less religious.
- As society was becoming increasingly secular, NRMs can be seen as evidence of a religious revival; Martin.
- Candidates may criticise theorist who base their ideas on NRM statistics, as we do not know with much accuracy what the incidence NRMs and much depends on what is meant by an NRM. Attempts to produce typologies have been limited, and even Wallis's distinction between world-affirming, world-rejecting and world-accommodating religions, does not enable us to anticipate with much certainty the empirical characteristics that might follow from the defining characteristics of each category; Barker.
- Difficulty in interpreting statistics related to secularisation.
- Ideas should be compared and assessed with reference to supporting evidence.
- Any other relevant point

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