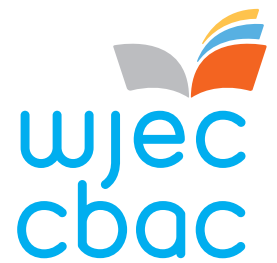


GCE AS/A LEVEL



WJEC GCE AS/A LEVEL in SOCIOLOGY

ACCREDITED BY WELSH GOVERNMENT

SPECIMEN ASSESSMENT MATERIALS

Teaching from 2015

This Welsh Government regulated qualification is not available to centres in England.

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AS SOCIOLOGY

UNIT 1

Acquiring Culture

SPECIMEN PAPER

1 hour 15 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer Section A.

Answer **one** question from Section B.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

INFORMATION FOR CANDIDATES

Section A carries 15 marks.

Section B carries 45 marks.

The total mark available is 60.

The number of marks is given in brackets at the end of each question or part-question.

You are advised to divide your time accordingly.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Section A

Compulsory question

1. Read the item below and answer the following questions.

There have been several cases of “feral” children found in forests and elsewhere who have apparently been reared by wolves or other animals. These children act in a way that is different from expected human behaviour. Sociologists often refer to these children as an example of the influence of **nurture** on human behaviour.

Adapted From AS level Sociology – Napier Press.

- (a) With reference to the item and your own sociological knowledge, explain the meaning of the term **nurture**. [5]
- (b) Using material from the item and your sociological knowledge, explain how any **two** agents of socialisation influence the behaviour of children. [10]

Section B

Choose **one** of the following options

Option 1 Families and Households

Compulsory question

2. (a) (i) Explain the meaning of the term **extended family**. [5]
- (ii) Statistics and research have shown that the average age of first time marriage for women has increased.
- Explain **two** sociological reasons for this. [10]

Either

2. (b) Discuss the view that the nuclear family can have a negative effect on its members. [30]

Or

2. (c) Discuss sociological explanations for increasing family diversity in England and Wales. [30]

Option 2 Youth Cultures

Compulsory question

3. (a) (i) Explain the meaning of the term **youth subculture**. [5]
- (ii) Statistics and research have found that young people are often linked with deviant behaviour.
- Explain **two** sociological reasons for this. [10]

Either

3. (b) Discuss the view that spectacular youth cultures are no longer important to young people. [30]

Or

3. (c) Discuss sociological explanations for the relationship between gender and youth cultures. [30]



AS SOCIOLOGY

UNIT 2

Understanding Society and Methods of Sociological Enquiry

SPECIMEN PAPER

2 hours

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **all** parts of question one in section A.

Answer **one** question from section B.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

INFORMATION FOR CANDIDATES

The total mark for this paper is 90 marks.

The number of marks is given in brackets at the end of each part-question.

You are advised to divide your time accordingly.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Section A

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

Compulsory question

The National Survey for Wales

The National Survey for Wales was designed to gather information about the population of Wales on a variety of issues such as health, education and local services. Because it is impractical to visit every household in Wales, a **random sample** of households was selected.

25,000 households take part in the research annually, and they are selected from the Royal Mail list of addresses. The purpose of selecting addresses in this way means that the study will represent the views of people in Wales as a whole.

Adapted from <http://nationalsurveyforwales.co.uk/>

Answer each part of the following question.

1. (a) Using material from the item and sociological knowledge, explain the meaning of the term **random sample**. [5]
- (b) Using material from the item and sociological knowledge, explain **two** possible reasons why sociologists choose to use surveys in social research. [10]
- (c) With reference to the item and sociological studies, discuss why different forms of sampling are used in social research. [20]

Section B

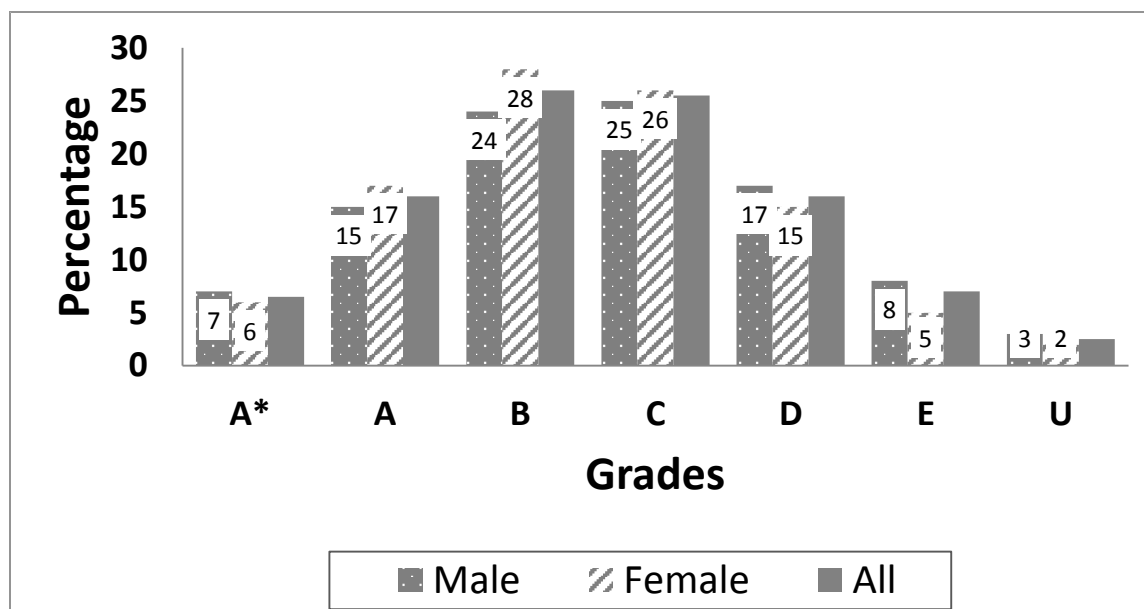
Answer **one** of the following options

Option 1 Education

Compulsory question

2. (a) Study the following item and answer all of the questions.

A Level results in Wales (2014)



Source: JCQ

- (i) Summarise the content of the chart showing A Level results in Wales in 2014. [10]
- (ii) Explain **two** sociological reasons for the relationship between gender and educational attainment. [15]

Either

2. (b) Evaluate functionalist explanations of the role of education. [30]

Or

2. (c) Assess sociological explanations for the relationship between ethnicity and attainment in education. [30]

Option 2 Media

Compulsory question

3. (a) Study the following item and answer all of the questions.

Average television viewing hours per day by age

Hours of TV watched per day	2004	2006	2008	2010
Children	2.5	2.5	2.5	3
Adults 16-24	3	3	2	3.5
Adults 35-44	4	4	4.5	5
Adults 55-64	4.5	4.5	4.5	5
Adults 65+	5	5	5.5	6

Source: BARB

3. (a) (i) Summarise the content of the table on television viewing. [10]
- (ii) Explain **two** sociological reasons for the relationship between age and patterns of television viewing. [15]

Either

3. (b) Evaluate the view that the representation of gender in the media is changing. [30]

Or

3. (c) Assess sociological explanations of the influence of media professionals on the content of the news. [30]

Option 3 Religion**Compulsory question**

4. (a) Read the following item and answer all of the questions.

The importance of religion in daily life

Responses from the sample of 1932 people	Male	Female	Total
Very important	93	132	225
Somewhat important	155	236	391
Not very important	344	333	677
Not at all important	373	260	633
Don't know	0	3	3
Refusal to answer question	1	2	3
Total	966	966	1932

Source: <http://www.brin.ac.uk/figures>

- (i) Summarise the content of the table showing the importance of religion in daily life. [10]
- (ii) Explain **two** sociological reasons for the relationship between gender and religion. [15]

Either

4. (b) Evaluate the view that religion is an agent of social control. [30]

Or

4. (c) Assess the view that society is becoming more secular. [30]



A LEVEL SOCIOLOGY

UNIT 3

Power and Control

SPECIMEN PAPER

2 hours

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **one** question.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

INFORMATION FOR CANDIDATES

The total mark for this paper is 70 marks.

The number of marks is given in brackets at the end of each part-question.

You are advised to divide your time accordingly.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Choose **one** of the following options

Option 1 Crime and Deviance

Compulsory question

1. (a) (i) Explain the meaning of the concept deviance amplification. [10]
- (ii) Using sociological evidence and examples, explain why women appear to commit less crime than men. [20]

Either

1. (b) Evaluate interactionist explanations of crime and deviance. [40]

Or

1. (c) Assess the view that official crime statistics in England and Wales are not an accurate measure of actual crime. [40]

Option 2 Health and Disability

Compulsory question

2. (a) (i) Explain the meaning of the term disability. [10]
- (ii) Using sociological evidence and examples, explain why people of some ethnic minority backgrounds are more likely to experience ill health than others. [20]

Either

2. (b) Evaluate sociological explanations of gender inequalities in health in England and Wales. [40]

Or

2. (c) Assess the role of health professionals in England and Wales. [40]

Option 3 Politics

Compulsory question

3. (a) (i) Explain the meaning of the term partisan de-alignment. [10]
- (ii) Using sociological evidence and examples, explain gender differences in patterns of voting behaviour. [20]

Either

3. (b) Evaluate pluralist theories of power and politics. [40]

Or

3. (c) Assess the view that the UK is a democracy. [40]

Option 4 World Sociology

Compulsory question

4. (a) (i) Explain the meaning of trans-national corporations. [10]
- (ii) Using sociological evidence and examples, explain why there are gender inequalities in many developing countries. [20]

Either

4. (b) Evaluate World Systems theory as an explanation of inequalities in the developing world. [40]

Or

4. (c) Assess the view that aid cannot solve the problems of the developing world. [40]



A Level SOCIOLOGY

UNIT 4

Social Inequality and Applied Methods of Sociological Enquiry

SPECIMEN PAPER

2 hours 15 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **all** questions from section A.

Answer **one** question from section B.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

INFORMATION FOR CANDIDATES

The total mark for this paper is 100 marks.

The number of marks is given in brackets at the end of each part-question.

You are advised to divide your time accordingly.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Section A Applied methods of sociological enquiry

1. Read the following item and answer all the questions.

Research into childcare in Wales

A Welsh council childcare team conducted research into various aspects of childcare in Wales. Parents were asked for their reasons for using or not using different types of childcare such as family and friends and day nurseries. They were also asked whether they were satisfied with childcare provision.

A total of five focus groups were used involving twenty two parents and carers. These focus groups targeted specific groups of parents/carers such as:

- lone parents/carers,
- parents/carers of very young children/babies
- parents/carers with a child with a disability.

Source: *Childcare Sufficiency Assessment 2011; Torfaen County Borough Council*

- (a) Identify and explain **two** reasons why the researchers decide to use focus groups in their research. [10]
- (b) As an A level student, you have been asked to design a research project to collect data on attitudes towards parenting amongst a sample of parents of young children in Wales. [30]
- (i) Describe each stage of your research design, justifying the reasons for your choice at each stage.
- (ii) Discuss problems that may occur and the impact of these problems on the quality of the data collected.

Section B Social Inequality

Either

2. (a) Identify **two** areas of life in contemporary England and Wales where there is evidence of inequality. Illustrate your answer with reference to evidence for each area identified. [20]
- (b) Evaluate the view that inequality is linked to an individual's 'class, status and party'. [40]

Or

3. (a) Identify **two** areas of life in contemporary England and Wales where there is evidence of ethnic inequality. Illustrate your answer with reference to evidence for each area identified. [20]
- (b) Evaluate the usefulness of functionalist explanations of social inequality. [40]

Mark 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 needed 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.

Unit 1 Acquiring Culture

MARK SCHEME

Section A

1. (a) With reference to the item and your sociological knowledge, explain the meaning of the term **nurture**. [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

- Definition of the term nurture as being socialisation and upbringing (social construction of culture).
- Elements of nurture (socialisation) such as role models, imitation, sanctions and processes.
- Examples of the socialisation process.
- The item should be used to demonstrate understanding.

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

1. (b) Using material from the item and your sociological knowledge, explain how any **two** agents of socialisation influence the behaviour of children [10]

The focus of the answer should be on how the behaviour of children may be influenced by any **two** agents of socialisation which should be named.

Answers should examine two agents of socialisation for band 3 in AO1 and AO2. There should be accurate use of key terminology, illustrating the process of socialisation in both agents for band 3 AO1 marks. Appropriate examples should be used to demonstrate understanding for each agent and, where the item is used effectively, this will be consistent with band 3 AO2 marks.

Indicative content

- Terms such as sanction, role model, imitation, should be expected/ rewarded.
- Terms such as peer pressure, hidden curriculum, canalisation, manipulation should be rewarded where appropriate.
- There will be appropriate selection and use of related concepts such as: norms, values, identity.
- The best answers will refer to specific examples.
- The item should be used to demonstrate understanding.

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

Section B

2. (a) (i) Explain the meaning of the term **extended family**. [5]

There should be accurate use of key terminology illustrating the sociological reasons for band 3 AO1 marks. Appropriate examples should be used to demonstrate understanding for each reason and, where the item is used effectively this will be consistent with band 3 AO2 marks.

Indicative content

- An accurate definition of the term
- A vertically extended family has three or more generations.
- A horizontal extended family of siblings is typical of some ethnic minorities.
- Extended family is often typical of traditional working class areas (Swansea – Charles and Davies).
- It is becoming more common as life expectancy increases.
- It can involve closer relationships between grandparents and grandchildren, reference may be made to Ross et al., McGlone, or any other relevant study used to support description.
- The verticalisation of family; Dykstra & Knipscheer.

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

2. (a) (ii) Statistics and research have shown that the average age of first time marriage for women has increased.

Explain **two** sociological reasons for this. [10]

For band 3 AO1 there should be two reasons with supporting evidence/examples for both. For band 3 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

- Legislation such as; 1975 Equal Pay Act, 1975 Sex Discrimination Act, 2006 Equality Act, abortion laws and divorce laws.
- Feminisation of the workforce: the growth in service sector jobs and career opportunities for women.
- Female independence and opportunities linked to work and career – Scase.
- Marriage and remarriage are more common.
- Changing values: cohabitation is seen as acceptable.
- Less stigma attached to childlessness and single parenthood.
- Secularisation means people delay marriage.
- Cost of formal weddings prohibitive.
- Creative singlehood Hall et al.

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

2. (b) Discuss the view that the nuclear family can have a negative effect on its members. [30]

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 a clear understanding of the debate regarding anti-family debates, particularly those of the 1970s and more recent debates
- Feminist ideas could be used to argue that conjugal relationships remain unequal and gendered. Reference may be made to concepts such as dual burden, triple shift and writers such as Delphy and Leonard, Oakley.
- Feminist ideas could be discussed with reference to the argument that they tend to ignore positive aspects of family life and the element of choice (Hakim).
- There may be a discussion of the difficulties involved in researching conjugal relationships that make it difficult to obtain valid data.
- Feminism and family (mention of patriarchy)
- Benefit to some members of families at cost to others
- Dark side of family and abuse (Dobash and Dobash)
- Issues of exploitation and power relationships
- Active choice issues (Catherine Hakim)
- Postmodernists and the view that social actors have some choice in family relationships.
- Some evidence of the ability to make judgements on the benefits of the family for society (Parsons and Murdoch)
- Ideas should be compared and discussed with reference to supporting evidence.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 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	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some of well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

2. (c) Discuss sociological explanations for increasing family diversity in England and Wales. [30]

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 a clear understanding of reasons for increasing family diversity with reference to new family forms in our culture.
- Variety of family types possible and accepted, for example conjugal roles, same-sex couples, lone parents, extended family, neo-conventional family, beanpole family.
- Changing family forms (Dunne and same sex families), class, ethnicity.
- Legal changes altering expectations of family life.
- Rise in divorce and cohabitation, changing values.
- Births outside marriage and creative singlehood.
- Women's paid work outside the home.
- The pure relationship and families of choice (Giddens).
- Divorce - extended family, reconstituted family.
- The extent to which changes in the family have been exaggerated.
- Ideas should be compared and discussed with reference to supporting evidence.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 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	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	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	<p>4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.</p>	<p>2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.</p>	<p>4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.</p>
1	<p>1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.</p>	<p>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.</p>	<p>1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.</p>
	<p>0 marks NRSP</p>	<p>0 marks NRSP</p>	<p>0 marks NRSP</p>

Compulsory question

3. (a) (i) Explain the meaning of the term **youth subculture**. [5]

There should be accurate use of key terminology illustrating the sociological reasons for band 3 AO1 marks. Appropriate examples should be used to demonstrate understanding for each reason and, where the item is used effectively this will be consistent with band 3 AO2 marks.

Indicative content

- Youth based cultural forms – inappropriate for older people.
- Identity outside the home.
- Hostility to dominant cultural forms Cohen.
- Examples of youth subcultures such as punks or emos.
- Symbolism of cultural forms and styles.
- Nonconformity.
- Counterculture.
- Lifestyles and sense of identify - punks (Hebdige).
- Welsh culture including language and music

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

3. (a) (ii) Statistics and research have found that young people are often linked with deviant behaviour .

Explain **two** sociological reasons for this. [10]

For band 3 AO1 there should be two reasons with supporting evidence/examples for both. For band 3 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

Indicative content

- Reasons based on specific youth subcultures of the past and/or more recent trends.
- Influence of the media - Stan Cohen and moral panics, romanticising of youth subcultures.
- Educational failure leading to anti-school subcultures and/or gang culture - Cohen, Mac an Ghail.
- Increased economic power and the targeting of young people - hip-hop and American gun culture.
- Drugs and music associated with many youth cultures.
- Hall and the "problems of youth".

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. (b) Discuss the view that spectacular youth cultures are no longer important to young people. [30]

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 a clear focus on and discussion of spectacular youth cultures.
- Changes to masculine and feminine identities with reference to studies such as Lees/Sewell.
- Rise in female involvement in deviant/criminal subcultures and laddettes: Jackson.
- The growth of club culture and involvement of females.
- Changes in bedroom culture: Lincoln.
- Internet culture (Hodkinson).
- The changing significance of class- Cohen.
- Globalisation and choice.
- The growth of neo-tribes Bennett
- Parody and pastiche (post modernism).
- Incorporation.
- Ideas should be compared and discussed with reference to supporting evidence.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 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	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.

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

3. (c) Discuss sociological explanations for the relationship between gender and youth cultures. [30]

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 a clear focus on and discussion of both genders.
- Focus on males in early studies and invisibility of females.
- McRobbie and bedroom cultures.
- Crisis of masculinity – Connell.
- Genderquake – Wilkinson.
- Thornton and female clubbing.
- Hyper-masculinity and youth cultures (Hebdige and punk).
- Hey and working class hyper-femininities.
- Jackson, Lads and ladette culture.
- Gender-bending and androgyny (new romantics, emos).
- Youth cultures and gaming cultures (misogyny in computer gaming sites).
- Media, gender and identity (Gauntlett).
- Gender resistance – (punk - Leblanc).
- Ideas should be compared and discussed with reference to supporting evidence.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 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	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.

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

Mark 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.

UNIT 2

Understanding Society and Methods of Sociological Enquiry

MARK SCHEME

1. (a) Using material from the item and sociological knowledge, explain the meaning of the term **random sample**. [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 random sample
- Processes of random sampling – names in hat, computer generated, lottery
- All participants are equally likely to be picked.
- Representativeness.
- Sample size and effectiveness of process.
- Reference will be made to the item.

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

1. (b) Using material from the item and sociological knowledge, explain two possible reasons why sociologists choose to use surveys 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

- Ease of administration.
- Cost-effectiveness with large samples.
- Data is collected from a large number of respondents.
- Representativeness.
- Survey software, eases issues of collation.
- A broad range of data can be collected (e.g. attitudes, opinions, beliefs, values, behaviour, factual).
- Standardised surveys produce reliability.
- Patterns and trends can be identified.
- Comparisons between variables.
- Reference will be made to the item.

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

1. (c) With reference to the item and sociological studies, discuss why different forms of sampling are used in social research. [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 and sampling depends on the purpose of the research.
- Representativeness and generalisability is important to scientific sociology but less important in ethnography.
- Census data uses everyone in population, but few populations small enough.
- Some sampling techniques increase representativeness.
- Opportunity sampling offers convenience and high response.
- Flaws in representative sampling include unintended pattern formation.
- Disadvantages of opportunity sampling such as lack of representativeness.
- There should be reference to sociological studies used to illustrate the points made such as Wright, Sewell, the Crime Survey for England and Wales, the Census or any study that provides appropriate examples of different sampling techniques.

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

2	2-4 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question.	2-3 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1 mark Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/evidence in the context of the debate/question.	1mark Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Section B

2. (a) (i) Summarise the content of the table showing A Level results in Wales. [10]

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

Indicative content

- Expect to see reference to a range of points relating to the patterns of attainment of males and females.
- Reference may be made to differences in attainment between males and females for example, males outperforming females in A* results, females outperforming males at A-C.
- Reference may be made to the total distribution of grades.
- Points made should be supported by accurate statistics drawn from the data.

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

2. (a) (ii) Explain **two** sociological reasons for the relationship between gender and educational attainment. [15]

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

Indicative content

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

- Changing status and expectations of men and women, such as Mac an Ghail, Sharpe.
- Changing material and cultural factors affecting the roles of men and women.
- Increase in importance of qualifications (A-C emphasis in school).
- Changes in social policy and/or legislation such as the National Curriculum.
- Reference should be made to appropriate empirical evidence and/or examples.

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

2. (b) Evaluate functionalist explanations of the role of education. [30]

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

Indicative content

- There should be a clear understanding of the functionalist view of the role of education
- Consideration of key ideas such as meritocracy
- Education as essential for role allocation: Davies and Moore
- Education as an agent of socialisation, social solidarity and social order: Parsons, Durkheim
- The role of the hidden curriculum from a functionalist perspective
- The role of the hidden curriculum from alternative perspectives
- New Right ideas in support of the functionalist view of the role of education
- Criticisms of the functionalist view of the role of education: Tumin, Hargreaves
- Alternative views used to criticise functionalism such as Marxism, feminism, interactionism.
- Ideas should be compared and evaluated with reference to supporting evidence.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.

2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

2. (c) Assess sociological explanations for the relationship between ethnicity and attainment in education. [30]

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

Indicative content

- There should be a clear understanding of the patterns of attainment of different ethnic groups: DfES/DCELS statistics, Estyn reports
- There may be reference to variations in attainment between ethnic groups and to the significance of social class and gender to these patterns
- Cultural factors such as language, values, family background, masculinity: Sewell, Tizard
- Bilingualism
- Anti-school subcultures
- Material and social factors: Swann, Bhatti
- Labelling, institutional racism; Wright, Connolly, Mac an Ghail, Gilborn and Youdell
- Ethnocentric curriculum
- Welsh-medium education statistics and data
- Ideas should be compared and assessed with reference made to points such as resistance to labelling; Fuller. OFSTED report on positive attitudes to education amongst Bangladeshi parents, social policies of inclusion.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.

2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

3. (a) (i) Summarise the content of the table on television viewing. [10]

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

Indicative content

Expect to see reference to a range of points relating to television viewing.

- Reference may be made to differences in television viewing and different age groups such as hours viewed for adults 65+ are significantly higher than children.
- Reference may be made to the increase in television viewing for all groups between 2004 and 2010.
- Points made should be supported by accurate statistics drawn from the data.

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

3. (a) (ii) Explain **two** sociological reasons for the relationship between age and patterns of television viewing. [15]

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

Indicative content

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

- Age increases or decreases time available to watch TV.
- Viewing has increased for all age group reflecting cultural change.
- Older people watch most TV; time, health, contacts and issues of loneliness, maybe less money to spend on other forms of entertainment, Gunter and McAleer.
- Younger groups have more access to other forms of media, Gunter and McAleer.
- Availability of Welsh language broadcasting and age of viewer

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

3. (b) Evaluate the view that the representation of gender in the media is changing . [30]

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

Indicative content

- Pluralist ideas are likely to support the view but should be supported with evidence.
- Gunter; representations are changing but are not necessarily more equal.
- The traditional representation of girls and boys in magazines and how/if these are changing McRobbie, Gauntlett.
- Ferguson and the cult of femininity.
- The inclusion of homosexual characters in soaps is much more common; greater tolerance and acceptance of different gender behaviour and expectations.
- Feminist research and ideas will be critical of the view but should be argued with reference to sociological studies and research.
- Traditional stereotypical images are still evident; Provenzo, Frueh and McGhee, Tuchman and the “symbolic annihilation of women”.
- Issues of media control linked to gender; Davies.
- Reference to studies such as the British Broadcasting Standards Commission showing lower levels of female TV appearances and more in minor roles.
- Ideas should be compared and evaluated with reference to supporting evidence.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.

2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

3. (c) Assess sociological explanations of the influence of media professionals on the content of the news. [30]

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

Indicative content

- The answer is likely to focus on the practical issues surrounding the content of the news alongside the influence of power on decisions.
- The role of media professionals and Marxist ideas about media control; Croteau and Hoynes.
- Concentration of ownership which restricts the breadth of ideas; Bagdikian.
- Two system of news production resulting in a two tiered market and polarisation of information rich and information poor audiences.
- Cultural hegemony which impacts on the work of media professionals; Adorno, Gramsci, Althusser, Hall.
- Messages conveyed in the social construction of meaning; Potter and Wetherall.
- The Glasgow Media Group and studies of the news.
- Criticisms of cultural hegemony and the impact of new technology on access to a range of news products.
- The professional and practical work of media professionals; Galtung and Ruge: frequency, unexpectedness, threshold, active gatekeeping, news values.
- Ethnocentricity and neglect of 'minority' regions' interests
- Ideas should be compared and assessed with reference to supporting evidence.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.

3	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

4. (a) (i) Summarise the content of the table showing the importance of religion in daily life. [10]

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

Indicative content

Expect to see reference to a range of points relating to the importance of religion in daily life.

- Reference may be made to differences in the views of males and females such as more females view religion in daily life as very important compared to men.
- Reference may be made to the greatest number view religion in daily life as not very important.
- Points made should be supported by accurate statistics drawn from the data.

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

4. (a) (ii) Explain **two** sociological reasons for the relationship between gender and religion. [15]

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

Indicative content

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

- Women are more likely to believe and be active in church and social groups.
- Women reflect more on the meaning of life; Davie.
- Women turn to religion as they have less active social and political power (idea of religion as consolation); De Beauvoir.
- Women more conformist and traditional in terms of social role.
- Males more dominant in religious roles within organisations but weaker in terms of attendance; Holm.

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

4. (b) Evaluate the view that religion is an agent of social control. [40]

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

Indicative content

- There should be recognition that the position stated is one adopted by functionalists who view religion as a form of value setting and social glue. Durkheim, Parsons, Malinowski.
- Marxists view of religion as a form of social control in terms of oppression; Marx, Bruce.
- Fundamentalism as a form of social control.
- Examples of mechanisms through which religion may act as a force of control such as religious rituals.
- Social control and gender debates; De Beauvoir.
- Weberians in comparison to Marxists and functionalists.
- Alternative views identifying religion as an agent of change.
- Decline of religion and secularisation.
- link between language and religion in Wales (language as form of resistance to cultural hegemony) and establishment debates.
- Reference to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.

2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
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 the view that society is becoming more secular. [30]

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

Indicative content

- Clear understanding of secularisation as the process through which religion becomes less significant over time and associated problems of definition and measurement and their relevance to the debate; Bruce.
- Industrialisation and the division of labour; Durkheim.
- Social change and increasing influence of science rather than religion; Comte.
- Modernity and secularisation; Wilson.
- Evidence of declining church membership and attendance, declining participation in religious ceremonies; Brierley, Church census, Bruce.
- Age bias, age profile of church members; Brierley.
- Rise of spirituality and NAM Kendal project.
- Growth of fundamentalism.
- Difficulty in interpreting statistics related to the secularisation debate.
- Ideas should be compared and assessed with reference to supporting evidence.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	11-13 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	7-10 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.

2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Mark 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.

Unit 3 – Power and Control

1. (a) (i) Explain the meaning of the concept deviance amplification. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for Band 3 AO2.

Indicative content

- Expect to see an accurate definition.
- Reference may be made to examples of deviance amplification
- There may be reference to associated concepts such as labelling, moral panics, deviant career so that knowledge is demonstrated.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	4 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	5-6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
2	2-3 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.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	1-2 marks 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. (a) (ii) Using sociological evidence and examples, explain why women appear to commit less crime than men. [20]

AO1 band 4 answers will contain accurate knowledge points one of which will be an accurate definition of the term. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- There may be a reference to statistical data and patterns of crime in England and Wales.
- Difference in socialisation patterns and social control; Heidensohn.
- Opportunities to commit crime.
- Feminist arguments that the criminal justice system is patriarchal and gendered; Heidensohn.
- The chivalry thesis and leniency towards women; Pollak.
- Labelling and stereotyping; Cicourel.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-8marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1 -2 marks 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

1. (b) Evaluate interactionist explanations of crime and deviance . [40]

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

Indicative content

- There should be a clear understanding of the interactionist explanation of crime and deviance.
- There should be reference to key ideas such as: labelling, deviant career, self-fulfilling prophecy, deviance amplification, deviant subculture, primary and secondary deviance.
- Crime and deviance as behaviour that is labelled: Becker; Young.
- Labelling of groups as deviant and outsiders such as mods and rockers, drug-takers.
- The process of the self-fulfilling prophecy as a result of labelling; Lemert, Becker.
- Influence of interactionist ideas on other theories; Neo- Marxism, Left Realism.
- Criticisms of the interactionist explanation of crime and deviance; Taylor, Walton and Young and defence by Plummer.
- Alternative views used to criticise such as functionalism, Marxism, feminism.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.

Band	AO1 <i>element 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.	11-13 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.	12-14 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.	7-10 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.	8-11 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.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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.	1-3 marks 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

1. (c) Assess the view that official crime statistics are not an accurate measure of actual crime. [40]

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

Indicative content

- There may be a reference to patterns of crime.
- There will be a clear understanding of reasons why criminal statistics may not be an accurate measure of crime; influence of the public in not reporting all crime, influence of the police in recording practices, prejudices and stereotypes, priorities, discretion; Young, Piliavin and Briar, Chambliss.
- The influence of media in labelling and moral panics; Stan Cohen.
- The influence of courts; white collar crime, stereotypes, Sutherland.
- There may be reference to other forms of criminal statistics; Crime Survey for England and Wales victim studies, self-report studies.
- There may be a reference to phenomenologists and the social construction of crime.
- There may be a reference to some criminal statistics being more accurate than others.
- Alternative views should be used as criticism such as functionalism, Right Realism.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and assessed with reference to supporting evidence.

Band	AO1 <i>element 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.	11-13 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.	12-14 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.	7-10 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.	8-11 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.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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.	1-3 marks 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. (a) (i) Explain the meaning of the term disability [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for Band 3 AO2.

Indicative content

- Expect to see an accurate definition.
- Reference to Atos and Disability Discrimination Act (DDA)
- Reference may be made to examples and/or associated concepts.
- There may be reference to different views of disability so that knowledge is demonstrated.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	4 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	5-6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
2	2-3 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.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	1-2 marks 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) Using sociological evidence and examples, explain why people of some ethnic minority backgrounds are more likely to experience ill health than others. [20]

AO1 band 4 answers will contain accurate knowledge points one of which will be an accurate definition of the term. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- Expect answers to differentiate between different ethnic groups; Modood, Gill et al.
- Cultural explanations; diet and lifestyle, Salway.
- Materialist explanations, linked to social deprivation; The Acheson Report, the link to social class; Davey Smith, Nazroo, Karlsen.
- Racism as a cause of stress; Nettleton.
- Reference to Welsh examples and ethnicity

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7- 8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

2. (b) Evaluate sociological explanations of gender inequalities in health in England and Wales. [40]

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

Indicative content

- There should be a clear understanding of the patterns of gender inequalities in health.
- There may be reference to the significance of social class, age and ethnicity to these patterns, Wakefield, Dolan.
- Feminist explanations of gender inequalities, Graham, Annandale, Pascal, Doyal.
- Materialist explanations of gender inequalities, Blaxter, Popay and Bartley.
- Cultural explanations gender inequalities, Graham.
- Artefact explanations, MacIntyre.
- Expect to see reference to both males and female inequalities, young males and risk behaviour, ONS statistics, Lyng, Dolan.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.

Band	AO1 <i>element 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.	11-13 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.	12-14 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.	7-10 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.	8-11 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.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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.	1-3 marks 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 role of health professionals in England and Wales. [40]

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

Indicative content

- There should be evidence of patterns / trends linked to the debate.
- Functionalist views of the role of health professionals; Parsons and the sick role.
- Weberian view; Friedson and social closure, Turner.
- Marxist view; Navarro, Doyal.
- Feminist view of the role of health professionals such as; Witz, Ehrenreich and English.
- Reference may also be made to the work of Foucault and to that of Illich.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and assessed with reference to supporting evidence.

Band	AO1 <i>element 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.	11-13 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.	12-14 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.	7-10 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.	8-11 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.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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.	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	1- 3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

3. (a) (i) Explain the meaning of the term partisan de-alignment [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for Band 3 AO2.

Indicative content

- Expect to see an accurate definition.
- Reference may be made to the views of Salvik and Crewe
- There may be reference to non-class influences on voting behaviour such as gender, ethnicity, age, nation and national identity.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	4 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	5-6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
2	2-3 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.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	1-2 marks 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) Using sociological evidence and examples, explain gender differences in patterns of voting behaviour. [20]

AO1 band 4 answers will contain accurate knowledge points one of which will be an accurate definition of the term. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- There may be references to the traditional pattern of voting behaviour; Pulzer.
- Women more likely to vote Conservative; to be in private sphere and uninfluenced by trade unions; women had greater commitment to traditional values of family and religion.
- There may be reference to the changes in this pattern: Norris.
- Women now more likely to vote Labour; influence of feminism on women's voting behaviour, policy consideration and attempts by Labour to attract women voters such as increase in child care provision, family tax credits: Childs, Campbell and Lovenduski.
- There may be a reference to the relationship between gender and voting behaviour being influenced by age: Norris.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7-8marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

3. (b) Evaluate pluralist theories of power and politics. [40]

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

Indicative content

- There should be a clear understanding of pluralist theories of power.
- There should be reference to key ideas such as: distribution of power, state as "honest broker", pressure groups, elite pluralists.
- Importance of pressure groups and ways to influence government; Garnett.
- Evidence from modern democracies supporting pluralism; Polsby, Grant and Marsh, Dahl.
- Criticisms of the pluralist theories of power such as concentration of power in some dominant pressure groups, third face of power, non-decision making.
- Alternative views used to criticise pluralism such as Marxism, feminism, theories of elite pluralism.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.

Band	AO1 <i>element 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.	11-13 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.	12-14 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.	7-10 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.	8-11 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.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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.	1-3 marks 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 view that the UK is a democracy. [40]

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

Indicative content

- Clear understanding of democracy as a system of government where people choose their leaders by voting for them in elections. Government accountable to electorate.
- Reference to pluralist view that state reflects the wishes of citizens through elections and pressure groups.
- Awareness of issues which may erode the democratic process; globalisation and the growth of international and transnational organisations such as the EU, UN.
- Global power of TNCs; Sklair, Vernon.
- Rise of new social movements.
- Decline of major ideological differences between the parties: Todd and Taylor; disillusionment with parties and elections, declining membership of political parties: Todd and Taylor, Power Inquiry, 2006.
- Reference may be made to recent political, social or public debate.
- Alternative views should be used in criticism such as Marxists, elite theorists, post- democracy debate; Crouch.
- Devolution and independence in a Wales and Scottish context.
- Ideas should be compared and assessed with reference to supporting evidence.

Band	AO1 <i>element 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.	11-13 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.	12-14 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.	7-10 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.	8-11 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.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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.	1-3 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	1- 3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

4. (a) (i) Explain the meaning of trans-national corporations. [10]

Answers should include an accurate definition and knowledge points for band 3 AO1. Points should be supported with examples and/or evidence with clear explanations for Band 3 AO2.

Indicative content

- Expect to see an accurate definition.
- Reference may be made to examples of TNCs
- There may be reference to different sociological views on TNCs so that knowledge is demonstrated

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

4. (a) (ii) Using sociological evidence and examples, explain why there are gender inequalities in many developing countries. [20]

AO1 band 4 answers will contain accurate knowledge points one of which will be an accurate definition of the term. For band 4 AO2, answers should demonstrate sound understanding through detailed examples and/or supporting evidence.

Indicative content

- Feminist ideas about power and patriarchy as a reason for gender inequality.
- Cultural factors and gender socialisation; Foster Carter and different ideas about cultural practices.
- Control of fertility.
- Dependency and powerlessness; Leonard.
- Lack of access to education.
- Marginalisation.
- Exploitation.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	10-12 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	7- 8 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
3	7-9 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	5-6 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	4-6 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-4 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

4. (b) Evaluate World System theory as an explanation of inequalities in the developing world. [40]

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

Indicative content

- Expect to see an understanding of World Systems theory; Wallerstein, key concepts such as; the core, the semi-periphery, the periphery and the impact of de-skilling, polarisation.
- Expect to see reference to Dependency theory in support of WST; colonialism, slavery, Harrison, core nations, metropolis.
- Neo-colonialism; Frank, Hayter; tariffs, Hoogvelt, Cardoso.
- Ethnocentrism; Edwards, Carmen.
- Modernisation theory discussed as an alternative view: Rostow stages of development and development as evolutionary.
- Hoselitz; meritocratic education and western values crucial, Lerner, Roberts and Hite, Bauer.
- Ecological limits and ideas such as Inglehart and Baker.
- Frank, Cohen and Kennedy.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.

Band	AO1 <i>element 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.	11-13 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.	12-14 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.	7-10 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.	8-11 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.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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.	1-3 marks 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 the view that aid cannot solve the problems of the developing world. [40]

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

Indicative content

- Different types of aid and their pros and cons in solving problems; bilateral aid, multilateral aid, emergency aid.
- The role of NGOs.
- The case for aid; Sachs, Cassen.
- Dependency theory should be examined and evaluated in the context of the debate; Frank, Cohen and Kennedy, Hancock.
- Alternative theories may be examined to consider the usefulness of aid such as World Systems Theory; Wallerstein, Modernisation theory: Rostow.
- Examples such as Sierra Leone may be used to support lines of debate, the ideas of Alibhai-Brown.
- The debt crisis; George, Bauer.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and assessed with reference to supporting evidence.

Band	AO1 <i>element 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.	11-13 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.	12-14 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.	7-10 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.	8-11 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.	4-6 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	4-7 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.	1-3 marks 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

Mark 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.

Unit 4 - Social Inequality and Applied Methods of Sociological Enquiry

- (a) Identify and explain **two** reasons why the researchers decide to use focus groups in their research. [10]

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

Indicative content

The answer should be contextualised.

- They are a qualitative method designed to gather detailed information which was required in this research.
- They encourage people to feel comfortable and share ideas producing valid data.
- It is a potentially sensitive topic so it was important to ensure that people felt relaxed and not intimidated to increase validity.
- People are not constrained by questions so they can speak freely and have a voice thus increasing validity.

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

- (b) As an A level student, you have been asked to design a research project to collect data on attitudes towards parenting amongst a sample of parents of young children in Wales.
- (i) Describe each stage of your research design, justifying the reasons for your choice at each stage.
- (ii) Discuss problems that may occur and the impact of these problems on the quality of the data collected. [30]

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.

The research design should be ethical, achievable and appropriate to the theme of the proposed study. Candidates should make their choices, justify their research approach and design in the context of the problem. Potential problems must also be identified.

Indicative content

Expect to see the following stages addressed in the proposed design:

- Operationalisation of key terms
- Sampling
 - population
 - sampling technique
 - access
- Research method
- Ethical issues
- Practical considerations.

Expect to see the research design justified and potential problems identified in relation to key methodological concepts and other relevant issues such as:

- Ethics
- Validity
- Reliability
- Practical considerations
- Generalisability
- Representativeness
- Operationalisation.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9 -10 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.	9-10 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	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 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.	6-8 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	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	3-5 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	1- 2 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

Social Inequality

2. (a) Identify two areas of life in the contemporary England and Wales where there is evidence of inequality. Illustrate your answer with reference to evidence for each area identified. [20]

Answers should identify two areas. For both areas answers should use appropriate evidence; official statistics and sociological research. The AO2 marks are for selection and explanation of appropriate evidence. For band 4 AO1 there should be more than one piece of evidence cited for each area identified.

Evidence will link to two areas and can cite the same dimension of inequality in each or different dimensions.

Indicative content

Education

- Differential attainment, Youth Cohort Study, DfES statistics showing differences linked to social class.
- Underachievement of boys, 'failing boys', Mitsos and Browne, Connolly
- Exclusion rates linked to ethnicity.
- Financing difference between England and Wales.

Crime

- Patterns of offending, official police statistics, Crime Survey England and Wales and prison population linked to social class.
- Lower representation of females in official crime statistics.
- Over-representation of some ethnic minority groups in the criminal justice system Bowling and Phillips, Hood.
- Over representation of youth in criminal statistics.

Health

- Health inequalities and social class, patterns of morbidity and mortality, Black Report, Acheson Report.
- Economic and social position of women leading to higher sickness rates Graham, Popay and Bartley.
- Social isolation and fear of racism amongst some Asian women leading to ill health Nettleton.
- Poverty and health inequality in Wales

Other areas could also be used such as work, the family, media.

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.	9-10marks 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.	6-8 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.	3- 5 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 - 2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

2. (b) Evaluate the view that inequality is linked to an individual's 'class, status and party' [40]

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

Indicative content

- Expect to see a clear understanding of Weberian theory and its focus on class, status and party.
- Class and its significance; market situation four classes; privileged, petty bourgeoisie, white collar workers, manual workers.
- Status; different dimensions of inequality.
- Party; access to decision making power.
- Supporters of the view; Bottero, Giddens.
- The non- reductionist features of the theory.
- Evidence of inequality; Hutton and trends in the distribution of wealth and income.
- Criticism from postmodernists; Waters.
- A range of Feminists that argue that gender is the most important variable in explaining social inequality.
- Marxist ideas and the significance of class.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	9-11 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-11 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.	15-18 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	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 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.	10-14 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	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	5-9 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	1-4 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

3. (a) Identify two areas of life in contemporary England and Wales where there is evidence of ethnic inequality. Illustrate your answer with reference to evidence for each area identified. [20]

Answers should identify two areas. For both areas answers should use appropriate evidence; official statistics and sociological research. The AO2 marks are for selection and explanation of appropriate evidence. For band 4 AO1 there should be more than one piece of evidence cited for each area identified.

Indicative content

Education

- Low attainment of some ethnic minority groups; Swann report, DfES statistics.
- Labelling, classroom studies; Wright, Jayleigh Report.
- Institutional racism; Gilborn, Wright, Coard.

Crime

- Stop and search.
- Institutional racism and labelling; Holdaway, Gilroy, Phillips and Bowling.
- Over-representation in the criminal justice system; Phillips and Bowling, Hood.

Work and Pay

- Recruitment practices; Jenkins
- Horizontal/vertical segregation of jobs; Commission for Racial Equality,
- Pay differentials; Labour Force Survey

Other areas could also be used such as health, the family, media.

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.	9-10marks 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.	6-8 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.

2	<p>3-5 marks</p> <p>Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.</p>	<p>3- 5 marks</p> <p>Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.</p>
1	<p>1-2 marks</p> <p>Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.</p>	<p>1 - 2 marks</p> <p>Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.</p>
	<p>0 marks</p> <p>NRSP</p>	<p>0 marks</p> <p>NRSP</p>

3. (b) Evaluate the usefulness of functionalist explanations of social inequality. [40]

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

Indicative content

- Expect reference to functionalists such as; Parsons, Durkheim, Davis and Moore.
- Expect reference to ideas such as the notion of effective role allocation and meritocracy; the inevitability and functionality of stratification and social inequality.
- New Right ideas as a defence of functionalism; Saunders.
- Explicit evaluation of functionalism in terms of its usefulness.
- Marxist criticisms of functionalism such as the notion of lack of meritocracy with appropriate evidence and examples such as Bourdieu and Sullivan, Althusser.
- Feminist criticisms of functionalism.
- Giddens and structuration.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence with an emphasis on the usefulness of functionalism.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	9-11 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-11 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.	15-18 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	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 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.	10-14 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	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	5-9 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	1-4 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