Example Candidate Responses
(Standards Booklet)

Cambridge International AS and A Level
Sociology
9699
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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS and A Level Sociology (9699), and to show how different levels of candidates’ performance relate to the subject’s curriculum and assessment objectives.

In this booklet a range of candidate responses to questions in Papers 1, 2 and 3 have been chosen, as far as possible and when available, to exemplify grades A, C and E. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

Grades are given to each answer in this booklet, however in the examination the whole candidate script is graded on the overall mark awarded, not on each question. It is therefore possible that, for some questions, lower grade candidate answers are awarded the same or similar marks to higher grade candidate answers.

For ease of reference the following format for each paper has been adopted:

- Question
- Mark scheme
- Example candidate response
- Examiner comment

Each question is followed by an extract of the mark scheme used by examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Past papers, examiner reports and other teacher support materials are available on Teacher Support at http://teachers.cie.org.uk
## Assessment at a glance

### Cambridge International AS Level

Cambridge International AS Level candidates take only Papers 1 and 2 (in the same examination series).

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### Cambridge International A Level

Cambridge International A Level candidates have two choices. Candidates who want to take the whole of the Cambridge International A Level qualification at the end of a course of study take all three papers together. Candidates who want to get the Cambridge International A Level qualification in two stages take the Cambridge International AS Level first. If they pass Cambridge International AS Level, they then only need to take Paper 3 in order to complete the Cambridge International A Level.

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Teachers are reminded that a full syllabus is available at [www.cie.org.uk](http://www.cie.org.uk)
Section A

Question 1

1. In his 1949 study George Murdock claimed that some form of family existed in all societies. This was based on his examination of 250 societies. Murdock defined the family as a social group that shares a residence, co-operates economically and produces at least one child. This child (or children) is the offspring, whether own or adopted, of two adults in an approved sexual relationship who are from the social group. Within this definition Murdock allowed for a great deal of family diversity in the structure of the social group. The smallest family group, as identified by Murdock, is the nuclear family.

Murdock's work has given rise to a great deal of debate within sociology as to whether the family is universal or not and if households which do not fit into his definition can in fact be called families.

(a) What is meant by the term family diversity? [2]

(b) Describe two examples of households which do not fit into Murdock's definition of the family. [4]

(c) Explain why the family may be changing in modern industrial societies. [8]

(d) Assess the view that the nuclear family is the main type of family structure in all societies. [11]
Mark scheme

1 (a) What is meant by the term family diversity? [2]

1 mark for a partial definition such as when there are lots of different types of families or answers that list different types of families.
2 marks for an accurate definition such as when there is a range of family structures.

(b) Describe two examples of households which do not fit into Murdock’s definition of the family. [4]

2 marks available for each example. 1 mark for identification or development only, 2 marks for identification and development.

Points that can be included are matrifocal or matriarchal families (or specifically named families such as the Nayar), same sex families, childless couples, empty nesters, friends, children’s homes (orphanages), single/lone parent families.

1. Identification of points alone without development, such as single parent families, or simple responses such as friends or cohabiting couples.
2. A detailed response might be that Murdock would not consider single parent families to be a family because in spite of the fact they share a residence and economic cooperation between parent and children. There are not two adults in a sexually approved relationship in the home.

(c) Explain why the family may be changing in modern industrial societies. [8]

L1 0–4 A few simple points about the topic with no direct reference to the question could be worth 1 or 2 marks.

Descriptions of why individual roles may be changing rather than changing social factors to be found in families alone may be worth 1 or 2 marks. Answers that confuse ‘how’ with ‘why’ place in this level.

Better answers at this level would identify one or two points, such as fewer children in families, more mothers in paid employment, but there will be little depth in the explanations offered and the answer will rely on description.

L2 5–8 A sound explanation of the ways families may be changing but which is somewhat implicit or partial, would fit the lower part of this level.

At this level, answers will not confuse ‘how’ families may be changing with ‘why’ they may be undergoing social change.
At the bottom of the level, may be limited to social factors that are influencing families such as changing social pressures, patterns of employment and availability of contraception. Other factors that could be referred to can include family diversity and the influence of migration.

To go higher (7–8 marks), the explanation needs to be explicit and well informed.

Answers may attempt to outline the topic in the question by considering such issues as the continuing popularity of nuclear families, the majority of couples marry, most children are brought up by their parents in nuclear families and most divorcees remarry forming reconstituted families. Or give specific detail about a range of factors that have influenced family change.

At the top of the level, place answers according to the depth and/or range of examples explained and supported by reference to theory or empirical data.

NB This question asks candidates to ‘explain’ therefore there is no requirement for assessment. But do not penalise candidates who do this.

(d) **Assess the view that the nuclear family is the main type of family structure in all societies.** [11]

NB This question does not specify MIS so allow accurate references to all societies.

L1 0–4 Answers at this level are likely to show only limited appreciation of the predominance, or not, of nuclear families.

Lower at this level, a simple answer that identifies a few basic points such as why nuclear families remain important perhaps backed up by some statistics would gain 1 or 2 marks.

Higher at this level, an answer might advance a few limited observations about the differences to be found in family structures.

General descriptions of how Murdock came to his conclusions may go to the top of the level.

Other answers which offer short descriptive accounts of either societies where other family forms dominate or those who criticise his work, perhaps by quoting Oakley, may also go to the top of the band. At this level answers are likely to consider only one view.

L2 5–8 Answers at this level show some sociological knowledge and understanding. A simplistic description of the way in which the nuclear family is to be found in all societies, as well as examples of how other family types are developing could gain 5 or 6 marks.

At this level, answers may be supported by ideas such as isolated nuclear family and modified extended families. Answers of this type are likely to concentrate on theorists such as Murdock and Parsons and the suitability of the nuclear family for modern industrial societies.
Other answers may wholly or partially reject the idea of the nuclear family remaining dominant, by describing a range of other family types to be found in society, or make reference to such societies as that of the Nayer.

Higher at this level, a more detailed account that questions the proposition would gain 7 or 8 marks.

Award marks for answers that consider both sides of the argument that nuclear families are found in all societies but that diversity is to be found in most societies as well. At this level this may be by juxtaposition rather than direct assessment. There is likely to be some use of theorists or empirical data to support points at this level and answers should offer a sound attempt to contrast views, most probably from functionalist and examples of diversity such as Rapoport and Rapoport.

Conversely, a one-sided answer that is done very well, could also gain up to 8 marks.

L3 9–11 Answers at this level should provide a detailed account of the way in which the nuclear family is to be found in all societies or not, as well as how factors such as the life cycle of the family may account for some of the differences.

Some answers may highlight different societies and the existence not only of extended families but also of other alternative family forms. There may be an attempt to assess the way in which this can be interpreted, probably from feminist and functionalist positions.

Lower at this level (9–10 marks), the assessment may be based on a simple juxtaposition of two views, or may be confined to just one view with one or two evaluative points.

At the top of the level, the question will be evaluated explicitly and in reasonable depth.

The notion of the dominance, or not, of the nuclear family will be directly addressed probably by consideration diversity, or of the continuing existence of the nuclear family, with conclusive points. There is likely to be use of other points such as Sheeran and the female-carer core or same sex families.

Other issues can be included, such as relationships within nuclear families as well as family ideology.

Concepts such as risk and the negotiated family, divorce-extended family, life course analysis, neo-conventional family can be referred to. Evaluative answers can be supported by such evidence as family life cycle that shows that most individuals will spend some period of time in a nuclear family.
Family diversity is used to refer to the increasing number of variations within family and household types in modern industrial societies. It has gained popularity as family diversity is ever increasing in terms of organizational, class, life cycle, cohort and ethnic diversity. 

Murdock’s definition of the family is considered too narrow to include all socially approved relationships which may be regarded as families. One example is lesbian and gay families. Within this type, two adults of both sexes are not present and this is therefore excluded from his definition. Another example is a lone-parent household because of divorce or pregnancy through new reproductive technology where adults of both sexes are not present and they do not reside together or cooperate economically.

In modern industrial societies, because of the decrease in importance of marriage, the family is seen to be at risk in traditional societies, the image of the family is of the conventional nuclear family with a male breadwinner and female caregiver. In modern industrial societies, however, because of the increased diversity and individualisation, the typical family is seen to be changing. The increased liberalisation of women has led to marked differences in their or more educational and career opportunities available for them. This makes them financially independent and marriage becomes a matter of choice rather than a necessity. With this development, women are having fewer children and marrying later which has led to declining birth and fertility rates. They are more aware of their rights and are less likely to stay in an unsatisfactory marriage, leading to a high rate of divorce.
There has been an increase in lone-parent and reconstituted families, moving away from the conventional picture of the family. Furthermore, the idea of 'chosen families' is introduced through open gay and lesbian relationships which show that there is increased choice for individuals. Individualisation, according to Beck and Beck-Gernsheim, leads to individuals thinking about themselves above the needs of others. Numerous alternative forms such as cohabitation and new reproductive technologies have added an entire new dimension to the concept of family. The concept of nuclear family replacing conventional extended families can be questioned because there is contradictory evidence as to what sort of family structure existed in traditional societies. According to functionalists like Parsons, the family has lost its function to specialized institutions such as businesses and schools, and therefore the nuclear family is more suitable for the needs of modern industrial societies in terms of its size and geographical mobility. Therefore, structures in the family are changing due to social reasons leading to the emancipation of women and political reasons such as easier divorce laws and equal rights for married couples and cohabitees. It is also changing because of the ever-increasing diversity of family and household structures and post-modernists believe that it is useless to try to have a life course because of the vast range of choices available to individuals.

Comprehended and supported by

According to Murdock's study of 250 societies, the family is universal and the nuclear family is the basic unit of family in all societies. His study has been negated by the research of sociologists such as Kathleen Gough of the Nayar tribe.
Where there is no nuclear family and females are allowed to have as many male partners as they desire and are the responsibility of their male kin. Studies like these show that the concept of the nuclear family is not universal. A growing breed of single-parent families also negate his theory as usually these households are headed by females and the male head of household is missing.

In Young and Wilmott's study of the historical development of society, they claim that the family has undergone four stages and has transformed from extended families to nuclear families in modern societies. Parsons' theory is in line with this research and believes that the nuclear family is best suited to modern industrial societies because of its small size which makes it more geographically mobile and because of the conflict that may arise within families with the introduction of ascribed and achieved status.

Anderson's research flips this argument and claims that the prevalence of nuclear families in the Western world failed to industrialisation. He found that much of the people were living in nuclear families in traditional societies as well because of high infant mortality rates and high death rates. Because of this, family structure suited the needs of the industrialised society. The Western world was the first to experience industrialisation. Peter Barlett found evidence that suggested that after the industrial revolution, low wages and high unemployment led to the making of extended families as they needed each other's help to survive, especially for the working class. This meant increased living costs and the sharing of the burden of everyday life with close kin. However, all these theoretical take no account of diversity in families due to religion.
The alternative to the nuclear family refute the assumption that it is the main type of family structure long term it as the ‘sacred packet image of the family’, and one that is not reflective of its reality. The emergence of concepts of cohabitation, births outside marriage and single person households shows that the nuclear family is not the centre anymore. Lesbian and gay relationships and other family diversities first introduced by the Kappouk shows that there is less and less focus on the typical family. Gibson says that the increase in consumer choice has led people to believe that if they are not happy with one partner, they may change another which reduced the importance of nuclear family. The British Social Attitudes Survey showed that there is much less stigma and much more acceptance associated with cohabitation and births outside marriage.

Researchers like Mollen et al. highlight the importance that family relations other than immediate ones remain important. More than 90% of people with living parents saw them less than several times a year and the reliance and support from extended family is still regarded as important.

It may be seen that the New Right politicians may be passing legislation in favour of nuclear families but in recent times, this has changed with increased laws for lesbian and gay partners such as the Civil Partnership Act and cohabitation also. This acceptance of family diversity by the state as well as religious organizations as the church show the decrease of significance that the nuclear family has in recent times. Chester, however, remains adamant that conventional families have been replaced by neo-conventional families, where the only difference is that more women are employed.
Examiner comment – grade A

(a) This candidate clearly and correctly demonstrates an understanding of the meaning of diversity by identifying family variations which are linked to structures and so gains full marks. Although the comments on the types of diversity are accurate they are not necessary.

Mark awarded = 2 out of 2

(b) The candidate began with a comment about the nature of Murdock’s definition that was not required by the question. The candidate then went on to clearly outline the gay/lesbian family as one that did not fit his definition and therefore gained two marks. A second example was then identified, the lone-parent household, and a reason why it does not fit into Murdock’s definition explained gaining another two marks.

Mark awarded = 4 out of 4

(c) The candidate began by clearly identifying why the family may be changing through a decrease in the importance of marriage, the growth of family diversity and individualism (individualisation). They then developed a very cogent description of the way in which the role of women has changed in society and how this has impacted on the family and family life. This was then developed into the types of family that may have emerged and was well supported with concepts such as ‘the chosen’ family. The use of appropriate concepts is one way in which candidates can show the skills of knowledge and understanding as well as demonstrate application by including the appropriate concepts in their answer. The candidate selected theory effectively referring to functionalists and post modernists and in using both Parsons and more contemporary sociologist such as Beck.

Mark awarded = 8 out of 8
(d) A clear understanding of the work of Murdock began this answer and the candidate displayed a good understanding of the question by contrasting this to the work of Gough. This was supported by more contemporary reference to the modern trend to single parent families showing the higher order skill of interpretation and application. The candidate then developed the debate well by the use of the work of Young and Willmott as well as that of Anderson and Laslett. The skill of evaluation was then brought in by outlining an element, namely diversity that these theorists may have overlooked. The candidate outlined an evaluative argument describing different theories and theorist that entered Level 3 of the mark scheme. This answer was excellent and the candidate applied all of the assessment objectives, where appropriate, in their answer and is placed at the top of the grade.

Mark awarded = 10 out of 11

Total mark awarded = 24 out of 25
Example candidate response – grade C

(a) The term family diversity is used when explaining all the family types that have cropped up in the modern society such as single parents, homosexual couples and lone parents. Family diversity is a social phenomena that has to be accepted and respected.

(b) A household is a group of people living together without kinship or family ties, but they must share a common residence and have at least one meal together. Single households cannot be included as part of family as they consist of a lone individual. In 2005, 13% of all households were single households. Another type of household is the shared household which refers to students or individuals sharing a flat or house.
Ans(c) The industrialization process brought about changes in family structure according to Willmott and Young who said that the family is shaped according to the demands and requirements of society.

Before industrialization the family was a unit of production working in farmlands, and consuming whatever they managed to produce. During this period the extended family prevailed and children born were considered as workers to help out on the fields.

With the process of industrialization as means of production became more mechanical and production shifted out into the rural areas into offices and business centres, the family structure was affected. Family members moved into cities and towns, and at first conditions of life were miserable, there was overcrowding as a mass migration occurred from the rural to urban areas. Working conditions too were pathetic as labourers worked for long hours at a very low wage, knowing that there were many willing to replace them.
However the post industrial era was a much better one and the standard of living improved. People were now no longer exploited and as labour laws had been put in place and the family also became more united as both husband and wife understood the responsibilities they each had and finally this lead to the symmetrical family.

3.
(a) The nuclear family consists of two generations of family members; the parents and their dependent children. However family types are now changing and no family type can claim its dominance. There are other types of families as well such as the extended family, single parent family, reconstituted family, homosexual family, and matrilocial or patrilocial families. Diversity in family was first identified by the Ralphs who discovered that many different family types were emerging in the modern society.

The first type of family is the single parent family. 25% of all families are single parent and 40% of these are headed by women.
Single parent families are the result of either divorce, death of a partner or birth outside marriage. In case of divorce the reason why women get custody of children is because of their feminine nature and because men are often unwilling to leave their well paid jobs. The reason why so many single parent families are emerging is due to greater social acceptance and less secularization. Feminists are supporters of this type of family as they claim that children from these types of families often do well in school while Cashmore says that it’s better to have one parent rather than two who are always arguing and fighting. New Rights criticize this family type saying that they are a burden on the state while Melanangan and Rotten claim that children from single parents don’t perform well in school.

Homosexual couples are also just emerging due to greater social acceptance and due to less secularization. In countries such as India and the United States of America gay marriages have been legalized.
Examiner comment – grade C

(a) The candidate correctly identified that diversity is linked to a range of family types ‘all the family types’ and made their understanding of what was a somewhat brief definition clear by adding examples. Definitions do not require examples but in this case it underlined the candidate’s knowledge.

Mark awarded = 2 out of 2

(b) The candidate started with a confused statement about households that seemed to imply that families cannot be households. They then went on to correctly identify single households as an example of a household that does not fit into Murdock’s definition and gave a reason why this was so. This answer was somewhat implicit but it still gained two marks. The candidate then correctly identified ‘shared’ household such as students for which another mark was awarded, but this type of household was not described nor was the reason why it did not fit Murdock’s definition of the family given. The question asked for a description of the household that was named and no matter how brief this is needed if both marks are to be awarded.

Mark awarded = 3 out of 4
(c) The candidate began by clearly identifying industrialisation as a reason the family is changing. The majority of the answer described how the family changed rather than why it changed and so this was a Level 1 answer. Limited use was made of Young and Willmott as well as a reference to the symmetrical family. To go higher the candidate needed to include points that related to why the family may be changing.

Mark awarded = 3 out of 8

(d) The candidate began with a clear description of the nuclear family. A list of other types of family forms then followed, supported by the Rapaports that showed that the candidate was clearly answering the question. The candidate then went into some more depth about single parent families and linked this to secularisation. The following section included the views of feminists about these families that had no relevance to this question. Other alternatives such as the homosexual and reconstituted family were mentioned but no acknowledgement of the reconstituted family as a nuclear type was made. The candidate entered the Level 2 by showing that both nuclear and other types of families are to be found. Overall this was a competent answer but was reliant on knowledge and understanding. Evidence of the other assessment objectives were present but not developed. This answer is at the lower end of the grade.

Mark awarded = 6 out of 11

Total mark awarded = 14 out of 25
1. (a) Family diversity refers to the different types of families that make up a society, e.g., conjugal, society nuclear or extended families. 

(b) Murdock’s definition states ‘two adults’ which is not the case in lone or single-parent families. Also, he defines the family as having at least one offspring. But there are married couples who make a conscientious decision not to have or delay having a child. – i.e., they are childless.

(c) There are lots of reasons for the changing society today. One of them is geographical mobility. Individuals might have to move somewhere else for a job which might be difficult with children so they limit the number of children they have. People have become more economically independent so they don’t need to depend on their kin for financial support from an extended family or have so many for economic security. Modern industrial societies have replaced many familial duties with specialized institutions such as schools, hospitals, and recreational facilities so people don’t feel a need to stay in constant contact with people. Enhanced, more effective contraceptives have also lowered...
the birth rate so people see young people don’t feel a need to marry to legitimise a pregnancy. Modern industrial societies also comprise of a large consumer groups; so they don’t have to increase the people in order to increase a workforce. They’d rather save the money spent on the upbringing of an individual that isn’t instrumental in earning as well. Also, as consumers we have a lot of choices now so the old need to settle with one thing is quickly fading away now that the society is spoilt by choice provided by capitalism. # Lot to fame?

For few decades we’ve moved towards life?

(a) I think it is, to a large extent true because even if you break down an extended family, the basic unit you get. Now, it is one step too far to say it’s the dominant family structure in all societies. For eg. In South Asian and African societies, extended families are still the majority of thread in the fabric of society which includes all lone-parents, reconstituted families within the extended family. But yet, I think it’s safe to say we’re slowly but surely progressing towards a society that will see nuclear family as the pre-dominant unit. People are becoming more independent and better lifestyles offered all over enables a family to have a more private, luxurious life as a nuclear family.
Examiner comment – grade E

(a) The candidate clearly identified types of families which were rewarded. The reference to conjugal as a type of family was not allowed as this is a relationship rather than a structure and nuclear and extended as examples did not add enough to types of families for credit.

Mark awarded = 1 out of 2

(b) The answer to this question was brief but it did identify the lone or single parent family as not fitting in to Murdock’s definition because it lacks ‘two adults’ and this part of the answer was awarded two marks. The second example of the childless couple was also awarded two marks as the lack of offspring was identified.

Mark awarded = 4 out of 4

(c) The start of this answer lacked clarity as the candidate referred to a changing society and not a changing family as outlined in the question. There was then some limited use of geographical mobility, the way in which it may have weakened the extended family and how other institutions have replaced it. Some use was made of contraception and changing attitudes to legitimacy but then the candidate’s answer became somewhat tangential as they described the effects of consumerism. There was some confusion between how and why the family may have changed, so the candidate was awarded a mark at the top of the Level 1.

Mark awarded = 4 out of 8

(d) The candidate offered an assertive answer to this question that reflected the mark scheme ‘show only a limited appreciation, or not, of the nuclear family’ and so was limited to the Level 1 and was awarded two marks for showing that the nuclear family is the basic unit.

Mark awarded = 2 out of 11

This answer had evidence of some knowledge but did not develop the more evaluative answer in the question and is at the lower end of the grade.

Total mark awarded = 11 out of 25
Section B

Question 2

2 Explain and assess the view that families are no longer patriarchal in modern industrial societies. [25]

Mark scheme

2 Explain and assess the view that families are no longer patriarchal in modern industrial societies. [25]

L1 0–6 Lower at this level (1–3 marks), answers may be confined to one or two simple points based on assertion or common sense understanding. For example, one or two simple points about how men “get their way” in families, or not, with no sociological support or about who does what in families, such as men having more freedom or going to the pub (or something similar) whilst women look after children may gain up to 3 marks.

Higher at this level, there may be a wider range of simple points based on assertion or common sense understanding. For example, an answer showing some limited understanding of the process of decision making such as men controlling the family income may be awarded a mark of 6. At this level there may be no direct reference to patriarchy.

L2 7–12 Answers at this level, will show some sociological knowledge and understanding of the question and knowledge of the concept of patriarchy.

Lower at this level (7–9 marks), the answer may be confined to a narrow range of points, lacking detail and possibly with some inaccuracies. For example, an outline of the importance of conjugal roles and the development of equality between partners with no reference to issues such as weaker family members would be worthy of the lower marks in the level.

An outline of the domestic labour debate, with no critical development, such as the way time is spent and the development of the symmetrical family with no development, may gain up to 9 marks.

Higher in this level (10–12 marks), answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in limited detail.

Points candidates might cover include, discussion of power in conjugal roles such as the control of family income, or decision making, or a discussion of other theories of family relationships as outlined by feminists or Marxists (in this level it is unlikely that it will be by both). A clear understanding of patriarchy should be shown at this level. There may or may not be limited assessment in this level.
L3  13–18  Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied effectively to answering the question. There is no requirement for assessment at this level although it may be present.

Lower at this level (13–15 marks), answers will demonstrate knowledge but this may be limited in range. There will be little or no use of concepts or theory, and the points covered may lack development.

Answers that enter this level should refer to ideas linked to evidence that shows a growing trend to equality, at least in some modern industrial societies, but that studies, such as that of Dobash and Dobash, highlight weaknesses in this view.

Lower in the level the discussion may be limited to contrasting the ideas of Oakley, Young and Willmott.

Other answers may display a detailed assessment of the different power relationships between different members of the family but be unsupported by theory.

Higher at this level (16–18 marks), answers will use a wider range of knowledge, supported by the use of concepts and theory where relevant and include well-developed points.

To get to the higher end of the level, candidates should demonstrate good understanding of the topic with some interpretation of the evidence such as the variety of feminist views as outlined by liberal, Marxist and radical feminists as well as the concept of patriarchy. This may not just be limited to conjugal roles but may also include other weaker members of families either in relation to men or women. However, this assessment will be lacking in detail and may rely on the juxtaposition of different theories that may include post-modernist views, such as Nicolson, that powerful ideologies support some family types whilst devaluing others.

L4  19–25  Answers at this level must achieve three things:

First, there will be good sociological knowledge and understanding.

Second, the material used will be interpreted accurately and applied effectively to answering the question.

Third, there must also be some evidence of assessment.

Answers at this level will provide a solid account of relationships within families including both conjugal roles and other relationships within families; one possible way to approach this question is by control of other family members. There should also be a sustained and well informed assessment of activities and power such as the work of Edgell and decision making.

Lower at this level (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments and theories such as functionalists as supported by such studies as Young and Willmott and feminists such as Barrett and McIntosh. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated.

Higher at this level (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question. This analysis may take the form of arguing that feminism is not one coherent theory and the evidence of the lack of evidence to support the symmetrical family in a variety of societies.
Another way of gaining the highest level, would be to outline the various ways in which families are dominated by patriarchy with such examples as the giving of dowries, female infanticide and female mutilation.

An alternative answer may evaluate the power of women to control men through public shame as contrasted by Izzat both in traditional and modern industrial societies.

Concepts such as patriarchy, the new man, domestic violence, pooling, decision making, march of progress, dual burden, emotion work, the commercialisation of housework and equality may be referred to. There should be a balanced conclusion to gain full marks.
Example candidate response – grade A

Q2. There has been a long debate going on regarding the level of patriarchy found in modern societies. No one perspective has been successful in formulating an overall explanation for the trends or fixed values found in the family. Patriarchy refers to male dominance and the idea that men are superior to women and hence should enjoy more power over them.

The term of meaning patriarchy itself, firstly, is subject to a great deal of questioning since every other sociologist has his/her own ways of doing so the ways are not fixed and vary.

There has been an increase in belief that modern societies are characterized by equality and fair treatment when it comes to gender. This was presented by Wilmet and Young who proposed in their 3rd stage that families are currently becoming symmetrical when it comes to conjugal roles between men and women. This means that there is equal sharing of household chores irrespective of the fact that women work or not. Galley and Eyre in their small case study found that there hasn’t been any change in the gender roles and women are still dominated one by one.

It is also believed that the division of labor has become increasingly symmetrical and so
have the house worked at home. Sullivan points out that there aren't many differences in the time spent working between men and women whereas Gashurny points out that women are still responsible for child care paid and unpaid work which results in dual burden. She does however say that equality is increasing but is slow. If patriarchy is judged on the basis of decision making and money management then Haudill, Lyson and Edgall point out that men are usually responsible for the decisions including finances whereas women are mostly limited to decisions relating to clothing, kitchen ware etc. Only a quarter of households were found in which the women took more.

For Patl found that many decisions were in hand of men mostly and participation by women was meager which shows that even if patriarchy has not been finished work is being done to finish it.

Vogler in his study of 1211 couples just found that the trend towards equal money management had increased from 6% to 32%. However, on what basis do you consider money sharing equal? On the basis of mutual agreement or completely equal division? Again, it is a matter of the couple's own interpretation.

It can also be argued whether women, who are apparently the victims, ever considered themselves to be dominated or oppressed by men? If not
Then the whole debate becomes useless. On the one hand it is also believed that women are not oppressed but has this changed? The government has taken stand for women by setting laws against gender discrimination, rape in marriage and divorce etc. to allow women to have greater control over their own lives. But is it enough? Just by changing the restrictions etc., can we say that patriarchy is done and over with?

Realistically, liberal feminists and radical feminists point out that the family is still used as an institution to exploit women and the real thing that needs to be changed is the patriarchal ideology that men are superior. Rudy says that the basic idea of women being responsible for childbirth and education to child is still exploited by men to force them into the domestic role. Elston found that in those families where both parents were practicing doctors, it was usually women who took out time if children were ill. Similarly, Feni Smith found that even if women had worked and men didn’t, women took care of household chores and childcare.

When it comes to families, what families are we referring to? Nuclear, extended, single parent etc., which ones? When it comes to Sikh mothers, they are still stigmatised and are held somewhat responsible for child delinquency.
and inability of the child to actually fit into the society by following the 'norms and values' considered appropriate. New right thinkers are especially against this role and want to promote family instead of single parenthood. Is this considered patriarchal? Not just this, the government and state policy can affect the extent kind of family forms and can in-directly force women into housewife role. Some policies are usually passed which are based on the assumption that the family system. 

Women as is the nuclear family and usually one parent stays at home for the care of children. For hardly are proved things by saying that policies regarding paternity and maternity leave may and so do the pensions for women.

If families are no longer patriarchal then why is it that most women complain of being the only one responsible of emotional work, and incensed housework? They put into it keeping healthy relationships. DeVault, Duncan, and Madsen point out that men it is women who fulfill the emotional work in relationships and also end up doing a triple shift. They have to deal with, paid, unpaid and emotion work. This is probably because of how people are socialised into and internalised into values which are strictly gender separated for person's expressive and instrumental role which
is based on the assumption that women are supposed to stay at home and get be moved in chores. This can be countered by the argument that women go out more now and are economically interdependent. This is also found in form of by this statue. But does this show that patriarchy has declined? A recent report which questioned 15,000 people showed that 85% of women were involved in all the household chores and only 1 out of 10 men showed tasks equally. Dobash and Dobash's analysis on domestic violence also shows that very little progress is made towards equality and justice.

From these points, it can be seen that there's no one set culture for judging patriarchy in society or even the word of family forms which exist since it depends on how the family members interpret and give meaning to their lives and rules within the family. However, the question statement makes a generalisation that patriarchy has ended completely as shown by the points presented in the answer.
Examiner comment – grade A

The candidate starts with a clear statement outlining that there is no definitive answer and then gives a succinct definition of patriarchy. The issue of patriarchy as a concept that can be explained in different ways is raised pointing to an evaluative approach but it is not made clear what these ways are. The work of Young and Willmott is used to show the growth of equality in stage three families and this is done effectively by reference just to that stage without any superfluous mention of the other stages. This is then directly evaluated by contrasting those findings to the work of Oakley and Edgell displaying the skill of evaluation. The candidate then looks at a range of ways in which patriarchy or equality can be found in terms of the division of labour, decision making and money management. These are well supported by a variety of theorists and their work is contrasted to show that there is conflicting evidence and different ways of interpreting equality or patriarchy.

The candidate also evaluates the way in which evidence is judged by asking the question ‘on what basis can you consider money division equal?’ Again a question is posed that asks do women have to know they are oppressed to be so. This points to the skills of interpretation and application. The role of governments in changing the laws is considered as well as its effects. Once more this is supported by a range of feminist views that the family still exploits women in spite of legal changes. An interesting debate is raised about the situation of single mothers being free of male oppression but subjected to oppression in other ways and the role of the New Right as supporters of patriarchy is raised.

The concept of emotion work is used effectively and this is well supported by the work of Duncombe and Marsden and the triple shift. The candidate explains how this leads to socialising gender values into society and then contrasts this to the view that women are more economically independent than in the past. Throughout the answer the candidate is focused, well-informed and produces evaluative answer which is towards the top of the grade. All assessment objectives are to be found throughout the answer and the candidate clearly achieved all three triggers required to enter Level 4. In order for the candidate to gain full marks, there should be a balanced conclusion.

Mark awarded = 24 out of 25
Sociologist have observed diversity in types of family over a long period of time. Many sociologists claim that due to modernisation and education, the patriarchy has been reduced but most of the sociologist like feminist and see family as the main source of patriarchy.

Functionalist see family as an organ which connects to other organs of society and function. According to a functionalist family is an essential unit for the society to function. Functionalist, Parsons list two important functions of family. One: primary socialisation and second is maintaining and stabilising adult personality. Parsons uses Freudian theory of psychoanalysis. Parsons argued that an individual has certain desires which he cannot do in front of society as it would not be socially acceptable but through family he can act out his desires. Through which the society is kept personality is kept stable. Feiakes argues that family is a heaven and all tensions exist in outside world and females yearn from it. Functionalist ignore all the differences and diversity and view family from a macro perspective giving an impact of equal status between man and women.

Marxist see family as an ideological conditioning device of the bourgeoisie. Engles argue that due to private property patriarchy is created. Usually male is the one who inherit the private property. Engles argue that the male is bourgeoisie.
and female as proletpolist. Engels argue that for the female to be free and secure their right they a thing called family must be abolished and a communist block should be created. Kollontai gives the idea of collective housekeeping where the women doesn't have to do housework but it can be performed by a male or female made who's job it is to do so.

Delmar argues that the origins of patriarchy isn't from male sexuality but from the history. Feminist feminists see family as a source of patriarchal institution where female has to perform dual and triple shift.

Willmott and Young coined the term symmetrical family where they found out that house task was equally shared by the couples. Boll designed the term joint conjugal role where she described male and female helping in their task equally. The new man image is an image of man of modern industrial society where the man does female jobs such as housework and taking care of babies.

Voguan argues that females have also increasingly taken part in housew
finances and houses. Finances are shared by male and female equally. 
Foa and Smith argue that females are solely responsible for housework or even when they are employed but the male is not. Elston studied a couple of doctors and found out that females were responsible for housework compared to males. When a child fell sick most of the females were the one who took care. Mintel studied couple of 12,000 and found out only 1 out of the last couple showed house held work equally. Dobash and Dobash studied on domestic violence and found out one fourth cases were on domestic violence and the charge line was lower than caline parking.

What foundation of Pakistan found out that 99.7% females are subjected to domestic violence. Fozia Ben wrote in her book that more than 1,600 baby girls are murdered in countries like India and Pakistan. Rapoport argue that even when female is employed housework and child care are solely seen on their responsibility.

Callbourn promotes the idea of gay and lesbian marriages as males talk...
The responsibility of housework equally.

Chester argued that there is no such diversity observed in the family except that females are largely getting employed similar to men. Gibson argued that education and freedom of choice have made females more confident of what they expect from marriage. High rates of divorce result that female the marriage system isn't working well but it also denotes that females have gained independence to such an extent that they can earn themselves. Marifocal families support the view.

The high rate of remarriages support the view that people have not lost faith in marriages but attach high value to marriages. Females are usually competing males in employment and household income, but origins of patriarchy aren't escaped or patriarchy isn't demolished in modern industrial society.

Implicit understanding of P.

Good soc. needs focus on P.
Examiner comment – grade C

The candidate opens the essay with a statement indicating that there is a debate which demonstrates knowledge of the subject. Application of the correct material is shown by indicating that modernisation and education have weakened patriarchy whilst identifying that it is the feminists who disagree with the proposition posed in the question. A long section follows in which the candidate outlines the functionalist view of the family. This is factually correct but the candidate does not focus this long section of their answer on the question. The candidate then contrasts this with the Marxist view and the way in which the development of private property lead to patriarchy is outlined. Although there is some speculation about how the lives of males and females should develop there is some useful reference to the origins of patriarchy and use of concepts such as the triple shift. There then follows a long list of the findings of different sociologists that describes different roles and relationships to be found within marriage.

Good use was made by reference to contemporary societies and the rates of female infanticide but the candidate would have received more marks if the answer had related to more gender based relationships in families as a whole and not concentrated almost totally on marriage. The candidate successfully showed that there is a debate, which can be supported by evidence, demonstrating that patriarchy has weakened but also that it is also still to be found.

This answer could have been improved by linking the evidence quoted to each side of the debate. Further marks could have been gained by showing the strengths and limitations of the evidence used. The time for this could have been found by limiting the lengthy descriptions and avoiding personal speculation about what should happen and so this answer is towards the lower end of the grade.

Mark awarded = 14 out of 25
Example candidate response – grade E

(2) The Patriarchal system refers to a particular society in which support male-domination and exploit women with domestic work or violence. The modern industrial society does not follow patriarchal rule and hence gives priority to Equality, Modernity, Freedom, Education and change.

Patriarchal is the largest form of a male-dominated family in which all the power is held by the male member and the women family member are exploited. The rise of modernity has changed many things for women. The role of women has become much essential and significant. The old traditional and male-dominated families are disappearing in the modern industrial society. Africa, Caribbean, Zimbabwe and West Indies are the major country where matrilineal families are found. These families are usually run by the female members and the male members are usually found to be babysitting children, gossiping, shopping and bickering over vegetables. The conjugal family clearly advocates the claim in which adult of both sexes are the breadwinner. This means that women are being treated equally to men in this modern era. The female members of the family are given freedom, choice and equal job opportunity to men.
The rising rate of lone-parent family usually
female-headed has disappeared the
paternal role in the families. In the
lone-parent family, the mother has
freedom to live her own life and
earn living for herself and her children.

In modern industrial societies, women,
being given equal jobs and salaries,
which has affected many patriarchal families
and moulded them into a conjugal family.
Education and technology has changed the
perspective of many men who have started
to treat women equal to themselves.

On the other hand, some Feminists still
believe that may families today exploit
women from labour work and socialising
children. The stigma attached to the biological
differences of sex has also turned up to
society's social difference. Marxist still believe
that equality between women and men is
not possible because it a female member
can never run a family successfully if
the male member is not dominating.

Marxist argue that feminism has
exaggerated the position of women in
the family. They think that domestic housework
and children are the most encumbered
responsibility of a woman and if she
works outside, the children can be
neglected.

In contradiction to this, the rise of
Marxism has changed the position of women in society and the industrialism is not just for men. People are judged through their skills and accomplishments rather than gender.

Cohabitation, a modernist says that cohabitation has also changed the position of women on both member to see who cohabit are not bound to follow the responsibilities of a traditional marriage. Consequently, the female member is also not bound to follow the male partner. Instead, she is free to manage her career and can earn living for herself. The isolated nuclear family is also no more male dominated, as the woman member is provided with a good lifestyle and both partners support each other economically and emotionally.

Although the modern industrial society has women almost vanished the traditional influence of male in the family, but sociologist believe that the problem of inequality can never be vanished in the social system. The Feminists have exaggerated the difficulties of a woman and can never be satisfied for their position in society. There was a time in which women were treated as private property by the males, but the picture painted by
Examiner comment – grade E

The candidate begins with a definition of patriarchy which identifies male-domination, domestic work and violence. The former is a part of patriarchy but although domestic exploitation and violence may be present they are not always to be found in patriarchy. To improve the candidate needed to demonstrate a more firm grasp of the concept. The candidate then further expands the role of patriarchy as the power of the males in the family. Assertion about the decline of patriarchy in some societies is then outlined and this would have been worth a higher mark if it had been linked to some sociological theory or evidence. The position of the lone-parent mother as one free of patriarchy is then described but again this is unsupported other than by general points such as that of education.

The candidate then shows that there are contrasting views and introduces some theory by reference to the feminists and Marxists but the points about Marxism are confused. The candidate then introduces meritocracy as a factor that has changed the position of women but this is undeveloped and not related to the question, in order to gain the most from an answer all points should be linked to the question so that assessment objectives such as analysis can be demonstrated. The candidate then considers cohabitation and how that may have enabled females to have more freedom. They also assert that the nuclear family provides females with a better life style and this is debateable. This is followed by more assertion that patriarchy has or has not diminished.

Overall the answer is characterised by assertion but the candidate does show that there is a debate with limited reference to feminists and Marxists. Some use is made of education and the ways in which patriarchy may be expressed. In order to gain a higher mark the candidate needed support their assertion by reference to either sociological theory or the evidence from empirical studies. The answer is at the lower end of the grade.

Mark awarded = 11 out of 25
Question 3

3 Explain and assess the view that childhood is a time when children are free from the pressures of adult life. [25]

L1 0–6 Lower at this level (1–3 marks), answers may be confined to one or two simple points based on assertion or common sense understanding. For example, one or two simple points about the way in which children spend their time with no reference to what is meant by the pressures of adult life or with no sociological support.

Higher at this level, there may be a wider range of simple points based on assertion or common sense understanding. For example, if some limited understanding of the process of socialisation is shown such as the way in which the child learns acceptable behaviours and values in their society or descriptions of the situation of feral children. Other answers may make a few points about how children copy the behaviours of others through play and learn to become boys and girls.

L2 7–12 Answers at this level will show some sociological knowledge and understanding of the question.

Lower at this level (7–9 marks), answers may be confined to a narrow range of points, lacking detail and possibly with some inaccuracies. For example, an outline of the importance of socialisation into the culture of a particular society with no reference to issues such as laws that may have been passed to protect children. Or responses which offer only a general answer relating to the importance of human socialisation with no development may gain up to 9 marks.

Higher at this level (10–12 marks), answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in limited detail.

This could include such points as an outline of the ‘march of progress’ view showing the position of children improving, children valued, protected, cared for and educated or an outline of conflict theories about inequalities between children. Or a discussion of other inequalities between children and adults that cause dependency and oppression.

L3 13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied effectively to answering the question. There is no requirement for assessment at this level although it may be present.

Answers that enter this level may refer to ideas linked to the experiences of different groups of children; that not all children within one society will share the same social position, gender or ethnicity and this will influence the way their childhood is spent.

Lower at this level (13–15 marks), answers may use a narrow range of knowledge, there will be limited use of concepts or theory, and the points covered may lack development.

Answers lower in the level may be limited to a discussion of when childhood ends for different groups. For example when children are expected to join the adult world and assume adult responsibilities.
Higher at this level (16–18 marks), answers will use a wider range of knowledge, supported by the use of concepts and theory where relevant and include some well-developed points.

To get into the higher end of the level there should be a consideration of some evidence such as the consequences of extended education in some societies. Other answers may display a detailed assessment of different experiences in childhood but be unsupported by much knowledge. Other answers may consider the extent to which childhood is a time of innocence/protection in an age when the media blurs the distinction between children and adults. However, this assessment may be lacking in detail and rely on the juxtaposition of the different ways in which childhood is experienced for different groups such as girls as opposed to boys and the way that they may be either more protected, or exposed to harsh treatment than males such as the consequences of Izzat.

L4 19–25 Answers at this level must achieve three things:

First, there will be good sociological knowledge and understanding.

Second, the material used will be interpreted accurately and applied effectively to answering the question.

Third, there must also be some evidence of assessment.

Answers at this level will provide a solid account of the experience of childhood including a historical view of the development of childhood. There will also be a sustained and well informed assessment of the march of progress theory as supported by the development of laws to protect children.

Lower at this level (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments and theories such as Marxist and feminist which highlight the inequalities between children both between and within families and societies.

Higher at this level (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question. There is likely to be a well-formulated conclusion.

This may include a more direct analysis of the way in which childhood may, or may not, be protected. This analysis may take the form of arguing that children are kept separate and controlled in society and this is then contrasted to examples of how children are exposed to what others are exposed to in their societies. For example exploitation in work (Brannen girls and domestic labour), or children who are not excluded from society (Holmes, children in Samoa never considered too young to undertake a task in society).

Another way of gaining the highest level would be to explore the examples of abuse that children experience in spite of laws to protect them such as mental/physical abuse or neglect, child soldiers or the experience of street children and how they are dealt with. Cross-cultural examples can be quoted with credit. Concepts such as the social construction of childhood, separateness (Pilcher), golden age, age status, inequality and child centred may be referred to. There should be a balanced conclusion to gain full marks.
The Western notion of childhood believes that it is a separate age-status and they should be treated differently from adults. They see children as immature, vulnerable, needing and nurturing and to be protected from worldly deeds. Jane Pilcher has a key idea of 'seperateness' in modern world. He believes that children are seen different from adults through change in dressing, food and entertainment. But children are not seen same everywhere, they differ in different cultures and between times. E.g. cultural and historical differences. Stephen Wagg says that there is no separate eh universal childhood they all go from same phase but only vary between time.
and cultures which is that it is socially constructed. Children in pre-industrial societies were treated differently such as they worked early, less obedience to adults and were viewed more tolerant etc. In past children did same work as adults, works of art showed no sign of childhood they were only depicted on smaller scale. Philippe Aries' In middle ages idea of childhood did not exist they were same as adults only seen as 'mini adults'. From 13th century the idea of childhood began due to increase in compulsory schooling and growth of influence in churches. In 18th century there were books of child-rearing and finally from 20th century there was increased influence on children and it was called a childhood century.
The reasons for emergence of western notion of childhood was increased children laws, rights which prevented them from exploitation at work. Use of contraception or smaller families so parents invest in their children emotionally.

The March of progress view believes that today children are better then ever before due to increased labour laws, child centeredness in families and on media. But the conflict view believes that there is conflict between children amongst themselves and adults and children. Inequalities rise amongst children as they are treated differently in different societies and class, gender and ethnicity. Inequalities also rise. March of progress view that adults use power for benefit.
of children but child liberationist view that they are only oppressing and controlling them, young and Willmott e.g. Control of children is an inequality and subjugates children and make them under-control of adults such as age patriarchy.

However, different sociologists have different views on future of childhood. Neil Postman, he believes that childhood is disappearing at dazzling speed as there is decrease in children games, same clothing as adults etc. This is due to emergence and then decline of separate age status, fall of print culture and its replacement by visual TV. In middle ages, speech was the only power and children were not related with innocence nor adult with mystery so there was no division amongst two. In 20th century, TV destroyed information hierarchy and
Information was available to everyone. There was a decline of adulthood control and children. However it was criticised that media was over emphasised at expense of other factors such as changes in policy etc. Tona and Peter still believe in the continuity of childhood culture as their research into children games proof and also western notion of childhood is exported to other countries as childhood as separate age status in nuclear family. However it is not clear if modern western childhood is increasing or decreasing but it still shows that children have more rights but subordinated of adults, more dependence and staying longer in education, more access to communication and technology but less free movement. Overall it states that childhood is not
Examiner comment – grade A

The candidate begins with a clear view of childhood as seen from a western perspective and this is supported by the work of Pilcher and ‘seperateness’. This is then contrasted by time, place and culture again supported by Wagg. The candidate further develops the historical perspective and, using the work of Aries, outlines how childhood has changed due to such factors as education, legal changes and contraception at least within the western world. The march of progress theory is considered and this is contrasted to Marxist theory and the two are juxtaposed showing evaluation of the evidence. This evaluation is further displayed in the work of Postman and the disappearance of childhood. At this point the candidate is a bit vague as to the theorists that are being referred to and one way to improve an answer is by accurate reference to theorist and theory. However, the candidate does show that the topic is well understood and that they have interpreted and evaluated the material in relation to education, information technology and rights.

Overall this was a well constructed answer which had a clear understanding of the topic, supported by a range of contemporary sociological theorists and the candidate had a clear understanding of childhood as a social construction. To have achieved a higher mark the development of childhood in non-western cultures and the ways in which for many children childhood is not a period of freedom from the pressures of adult life could have been developed. However, the candidate achieved all three triggers needed for Level 4. This answer is in the middle of the grade.

Mark awarded = 21 out of 25
Example candidate response – grade C

Childhood is not natural and is formed by society. The general upbringing plays a major part in an individual life.

Back in the day in pre-industrial society, childhood was not seen as a separate stage of life. Indeed, there was little difference between adults and children as they dressed alike and acted the same. The laws/rules applying to adults applied to children as well. Children worked on agricultural farms with their families.

Ruth Benedict claims that a child of pre-industrial society differs from a child of modern-day society in a few ways:

(i) Respect towards elders is not emphasized on.
(ii) Their sexual drive is not emphasized on either nor is it ignored on.
(iii) There is little difference expected in behaviour from that of child and adult.
In different periods of time, childhood changed. Philippe Arias notes that childhood in the Middle Ages didn’t even exist. Modern notion of childhood began in 17th Century when schools for the young were made. The influence of the church made it so children were seen as delicate creatures who were vulnerable to the harshness of the world. In 17th Century, middle class children started dressing differently from adults and in 18th Century books and literature were published on childhood. The 20th Century was known as the ‘Century of Childhood’.

New laws were made so children weren’t treated unjustly. Schools were made necessary. It was known as a march of progress; however, the conflict view argued that childhood was not the same everywhere. Different kinds of childhood were experienced by kids of different gender, ethnicity, and class. Boys were allowed to do certain activities girls couldn’t. Different ethnicities means children were treated differently everywhere and the higher the class the better living circumstances. The meaning of childhood was different in all these areas. In pre-industrial society a child was considered an adult much earlier than in modern society.

Nowadays childhood is given new meaning. It is seen as a separate stage. Children are considered innocent and parents control what they wear, how long they can stay out for, where they are allowed etc. Children usually overreact to escape this and start acting like adults or act under and behave like babies. However, sociologists argue that the rules are for the benefit of the child as he/she can not think maturely enough. Some critics
Examiner comment – grade C

The candidate began by showing that they understood childhood as a social construction although they did not use that term which would have been an improvement. An outline of childhood (or the lack of childhood) in the past was then given supported by the ways in which this could change and develop as postulated by Aries. It was noted that childhood is not the same everywhere and this was related to gender, ethnicity and class. These were valid points but could have been improved by the inclusion of specific examples, such as what the boys were allowed to do that the girls could not, or theoretical evidence. There was some speculation as to the meaning of childhood ‘nowadays’. This could have been improved by placing childhood in context and showing how this could be different for different cultures or sub-cultures. The candidate then became somewhat tangential about sociologists who argue if the rules are for the ‘benefit’ of children or not. This could have been omitted giving more time to explore issues such as child abuse which were barely touched upon.

The candidate then concluded by describing some of the socialisation that takes place in childhood as well as an outline of how children should be treated. The candidate clearly demonstrated some knowledge and understanding of the topic. The answer could have been improved by including some concepts as well as a more detail of theory or empirical evidence. Knowledge was shown throughout and some analysis of the ways different groups may be treated and so is towards the top of the grade.

Mark awarded = 15 out of 25
Childhood is a stage of an individual's life when a child is free from every type of hardship and tough time. And the child lives an easy life. Childhood is a time when children are free from the pressure of adult life.

At this stage of age children are mostly in their initial stage of life, mostly commonly in the process of primary socialisation, where a child is taught how to eat, how to walk, and also how to talk. Children at this stage are free from the adult life.

Also there are some children who face the death of childhood. As claimed by Philip Abrams when a child starts to do work from a younger age this is the death of childhood or other than working when a child is suffering from the harshness of the society.

At this stage children have a happy life. They are free to do whatever they want. They don’t have a pressure to earn or work. Only some children have to work since childhood but they work due to poverty. At this stage children are only gaining their basic education and are taught the basic table manners.

At this stage the child doesn’t have to even think about the career or anything else. They just play and have fun in their own lives.
Tame Pitcher also supports the view of childhood. He views a stage of an age as it goes childhood the first stage than adolescence and than the old age. Children are free from the adult's pressure but there are some people in child labour who start to work from an early age. This is a cause to death of childhood. Childhood could be also cause death because of the harsh treatment of elders such as beating, abusing. This also cause the death of the childhood.

Other than this in some society's during the childhood children spend a happy life; far away from all kind of hardships, play, go to school and have fun. They are far away and doesn't even care about the thinking of adult.

At this stage of age they are free from the earning life and even they don't have worries to earn money. Everyone is not free from the pressure of adult life during childhood. Some children are in pressure from childhood till old age such as the child labour. These child labour are pressured and than they attempt to work. As if they don't work so they would face harsh punishments.

So in some society's childhood is free and in some society it is work from starting of life till the end of life. This should be taken into consideration as childhood is only the stage where children can live an easy
Examiner comment – grade E

The candidate began with an assertive statement that agreed with the question that children are free from the pressures of adult life. They then went on to describe some of the ways in which socialisation takes place in childhood in line with Level 1 of the mark scheme. The candidate then outlined how some children may have to work or face ‘the death of childhood’ and although Aries was mentioned it was by no means clear how his work is connected to the death of childhood. In order to improve the candidate needed to clearly outline the work of Aries and relate it to the question. The candidate then went on to state ‘At this stage’. Again it needed to be made clear what stage was being referred to. The implication was that a childhood free from the pressures of adult life but to access a higher level it needed to be explicit which children were being described in which society at what time. Pilcher was quoted as a supporter of childhood but, this was unfocused and to achieve a higher level the candidate needed to make it clear in what way she regards childhood. The same can be said about child abuse. This is a valid point but could have been developed more effectively if it had been related to a society or backed by evidence, such as the United Nations. The candidate understood that childhood is not fixed either by time or place. There was some development of the points but these were limited and generally unsupported. This answer was just below what is required for a grade E answer.

Mark awarded = 11 out of 25
Paper 2 Theory and Methods

Section A

Question 1

1 Sociologists carry out research in order to collect data in a systematic and organised way. In doing so, they will opt to collect data that is quantitative or qualitative. However, it is increasingly common for researchers to adopt an approach that involves combining different types of method and which produces both types of data. Whatever approach is taken, the data collected provides the sociologist with evidence to help describe or explain the social world.

However, some sociologists believe that research should also contribute to making society a better place. In other words, they think that sociological research should seek to solve some of society’s social problems and to therefore influence social policy. On the other hand, there are many other sociologists who reject this approach, arguing that all sociological enquiries should be devoted to explaining the social world rather than seeking to change it.

(a) What is meant by the term social policy? [2]

(b) Describe two reasons why a researcher might use more than one type of method. [4]

(c) Explain the difference between a social problem and a sociological problem. [8]

(d) Assess the view that the main role of sociological research should be to help create a better society. [11]

Mark scheme

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However, some sociologists believe that research should also contribute to making society a better place. In other words, they think that sociological research should seek to solve some of society’s social problems and to therefore influence social policy. On the other hand, there are many other sociologists who reject this approach, arguing that all sociological enquiries should be devoted to explaining the social world rather than seeking to change it.

(a) What is meant by the term social policy? [2]

Social policy refers to the actions taken by a government which are designed to maintain and improve the welfare of its citizens. Its purpose is to deal with and resolve potential and actual social problems. This includes areas such as housing, education, crime, health etc. Two marks for a clear, accurate definition. 1 mark for a partial definition, such as ‘attempts to make society a better place’.
(b) Describe two reasons why a researcher might use more than one type of method. [4]

- The combined use of different research techniques [mixed methods] is used to complement and verify each method, in order to achieve robust research results.
- They are also used to generate a more vivid and complete picture of whatever is being studied.
- Those who adopt this approach – in practice, most researchers – may do so because they do not feel tied to the traditional distinction between qualitative and quantitative approaches.
- Their decisions may also be driven by practicalities, which is a further point of development. 1 mark for the reason plus 1 mark for development (2 × 2 marks).

(c) Explain the difference between a social problem and a sociological problem. [8]

Social problems are aspects of a society or social behaviour that have negative consequences for the individuals and groups concerned, as well as for the society as a whole. Negative consequences may include poverty, crime and unemployment, and are likely to be linked to social policy measures. While sociologists are invariably interested in social problems, and some may view their role as providing solutions to these problems, the primary sociological interest is in seeking to provide an explanation for them. They are interested in what is considered a problem, why this is the case, why some are considered to be problems and not others etc.

0–4 Answers at this level are likely to be based on a few mostly common sense observations that fail to distinguish between the two concepts, probably focusing on the social problem element and identifying some examples.

5–8 Answers at this level will demonstrate a good understanding of the question, with links to relevant sociological material and ideas. In this band, the distinction will be clear. At the top end of the band the explanation will be detailed and well focussed on the importance of making such a distinction so as to clearly identify the proper domain of sociological enquiry.

NB This question asks candidates to ‘explain’, therefore there is no requirement for assessment.

(d) Assess the view that the main role of sociological research should be to help create a better society. [11]

0–4 Any relevant points at this level will be vague and poorly supported by references to evidence and arguments. A legitimate viewpoint may be asserted, but the answer will be weak in terms of its development and structure. Some awareness that there are different views about the purpose of sociological research may be apparent in a very basic way, towards the top end of the band.

5–8 Answers will demonstrate an awareness of the arguments and perspectives that support the idea that sociological research should aim to bring about a better society. Higher in the band this may be contrasted with relevant alternative views, particularly those that argue for a value-neutral sociology. However, the assessment will remain weak at this level.

9–11 The assessment will be more developed, perhaps through references to the practical and theoretical problems involved in using sociological research as a basis for social engineering. Higher in the band, the assessment will be characterised by some sophistication; for example, candidates may question whose interests sociological research serves and who may benefit from supposed improvements in society; and which values underpin the idea of social engineering and what type of society it may give rise to.
Example candidate response – grade A

1 (a) The term social policy refers to a policy that is adopted, possibly by the government – it is a policy that, with research providing a backing for it, is intended for the betterment of individuals in society. Social policies seek to solve social problems and are adopted mainly by the structures who see society as needing change.

(c) One reason a researcher might use more than one method, would be to eliminate the weaknesses and flaws of that single method. By using methodological pluralism, Eileen Bowe in her book ‘The Moving Or Money’ (1978) was able to overcome the weaknesses of the lack of reliability (by using interviews) alongside participant observation.

Another reason why a researcher might do this, would be because the researcher wants to obtain a more complete analysis and assessment of what they are researching. For example, using questionnaires will provide simple, direct data, but complementing the use of questionnaires with in-depth interviews would add more validity to the research.
A social problem is a problem that is observable within society, and social problems can mean crime, single parenthood, or juvenile delinquency or an increase in the number of reported incidents of domestic violence. One thing social problems have in common is that they bear a very direct correlation to negative consequences for society. Thus, a social problem can be defined as an issue or matter which influences or affects society in a straightforward negative manner. Without sociological perspective, social problems are direct in nature, as they are observably (to the individual) negative.

A sociological problem, however, differs from a social problem in terms of its definition. A sociological problem to one perspective in sociology could not be a sociological sociological problem to another. To some extent sociological perspectives differ from social problems in that they are more complex, to each perspective, they bear a different implication.

An example of this would be single motherhood. To conservative, right-wing sociologists such as Charles Murray, single motherhood is definitely negative — it is creating a social underclass and is part of the general decline in the institution of the family. To feminists such as Melinda, however, single motherhood has a value or its own and is not necessarily negative as it gives the woman freedom from patriarchal control. To postmodernists like Jonath

Finch (1989), the single parent family is part of the diversification in family structure. The
Thus, social problems are different from sociological problems. Social problems are observable and directly negative. Sociological problems, on the other hand, are either 'problems' or not at all; it varies according to the interpretation of each sociological perspective as to what is defined as a sociological problem that matters, irrespective of its direct nature or lack thereof.

The view that the main role of sociological research should be to help create a better society must be assessed according to perspective. To each perspective, the purpose of sociological research varies, as each perspective focuses on different aspects of society, seeing different facets of society which require the aid of sociological research in creating a better society.

To the Marxists, the main role of sociological research plays a vital role in supporting or criticizing theories on capitalism as seen in the class division between the bourgeoisie and the proletariat; the bourgeoisie, as the owners of the means of production, exploit and coerce the proletariat workers into producing a healthy profit. For example, in their research, Bourgeois and Groux (Sociology in Capitalist America, 1976) showed how the 'hidden curriculum' in schools taught subservience and subordination, implying hierarchical norms. In the school, as a microcosm of the future workplace, Weber's and others showed the process of 'enfrainment', where the welfare state actually served the ulterior motives of keeping the proletariat from opposing the state with welfare benefits and services. In Marxist sociological research, the true nature of capitalism as a coercive ideology is continually explored. The Marxist role of research is to question methods of 'unitive' oppose capitalism as it is and to theorize on approaching egalitarianism in creating a better society.
away from the grasp of patriarchy, where gender is no longer stereotyped and stigmatised. For example, Ann Oakley (1974) states that in her research on domestic labour and research through interviewing (1981) showed how women and young girls were socialised into the idea of domesticity and being submissive.

... that ideologies were seen as normal and natural.

Spender and Strassrneth through research and managed to show how girls were stereotypically treated in schools. As a result of their research, programmes in the UK, such as GIST, or WISE. Thus, feminin research does see the creation of a better society as a very significant role of sociological research.

... and the underrepresentation of women in order to further society by redressing the power imbalance caused by the power held by ‘normal entrepreneurs’ was read the power of definition. In Goffman (Asylums, 1961) the purpose of sociological research was not to merely explain or to find generating causes - it was to 

... that modern society as it is should be preserved. As a conservative, feminism.

The functionalists believe that modern society as it is should be preserved. As a conservative, feminism.
Functionalist theories, for example, suggest that society has evolved into a perfect, ideal, all-functioning model with the emergence of the nuclear family. Thus, to functionalists like Tonnies, the role of sociological research would be to discover social laws or 'social facts' that govern human behaviour: ways of acting, thinking, and feeling, permanent to the individual, and embodied with a power of coercion, by means of which they constrain him. Functionalists do not focus on the role of research in the creation of a better society but focus on the abilities of research in uncovering general explanations of human behaviour.

In conclusion, it can be said that the view that the main role of sociological research should be to help a better society cannot be applied as a universal concept across all perspectives. Each perspective has its specific focus and thus interprets the role of sociological research uniquely. It values as a method of research whether primary or accompanying, quantitative and qualitative.
Examiner comment – grade A

(a) This response does more than enough to gain full marks. It clearly states an accurate definition of the term and then goes on to develop the point in a valid way i.e. indicating that social policy is designed to resolve social problems and improve society. The key to achieving full marks in this type of question is to adopt such an approach i.e. a clear definition followed by a concise development point. Two marks were awarded for this part of the question.

(b) Here the candidate adopts the right strategy for this type of question – concisely reported reasons with excellent development points. There is no need here for detailed descriptions, rather the focus should be on concise identification supported by accurate use of sociological concepts. In this response, the concept of methodological pluralism is introduced and then clearly defined. The use of a study is not an embellishment, rather it is used to develop the point and show understanding. Note, however, that empirical evidence of this sort is not a requirement in this type of question. Four marks were awarded for this part of the question.

(c) The key to a good response here is to fully focus on distinguishing between the two ideas. Responses that devote more time to one idea than the other are unlikely to make it into the second level of the mark scheme. The first paragraph provides a very good overview of what is meant by a social problem and sound examples are used to support and develop this. The second paragraph addresses the difference between this term and that of a ‘sociological problem’, indicating that the distinction turns on how diverse sociological perspectives may hold differing positions on the nature of what a social problem is. The remaining part of the answer draws out the distinction further, taking a so-called social problem [single parents] and showing how this ‘problem’ is understood differently from diverse perspectives in that they seek to provide an explanation for problems rather than provide solutions. The response could be a little more explicit on this point – especially in the second paragraph – but it still merits seven marks.

(d) Good practice in this ‘mini-essay’ style question would be to make three developed points as well as present some evaluative content. This response satisfies these criteria easily. Firstly, the response indicates that diverse perspectives hold different views about the nature of society and the desirability of sociology being responsible for improving it; these views are then outlined in some detail, but always in relation to the question, e.g. ‘the main role of Marxist research is to expose capitalism’. Likewise, feminist and interactionist views are subjected to similar treatment. However, whilst this approach is productive, the candidate’s attempt at assessment just falls short of top marks because it is mainly achieved via juxtaposing perspectives rather than teasing out the discretely alternative view that sociology should be, in some way, ‘value-free’. For this reason the response is awarded nine marks for this part of the question.

Total mark awarded = 22 out of 25
Example candidate response – grade C

Social policy is published to deal with social problems in society, usually by governments.

Quantitative research method is more reliable, while qualitative method provides insights. Researchers may want to combine the merits of the two methods. Also, triangulation can assess the validity of the research by the complementary methods, so that the combined strengths can overcome the weaknesses.

Social problem refers to the deviant behaviours that have harmful influence on the society or miserable few individuals. It's concerned by the governments that not only affect the social solidarity. Governments will publish specific social policy to deal with the social problem or provide supports. For example, unemployment is a major social problem that harms the economy and individuals and family. Governments may therefore provide unemployed benefits included as subsidies to firms. Sociological problem, however, is not concerned by sociologists. Social problem is a kind of sociological problem. Although it's possible for sociologists to do research for dealing with social problem, it involved more in academic study.
and sociologists are required to be objective and detached. The research of sociological problems may also influence the publishing of social policy which deals with social problems. For example, sociologists may study the marriage pattern and family diversity in modern industrial society, and the research may influence the government to publish laws like divorce law reform, not as family support act.

(d) Interactionists argue that sociological research certainly brings about improvements in society. Becker, for instance, on his work 'Whose Side Are We On?,' explains that sociologists should take sides of the 'outsiders': such as the homeless, single parent families, the elderly, children, and those considered to be weak in order to bring about change in society. Becker argues that by taking sides, sociologists would be able to show the social meaning of the world behaviour of the outsider and see things from their view.

Other works such as on mental illness by Goffman (Asylums) have directed a certain degree of change towards the treatment given to patients with mental illness. His study have encouraged more communal care as opposed to the institutional care.

Marxists also argue that research will help identify and show the inequality found in societies. Left-wing sociologists argue that this kind of sociological research will allow people to see the unequal relationships that are still emerging. Diane Ray, for instance, states that the gap between the rich and the poor is not getting smaller, but is in fact widening. Similarly, John Scott found that in Britain, people, especially the ruling class use their economic and political power to dominate many aspects and institutions in society.

Feminists also argue that by conducting research, improvements can
Examiner comment – grade C

(a) This brief response falls neatly into the category of a ‘partial definition’. There is something on offer here which just about merits a mark, although the answer relies rather heavily on the source material as a prompt. The reference to ‘governments’ enables one mark to be given.

(b) This question demands some precision on the part of candidates. The answers need not be lengthy, as in this case, but they must identify a discrete point and then develop its meaning such that there is complete clarity. Here the candidate just fails to fully meet these criteria even though they identify two sound points [combining the merits of methods, and overcoming strengths and weaknesses of each] but the developments are not quite clear enough for full marks. The response received three marks.

(c) In a question of this type, where candidates are required to distinguish between two concepts, it is clear that responses should attempt to show the meaning of each and devote roughly similar time to both. By doing so the differences should arise. However, in this answer the meaning of one [social problem] is outlined clearly and supported by examples, whilst the meaning of a sociological problem is left quite obscure. In such a case, it is not possible to enter the second level of the mark scheme, which is where this response is located. It received four marks.

(d) This response begins in an authoritative and confident way. The question is directly addressed and an accurate source [Becker] is cited as one of those sociologists that are in favour of the proposition outlined in the question. Indeed, the first two paragraphs are comprised of material that supports the view, and a link is made to a theoretical perspective. The candidate then goes on to further make the case in respect of three more perspectives each time providing evidence and support for the idea that sociological research and enquiry should endeavour to improve society. The answer is well-written and sourced, and it retains full focus on the question. The knowledge and understanding on display is good. However, the answer finishes at this point and in so doing fails to offer a challenge to the contention in the question i.e. there is no discussion of the alternative view that sociological enquiry should be value-free. In other words, the answer is a one-sided which, however good it might be, could not reach the upper parts of the mark scheme. Hence, this response was awarded seven marks for this part of the question.

Total mark awarded = 15 out of 25
Example candidate response – grade E

1. a) Social policy is the control of the state and individuals carried out in an orderly manner which does not provoke conflict in the society.

b) One reason was to make their data collected more valid because not all the research methods have their own flaws. Therefore, use of more than one research method helps to cover up.

Another reason was to obtain a more reliable data as one method might show a similar result with another method only then they can start making generalizations.

c) Social problems were problems that individuals suffer in society. For the functionalists, the individuals were being controlled by external social forces beyond their ability to control them. Durkheim suggested that suicide is a growing social problem due to the individuals being in the state of normlessness and experienced anomic, as they felt alienated among other people. Durkheim’s suicide theory compared to suicide rates among other European countries and found there was correlations in them in class, ethnic ethnicity and other variables which led to a person committing suicide. Durkheim’s theory still is relevant until today to explain suicide in modern industrial societies.
A sociological problem would be the imposition problem. Sociologists who created questionnaires meant that they set the questionnaire questions and they were the one who determines the answer. Researchers inevitably impose their world on the respondents and the respondents don't have much freedom to answer the question because the answers can't be found in the answers provided. This was a clear picture that the researcher's values had an influence on the research as they judged what is important or not and thus may lead to the data collected invalid and consequentially.

d) For the functionalists,

For the Marxists, socialism. Sociological research could be used to help create a better society to eradicate poverty. Marxists argued that in order to gain an egalitarian society, the inequality such as poverty should be removed to create an equal society. Even so, the poverty supplied the capitalist system with proletarian workers who were willing to work for long hours and minimum wage, as such, Runcie concluded that poverty is necessary, and should not be changed because a change could mean the entire capitalist system may be overthrown. By the time the proletarians realized they were being exploited, they will start to develop class consciousness and resist the middle class.

For the female feminist, they agreed that disliked the "male stream" sociology that is presented by the likes of Parsons and Willmott and Young as it represents patriarchy. Women instead tried to help the women
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<td><strong>(a)</strong> The candidate is not aware of the meaning of this term. This question requires a degree of precision and marks will only be awarded for explicit and accurate accounts that show unambiguous understanding. On this occasion no marks could be awarded for this part of the question.</td>
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<td><strong>(b)</strong> The two reasons provided by this candidate both contain merit. Each one revolves around the idea that all research methods have ‘flaws’ and that the use of multiple methods might help to overcome this. In both of the presented reasons, the candidate frames their response by making use of the concepts of validity and reliability. The candidate receives one mark for each identification [reason] but the developments are not sufficiently clear or distinct from one another to obtain the remaining two marks. The answer is not very well written and the candidate receives some benefit of the doubt. Two marks were awarded.</td>
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<td><strong>(c)</strong> In the first paragraph of this response the candidate discusses a particular social problem – suicide – and provides a sociologically based account of Durkheim’s view. However, the candidate does not take the opportunity they have created to develop their answer in relation to the concept of a</td>
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sociological problem. Instead, they show a misunderstanding of this term and provide an account of a methodological problem which is not relevant to this question. Hence, their response falls into level one of the mark scheme in that the sole focus of the question is only on one of the concepts in the question. However, the answer rises above common sense observation and has a sociological tone which means it is awarded three out of the eight marks available.

**(d)** This candidate adopts an approach that is likely to have only limited success. The first two paragraphs are, effectively, summary accounts of the view of inequality held by two major sociological perspectives - Marxism and feminism. As such, the candidates highlight the prescription each makes for eradicating poverty and patriarchy. Although these points are tangential to the question they do receive some credit for addressing the notion of a ‘better society’, albeit indirectly. Neither point is applied to ‘sociological research’. The third paragraph outlines the interactionist position and this is more successful, especially the reference to Becker and the idea that research cannot be objective. Whilst the point made here needs to be made more explicitly, at least the response is moving closer to an exploration of how values impact on sociological thinking. Three developed points are made in this response but they do not directly address the question and there is also no real evaluative content. As a result, five marks were awarded.

**Total mark awarded = 10 out of 25**
Section B

Question 2

2 ‘Only the Postmodernist perspective can explain the factors influencing social identity today.’ Explain and assess this claim.

[25]

Mark scheme

2 ‘Only the post-modernist perspective can explain the factors influencing social identity today.’ Explain and assess this claim.

0–6 A few vague reflections on the nature of culture and social identity might be worth 3 or 4 marks. Some simple points about post-modernist theory, perhaps contrasting postmodernism with modernism in a basic way, but poorly linked to the question, would be placed in the top of the band.

7–12 Answers that merit being placed in the lower end of the band may lack a reference to post-modernist theory and may focus on discussing the strengths or limitations of other perspectives on culture and identity. Higher in the band, some knowledge of post-modernist theory must be demonstrated and applied to the question appropriately. For example, the notion that social actors are now able to exercise a high degree of choice about their identity and of the social groups they belong to; in addition, responses may refer to the instability and changeability attached to post-modern identity. However, the coverage of relevant post-modernist ideas is likely to be partial and may include some inaccuracies in the points made. There may be little or no assessment of the effectiveness of post-modernist theories at this level.

13–18 Lower in the band, the account of post-modernist theories may still lack breadth of coverage, though the material used will be described with greater accuracy. Higher in the band, a wider range of post-modernist concepts and themes will be explored and there will also be some analysis of how effective post-modernism is to the understanding of culture and identity formation. However, the analysis may lack depth at this level [e.g. post-modernism is a more ‘up to date’ theory than other ones] and is likely to rely mainly on juxtaposition of post-modernist ideas with other sociological perspectives. There is no requirement for assessment at this level.

19–25 Answers at this level must achieve three things:

First, there will be good sociological knowledge and understanding.
Second, the material used will be interpreted accurately and applied effectively to answering the question.
Third, there must also be some evidence of assessment.

A good account of the post-modernist understanding of culture and identity will be offered at this level. This may include references to different strands of post-modernist thought and to different thinkers within that perspective. Concepts such as consumer culture and hyper-reality may feature in good responses. There will also be a sustained and well-informed assessment of the extent to which post-modernist ideas help provide a valid understanding of contemporary culture and identity. Lower in the band, the assessment may still rely mainly on juxtaposition of post-modernist ideas with contributions from other sociological perspectives. Higher in the band, the assessment must include some explicit evaluation of the strengths and/or limitations of postmodernism which is directly related to the question.
Example candidate response – grade A

Postmodernism

Postmodernism sees society as moving from a modern to a postmodern society. Postmodern society is replaced by edge and relative truth. The society is chaotic, static and constantly changing. This view suggests that the view that only the postmodern perspective can explain the factors influencing social identity today is still highly debated. I would like to assess this view throughout this essay by considering five sociologists at work.

Postmodernist sociologist claims society relating as being fluid. There is no fixed identity among members of society. A person may leave a subculture to another all the time. This helps explain the research on youth subculture and found that youth nowadays wear black or rastas to suit their own social identity. A coroner subculture during heavy metal time such as at night and moved to a normal working person the next morning. This shows that identity is fluid and changing all the time.

However, a famous feminist like Kate Millett would argue that gender is the main socialising identity of feminism and it is fixed. Women are always seen as being seen as mothers in the family and also at the work place. Father is always seen as the head of the family and women are tend to be given a low status job. Women in the public sphere as women are expected to be pregnant. They give birth and take care of the child. Women is often not given promotion compared to men.
due to these reasons. It is known by feminists that gender is a fixed social identity opposed the post modern view.

Postmodernist may argue that social identity today is based on their individual choices of the individual. Individuals are free to pick and mix social identities. For example, a person can be a woman but also a man, as technologies nowadays enable people to adopt their identities as they wish. They can undergo surgeries to change genders. They can also pick up a healthy lifestyle and through the advancement of the health industries, people can now choose to be “young” even though they are old biologically. It is up to individuals which gender to take up at a time or even at the same time. For example, two people can be a mother, a non-binary person, and a granddaughter at the same time due to technologies such as in vitro fertilisation. Postmodernists argue that social identities is based on choice.

However, Marx would disagree. He argues that being in an unwaged class is destined to reduce your life chances e.g. being employed as a working class devalues you from realizing that your one cost making products and get not getting paid the full amount. Thus, your financial ability is greatly reduced opposed to those of ruling class. Being an unwaged class means that you don’t have the means for ownership to the means of production, thus you are being ruled and given instructions to do things. Being financially being an unwaged class and earn not as much as the ruling class
deter you from gaining equal opportunities to education as. Higher education nowadays are expensive. Besides, the difference in class and having a lower class status or social identity means that you have no choice, but to mix with people of the same class with you in a same working area or school. Nowadays, connections are very important to be successful, thus being in lower class is definitely a disadvantage. 

Even though Max would argue that the difference in class is given to us at birth, social identity is not a choice and is changing definitely and regularly.

Postmodernist would also argue that social identity is consumption is the main form of identity. Bourdieu said that you are what you buy. The world provides a hypermarket where we are able to buy anything you want and create your own social identity based on the lifestyle as portrayed by the media. The advances in Internet and technology today enables us to buy stuff from overseas through the Internet and also products like Coca-Cola, art, and McDonald's are available all around the globe.

By consuming, people are able to adopt any lifestyle they want and create their own identity. The media saturated society today gives the images of being a upper class for people as wearing a branded Burberry shirt. People are able to adopt the same lifestyle even though they're not from the upper class by buying the same shirt or even buying a fake one with a
Examiner comment – grade A

This response begins with the candidate directly addressing the question by making reference to the meaning of social identity and some key features of the postmodern perspective. In addition, the candidate uses a relevant study [Muggleton] that links postmodern thinking to the issue of social identity, although the outline of what is meant by social identity could have been developed more fully. The introduction of gender to the discussion in the third paragraph to make an evaluative point is less successful, and there is a brief loss of focus here. Comment is then made on the postmodernist view of the ‘fluid’ basis of social identity, although this could have been developed further or perhaps been used more wisely elsewhere. The candidate then introduces an orthodox Marxist contribution on the nature of inequality as a way of challenging the proposition that identity is no longer shaped by structural forces. This, of course, is valid though the wording could have been more carefully shaped toward the issue of identity formation. The candidate proceeds to develop the argument more fully by reference to the postmodern view on consumption and the role played by the media in supporting this process. Marxism is again used as an evaluative tool.

The conclusions drawn are valid but not fully developed. Positively, the candidate is fully focused on the question throughout and they do not fall into the trap of merely contrasting broad theoretical positions [a common fault] and instead retain a focus on both elements of the question. But the range of evaluation is limited – there is no reference to the functionalist or interpretivist positions – and the analysis is not sufficiently sharp or sustained enough to elevate the response into the top band. However, this is a good essay that was awarded a low grade A.

Mark awarded = 18 out of 25
Example candidate response – grade C

Social identity is the type of person that person is in society. Sociologists have had a constant debate regarding the factors that affect and mould a person's identity. Some argue that structure shapes a human being while other researchers beg to differ. Even the postmodernists have had their take on the factors that influence a person's identity in society. Here, I would explain and assess both the views of postmodernists as well as other theorists in order to shed some light onto this topic.

A postmodern time period is one which comes after modernity. Modernity is seen as a time where science is at its peak. In postmodernism however, people start losing faith in science and facts. This is also reflected in the type of role models present. To Lyotard, we are affected by narratives and language games. Charisma and saleability outweigh facts and points and this in turn change our identity and the way we view society as we would tend to favour empty vessels those who sell their ideas better as opposed to those with scientific evidence.
This view of the postmodernist is similar to that of the Marxist. In Marxism, the ruling class 'sell' their ideology to the working class in order to maintain their economic status at upper hand. The false ruling class ideology is similar to the language game explained by the postmodernist.

Apart from that, postmodernists also believe that our identities are fragmented. To them, there are different aspects that make up the identity of a human being. Unlike the patriarchal society as defined by the feminists where gender determines your identity, the postmodernists feel that it is we who actively shape our identities, just like...

This perspective of the postmodernists is similar to the views of the black feminists. To the black feminists, being a woman is not the only factor that affects a person's identity and social standing in society. Other aspects also affect women, such as race and status, just as how Sojourner Truth presented in her speech, "And I a woman?" To her, she could do all the jobs of a man yet she was always proving that race also affects identity.
Another factor that affects social identity in the postmodern era is the idea of objective truth. Boudreau speaks of how there is no such thing as the objective truth. Everything, according to the postmodernists, is subjective. Each human being has his or her version of the truth. This is due to the different factors that affect a person as well. This view hence, sweeping truths cannot and should not be made.

This view goes directly against that of the functionalists. To the functionalists, a person's identity is shaped around primary socialization (Parsky) as well as the collective consciousness of the society (Durkheim). These are sweeping statements that the postmodernists are against. For them, individuals have their own versions of their story and their identity bears more weight as opposed to the generalizations of the functionalists.

As mentioned above, each individual has his or her own version of their story. On this statement is how the postmodernist choose their research method as well. To Eyferot, each
subject is 'story telling'. They each have their own versions and reasons; hence, differences due to the fact that they each have a unique identity each distinct from the other and a celebration of diversity.

This idea is also quite similar to the views of phenomenologists. Phenomenology is the study of phenomena but researchers are more concerned with the reasons as to why we categorize certain things in a certain way. These reasons that differ from one individual to the next is what shapes us and defines us and results in each of us having our own distinct 'story'.

Bourdillard also believes that we live in a postmodern society. To him, or better simulators, a simulator is a reality that is false. To him, the reality that we believe in is one that is false and does not exist for it is a distortion of the truth. This also means that our idea affects our identity, or the factors that shape us are false creating a false identity as well.

However, there are also problems with Bourdillard's point of view. This is...
Examiner comment – grade C
The opening paragraph of this essay lacks clarity, although the candidate does attempt some introductory remarks that point in the direction of a debate. They then go on to make a distinction between modernist and postmodernist thinking which is pertinent and is rewarded, although the links made to the question are quite basic. The comparison made with Marxism, however, is somewhat confusing. The candidate continues to outline the postmodern approach to identity by way of a comparison with feminist views on identity. This is partially successful as a tactic and allows the candidate to analyse the concept of identity and to introduce relevant concepts like ‘fragmentation’ and ‘objective truth’ although neither of these ideas are really developed in relation to the question. As promised in the introduction, the candidate proceeds to outline the view of other perspectives on the issue of identity. The candidate avoids a stark juxtaposition by prefacing the discussion with the assertion that the postmodern view ‘goes directly against those of functionalists’ and briefly explains why. One or two postmodern authorities are introduced [Lyotard, Baudrillard] but their insights are only linked to the question in rather limited way. The concluding paragraph does nothing to add to the sum. This response retains relevance throughout, but both the range and depth are lacking and, in particular, the linkage between postmodernism and identity formation is rather loose.

Mark awarded = 14 out of 25
Example candidate response – grade E

The post-modernist perspective is a more modern perspective. The post-modernist approaches to some extent has been suggested to be the only perspective that explain the factors influencing social identity today. Social identity is whereby an individual sees himself and his role allocated to his status in the society. This can includes “teachers”, “students” and “girls”.

Post modernist have suggested that in the modern societies it has been more fragmented and therefore more types of variables are likely to affect the social identity of an individual. For example social class, gender, age and ethnicity.

For example, the woman’s place is believed longer in the home and their primary responsibility is no longer looking after the children is a condition which is often suggested by the post-modernist.

The structuralist will reject this approaches as they include both the functionalist perspective and the conflict theorist (Marxism). The functionalist suggests that it is possible to explain human social behaviour such as the marriage identity. It is possible to use a hypothesis deductive model and also use a large amount of quantitative methods in order to get the results needed. Therefore it is possible to make generalisations. For example, there is a basic consensus in the home that the men’s role is the breadwinner and therefore satisfied their instrumental need, while the women’s role is the housewife and to take care of the children.

Marxist on the other hand will suggest that the social identity of a person is due to the capitalist values. For example, there is a presence of hidden curriculum in the school whereby the children of a polemarch is teach to be following the rules of the capitalist society. This is because the capitalist society requires a constant
Examiner comment – grade E

The opening to this response directly addresses both elements of the question, but neither [postmodernism or social identity] are introduced in an informative way and there is a lack of accuracy. Mention is made of a key postmodernist concept – fragmentation – but the supporting argument does not develop the idea very clearly or suggest how it might be linked to the question. Alternative perspectives are then introduced very quickly and their insights juxtaposed with the briefly outlined postmodernist position. The candidate then focuses their attention on the part of the question that demands an examination of the factors that influence social identity, but postmodernism itself is not subjected to any further analysis. The conclusion returns to the question but offers only a weak and unsubstantiated summation. The candidate has gained some credit for identifying a few basic features of the postmodern view but these are limited in range and are only poorly linked to the question. Some credit is given for the introduction of alternative views although these are not discussed as ‘opposing’ ones. The response is too short for a 25-mark question.

Mark awarded = 9 out of 25
Mark scheme

3 Explain and assess the value of using semi-structured interviews in sociological research.

0–6 Answers at this level may be characterised by a few elementary observations about interviews in general. The mention of a couple of distinguishing features of semi-structured interviews may justify a mark at the top of the band.

7–12 Lower in the band, some relevant features will be described, though the account may fail to clearly differentiate between semi-structured interviews and other types of interviews. At the top end of the band, reference will be made to the type of data produced by semi-structured interviews as well as some appreciation that this is related to key methodological concepts such as validity and reliability, and possibly to representativeness. Practical consideration may also feature, perhaps in relation to the sample and its make-up, and the type of information required by the researcher.

13–18 Answers will provide an accurate and balanced account of the use of semi-structured interviews, in all probability by contrasting them with other types of interviews. At the lower end of the band, this will be descriptive and will be mainly achieved by juxtaposition. Theoretical and practical points will be considered, though not necessarily with equal emphasis. Higher in the band, there will also be a basic attempt to assess the usefulness of semi-structured interviews and its ‘middle’ position will be explored. Good responses will recognise that whilst these interviews yield both quantitative and qualitative data, they are primarily classified as a qualitative method. Good responses should explore the flexibility offered by semi-structured interviews, whilst linking this to the collection of different data sets. Reward references to relevant studies which illustrate this, though it would be possible to answer the question fully without referring to studies. The idea of ‘fit for purpose’ may be explored. There is no requirement for assessment at this level.

19–25 Answers at this level must achieve three things:

First, there will be good sociological knowledge and understanding.
Second, the material used will be interpreted accurately and applied effectively to answering the question.
Third, there must also be some evidence of assessment.

At this level answers will provide an accurate, detailed and balanced account of the theoretical and practical context of the use of this type of interview. Reference to studies may feature in good responses but are not essential to be placed in the highest band. The assessment will be explicit and, at the top of the band, will provide coherent and incisive conclusions about the relative merits of semi-structured interviews, perhaps showing that this reveals that the rather crude division that exists between qualitative and quantitative approaches is less apparent in actual research than it is ‘in theory’. A distinguishing feature of answers at this level may also be the ability to identify appropriate links to the theoretical perspectives that endorse the use of different methodologies, namely, interpretivism and positivism.
| 3. | Semi-structured interviews are interviews that combine both aspects of structured and unstructured interviews, resulting in one that is often seen to most often used in reality and seen to yield the most advantages. Semi-structured interviews usually consist of the researcher having a broad idea of the topics that he or she intends to cover in the research, and possibly a list of guiding questions or statements, however they lack both the rigidity of structured interviews and the uncertainty of unstructured interviews. The values of semi-structured interviews lies primarily in the fact that it is almost a triangulation of structured and unstructured interviews, and so it often yields the value but not the limitations of either. Like similarly to structured interviews, semi-structured interviews are usually guided and researcher-led although the extent to which this is true is far less for the latter than the former. This prevents the interview from becoming defocused and going off topic, and so lowers the information overload that may be experienced. By having a set basic structure that is followed, the interview is more standardized than than completely unstructured interviews. As most respondents will thus still go over the same issues and answer the same questions, the interview will be more replicable and thus more reliable than unstructured interviews as responses may still be made (broader) categorizable and the interview will follow the same general course. However, in all of the above aspects the semi-structured interview will still be less valuable than structured interviews, as there is a greater degree of flexibility in the interview that may reduce the replicability and thus reliability of the data. |
However, while it enjoys in quantitative advantages the semi-structured interview makes up for its qualitatively, where it is able to yield more in-depth, richer information than and so is more likely to be valid. This is as the research is not entirely directed by the interviewer and is not limited to short or closed questions as structured interviews often are (they are often just social surveys administered by an interviewer). The researcher is able to probe into areas of interest and deviate from the plan: slightly if necessary, but has the facility to put the interview back on track if it begins to go into irrelevant, unimportant, subject areas. Nonetheless, semi-structured interviews are also more casual than structured interviews and thus allows more capacity for a stronger rapport to be built between the researcher and respondent that can lead to more valid responses.

Semi-structured interviews are also arguably more practical than structured interviews, as they are easier to administer and often take less time. They also yield the same advantages an interview in general — for example, the presence of a researcher allows greater control in the research process and the ability to elaborate or explain meanings to respondents, if to ensure questions are interpreted in the same way. However, they are also subject to the same limitations as in all interviews. For example, as interviews in general are relatively costly and time-consuming they are slightly less practical and often not a very big sample can be interviewed, thus rendering data likely to be unrepresentative. Furthermore, the virtue of interviewee perspectives and sociologists' validity of interviews can also be questioned as they rely on the respondents to always tell the truth. This may not be the case, either unintentionally (for example, poor recall) or intentionally.
Where the respondent deliberately attempts to mislead the researcher, such as in Laurie Taylor's study of criminals in which some deliberately made up tall stories in order to see how gullible the interviewer was. This means that although detailed data may be collected, it may still not be an accurate reflection of reality - and thus render the data invalid anyway. Furthermore, as there is face-to-face contact between the interviewer and respondent there is bound to be some form of influence on the conduct of the interviewer on the responses of the subject. The interviewer effect can manifest itself in a variety of ways - for example, the body language or facial expression of the interviewer may affect the response of the respondent; or, the respondent may feel compelled to provide an answer that will 'please the interviewer rather than the truth. In response, particularly in research containing sensitive topics, may also be tainted by aspects linked to social desirability and embarrassment on the part of the respondent.

As semi-structured interviews still contain an element of structure and may have predetermined open questions, for example, this means that subjectivity inevitably enters the picture as the researcher actively makes a choice (that will be inevitably value-laden) on what topics will be considered important or unimportant. Moreover, such questions may also be leading and push the interview in an unnatural direction. It can be argued that semi-structured interviews are not as much value to either positivist or anti-positivist theorists as it neither yields objectively measured, quantifiable, reliable and representative data, nor does it yield the rich, in-depth, valid information required by interpretivist to understand the meanings behind social attached by social actors to social life and the
Examiner comment – grade A

This essay begins with an excellent introduction. The method is set in a broad context followed by a brief outline of what this specific method consists of. They quickly use the phrase ‘the value of semi-structured interviews...’ to set the tone of their discussion; in other words they directly address the ‘slant’ of the question [how useful they are] rather than talking in general terms. The candidate then goes on to elaborate upon the issues raised in their introduction. They employ a comparative approach, drawing out the strengths and limitations of semi-structured interviews by contrasting them with other interview types whilst retaining focus on the set task. This approach skilfully allows the candidate to make evaluative points as they proceed, rather than simply juxtaposing methodological features and related points. In fact, the tone throughout is analytical and evaluative. There is some use of empirical research but this is not done just to ‘show off’ knowledge, but as a way of advancing the argument being put forward.

In the latter stages of the essay, the candidate begins to make appropriate links to sociological perspectives and thus achieves a good balance between practical and theoretical considerations, although the reference to postmodernism in the conclusion is not that successful and a little ‘throw-away’. If we look at the mark scheme criteria for entry into Level 4 – in particular the three necessary conditions – we see that this response comfortably satisfies its requirements and, whilst it may not do all the things that are possible, it does more than enough to achieve full marks under the constraints of exam conditions.

Mark awarded = 25 out of 25
Example candidate response – grade C

3. Semi-structured interviews combine both the characteristics of structured and unstructured interviews, and is one of, if not the most common type of interview used today. However, despite its many advantages, there are still several drawbacks.

Some advantages are that because of the combination, data produced are usually qualitative, and more giving valid in that a more in-depth understanding and result while not in areas where the interviewee wants to explore further without the risk of going too off topic as they still have a set of preset questions. This can lead to the production of rapport considering the conversation like aspect to it and can thereby lead to a more valid response.

However, the face to face interaction can still stimulate the possibility of the Hawthorne effect whereby respondents may act a certain way according to what they believe the interviewer is seeking for. It is also for that very reason that positivists disregard such method, preferring other methods such as observations and lab experiments where data can be easily repeated, compared and analyzed.

*The fact that the personal interaction, both the interviewer and interviewee can clarify answers/questions when they don’t fully understand also increases validity as well as limits the extent of subjectivity, although full objectivity is never possible.

In addition, in terms of ethical issues, semi-structured interviews are usually ethical as
the interviewee are fully aware they are being interviewed. However, they should also leave the interview in the same state as they entered, if not better and have the right to leave whenever they please and also be aware of the confidentiality and purpose of research.

On the other hand, disadvantages include the fact that practical issues such as funding, time, it may be costly to train interviewers to a more skilled level so as to limit/ prevent Hawthorne effect. Also, timing and location may be a headache as both interviewer and interviewee need to be available at a given date and time for a certain length of time. It is also due to that very fact that semi-structured interviews are not very representative as sample size tends to be very small, even when structured interviews. Other methods such as questionnaires may be a better option in terms of a more larger and therefore more representative sample size. Also, all types of interviews are generally unreliable as it is quite hard to replicate process to produce same results as, for one, interviewees may have faulty memories or lie, thereby also affecting validity. Semi-structured interviews may be more reliable than unstructured interviews, but it is still hard to accurately replicate again. In this way, comparing results and analysing results would also be more inconvenient than structured interviews, which is yet another reason positivists disregard this method, claiming it to be unscientific.
While semi-structured interviews are commonly the more popular choice in comparison to structured and unstructured interviews, adopting both the qualitative, detailed aspect of unstructured interviews as well as the more specific, focused questions and ideas of structured interviews which make it slightly easier to analyse, it really depends on what study a sociologist is researching. For example, Sharpe’s study of prostitution makes sense to use methods where the interviewer is able to develop rapport and empathy with the interviewees like unstructured interviews. Also, sensitive issues as such would be less to use a female researcher so the female respondent is able to identify and give a more better understanding than otherwise given if the researcher was male. Interpretivist’s may also highly favour participant observation so the researcher is able to understand other by putting themselves in their shoes and develop empathy in order to for example gain a better understanding on human behaviour and the motives behind actions.

Triangulation However, to produce a much more valid and accurate result, combining methods through triangulation is evidently the most common research method many sociologists now employ, for example Weber’s study on protestants. It is therefore clear that different factors need to be considered when choosing a method such as the practical, ethical and theoretical aspects. Semi-structured
Examiner comment – grade C

The introduction makes one reasonable comment about the nature of semi-structured interviews, but it does not point the essay in any particular direction. A more useful approach would have been to concisely outline what semi-structured interviews are and to set them in a methodological context. The second paragraph contains some good points but it is rather a scattergun approach with a number of relevant issues and concepts touched upon. There is an undeveloped reference to positivism here too, but not to interpretivism. It would have been useful here to highlight why a sociologist might opt to use this method rather than another, and to make direct links to elements of the interpretivist tradition. We gather from this that the candidate is aware of the features of this type of interview but has not sufficiently planned their response – this is not always easy under exam conditions but some forethought is likely to pay dividends.

The paragraph on ethical considerations has something of a random feel without a direct link made to the question. The discussion of the disadvantages of this type of interview is quite useful although it could be focused more directly on semi-structured interviews rather than qualitative interviews in general. The paragraph that suggests that semi-structured interviews are a ‘popular choice’ amongst sociologists begins promisingly but runs out of steam and resorts to making some generic points about the gender of researchers and some comparison with other types of methods. Little is really added here to our understanding of the overall ‘value’ of this method. This continues into a fairly irrelevant discussion of the merits of triangulation. The candidate makes no concluding statement. Overall, we are left with the impression that the candidate knows quite a bit about structured and unstructured interviews, but does not have mastery of precisely what semi-structured ones are.

Mark awarded = 14 out of 25
Example candidate response – grade E

3. Semi-structured interviews are a mixture of both positivist and interpretivist research methods respectively. Giddens coined the term structuration to fit this express the combination of both positivist and interpretivist method.

In this type of research method, the questions are predetermined by the researcher but the interviewer is not strictly tied to do not have to be fully objective as they may allow the interviewee to speak their minds and thoughts and opinions on the questions.

Wilks found out that when the interviewee felt they are not going to be judged by the interviewer they are more likely to open up.

As a result, the data obtained in semi-structured interviews are provides more valid data compared to questionnaires. Questionnaires’ main flaw was that the validity of it can be quite sceptical as the respondent may not feel they can answer the questions honestly and they could have given the questionnaires to other people to do it. Questionnaires suffered apathy and low response rates however semi-structured interviews eliminated their problems. The fact that it was a one-on-one or grouped interviews means that the researcher will most certainly get a response from the interviewee.

However, to assume that semi-structured interviews is the best method would be a mistake as it too have its own weaknesses. One of the problem was the imposition problem. It is true when the interviewee reacting to the interviewer. Young people are less likely to open up to to an old man (the interviewer) because there
was no similarity between them to relate to. Women also are not reluctant open up to a male interviewer especially if it regards some sensitive topics such as sexuality. The class are also important as some middle class people will only talk to another middle class person (in this case the interviewer). Ethnicity is probably the most controversial of all the weaknesses as there is that possibility that the interviewee did not like or despite the interviewer for being a different ethnicity, therefore chances of them not giving full cooperation is very high. The situation could go vice versa.

Despite its usefulness, there are some subjects that semi-structured interviews could not do. Observation always provided a more detailed and valid data and it requires the researchers to blend in in along with the group that their studying. Covert is when the researcher conceal their identities from the group that they were observing while overt is the researcher actually told the group that they were doing a study on the group. James Patrick used pseudonym to observe and study the Glasgow Gang of which after he left it took him more than 10 years to publish his book. It provide great details on the a different side of the world. William Fox Whyte spent 3½ years in ‘Ceraville’ to study the Italian gangs.

However, observation also again have their own limitations
Semi-structured interviews also may have another weakness, which was the way the interviewer or interviewee reacted to their social characteristics. The interviewee would be in a state of apathy if the interviewer was untidy, messy hair, and poor other poor social characteristics. How the interviewee respond is also dependent upon the interviewer. Therefore, the interviewer need to be tidy and look and act professional. How the interviewee respond is also depends upon the tone of voice of the interviewer. A harsh and coarse voice may pressure the interviewee and could lead them to submit and answer the question to oblige him but the answers were not his/her own true opinions. To solve this softer voice (regardless male or female) is needed to make sure cooperation of the interviewee. Although Becker rejected the idea that softer soft approach would work. In his confrontational style interview, he was aggressive, sometimes sceptical and play dumb and interviewed the teachers of Chicago. His one-off interview was a massive success and as he managed to pry details with aggression.

Furthermore, the semi-structured interview might be expensive to finance as it required to hire specially trained interviewer to conduct the interview. It could also be time consuming to collect and check and present the data.

In conclusion, there is no such thing as the best method of research as each one has its own flaws and drawbacks. However, in post modern society researchers tend to collect quantitative data as well as qualitative data to make their...
Examiner comment – grade E

This essay begins fairly positively with the candidate identifying one or two features of semi-structured interviews but it also contains some undeveloped points; for example, the idea that ‘interviewers do not have to be fully objective’. The links made to theoretical traditions are also useful, but these too are not developed later in the essay. Good practice here would have been to define and clearly outline the characteristics of a semi-structured interview and to contextualise them in relation to other interview types. The remainder of the essay suffers from the failure to explicitly identify what sort of method a semi-structured interview is.

The candidate then makes a comparison with questionnaires, but this is not used to draw out the features of semi-structured interviews in an effective way. The passage addressing some elements of the ‘interviewer effect’ is relevant and credit is given for this. However, this material is partially repeated later in the essay adding little to the analysis. The candidate then goes on to introduce other methodologies into the discussion but this is of very limited value in terms of the essay’s development as these are not linked to the question. Overall, there is a lack of focus on the interview type in question and how it differs from other interview types. Good practice would have been to explore the relevance of key methodological concepts like validity and reliability and to have related these concepts to the use of semi-structured interviews.

Mark awarded = 10 out 25
Paper 3 Social Inequality and Opportunity

Section A: Education

Question 1

1  (a) Explain how the achievement of pupils may be influenced by pupil sub-cultures. [9]

   (b) ‘Opportunities to achieve at school are limited to a few privileged groups.’ Assess this view. [16]
Mark scheme

1. (a) Explain how the achievement of pupils may be influenced by pupil sub-cultures. [9]

0–4 A few general observations about pupils’ educational achievement, with no direct links to the question, would be worth 1 or 2 marks. A basic account of what is meant by pupil sub-culture, with no further development in relation to the question, would be placed in the higher part of the band.

5–9 Lower in the band, answers are likely to provide a basic account of how achievement at school may be influenced by pupil sub-cultures. An account of this kind might focus on explaining just one link between pupil sub-culture and educational achievement, or several relevant links may be noted, but in a list-like way. Higher in the band, answers will be more detailed, and different links between pupil sub-cultures and educational achievement will be explored.

(b) ‘Opportunities to achieve at school are limited to a few privileged groups.’ Assess this view. [16]

0–6 A few simple points about educational achievement, with no direct links to the question, would fit the lower part of the band. A few assertions about which groups have the better opportunities to achieve at school, with no further development, would merit a mark in the upper part of the band.

7–11 A sound sociological description of some groups which have the better opportunities to achieve at school, would be worth 7 or 8 marks. This might include references to relevant social divisions based on class, ethnicity, gender, and disability. To reach the higher part of the band, there must also be some attempt to explain why some groups may have better educational opportunities than other groups. However, the explanations offered at this level may lack detail. There may be little or no explicit attempt to assess the view on which the question is based, in answers that merit this band.

12–16 Answers at this level will provide a good account of sociological explanations for why some groups may have better opportunities for educational achievement than other groups. There will also be an attempt to assess the view on which the question is based. Lower in the band, the assessment may be confined to a few simple arguments to support or reject the view expressed in the question. To go higher in the band, the assessment must be more developed and should cover a wider range of points for or against the view that some groups have better educational opportunities than other groups. One way to deliver a good assessment, for example, would be through drawing on the debates between liberal theories of education and conflict theories. Sophistication in the analysis might also be demonstrated through considering the position of different groups within the education system; for example, girls/boys, working class/middle class, different ethnic groups, able/disabled.
Example candidate response – grade A

David Hargreaves, an interactionist, would say that students are usually put into bands based on their exam results. If their Delusions and therefore from his study, he finds that working-class boys were more likely to be labelled as "durable failures". Or became attached to a school that was for failures and became they were forced into the lowest stream. They were denied access through legitimate means to academic status and are turned to the formation of subcultures, in which money and academic were given high regard. He finds that everyone develops status and the boy in this case developed a culture which was in opposition to school values. Paul Willis also found that from his study, boys developed a "counter-school subculture. They were in opposition to school rules, authority and placed more importance on what the adult world had to offer. They had low academic achievement but school more things in the adult world such as smoking, alcohol and so forth. Not only did they have low academic achievement but they were also gradually consumed to their domination in the capitalist system.

Tony Smith found that subcultures also existed amongst black boys. 57% of the sample lived in lower-class families and therefore they sought comfort through the delinquent subcultures from his study.
14% of the boys saw education as worthwhile did not put in the needed effort because they felt that racism would disqualify their opportunities of attaining high occupations. Some, although incorrect, into the claim is simply offering him an illusion. Rather, this does not motivate the black community to change but rather makes them not discouraged.

1 b. Education is an agent of secondary socialization that was referred to by Parsons as the formal socializing agency that acted as a bridge from the family to the wider society.

Bourdieu and Ginis believe that the education system is structured so that the powerful groups always succeed. They argue that the education system in the sense that the education system provides wages for work that are either not highly motivated. One way this is done is through the hidden curriculum. A study of a New York high school with 234 members as the same found that students received higher grades for conformity than actual intelligence. Bourdieu and Ginis go on to add that the system is based on hierarchy. The top students were those who put information into memory, mug the student. Students have little to say about their education experience.
and are therefore less likely to find it fulfilling. Bales and Antis note that there is this 'myth of meritocracy' where the system seems fair but actually cares that the poor in society is maintained. Education in reality according to them are have two functions: examination failure and self-elimination. They found that the working class were more likely to fail exams and therefore were unlikely to continue to higher education. Higher class section were self-elimination for example that the classes received against them and that they were unlikely to succeed. Therefore according to Bales and Antis only the higher classes were likely to succeed and succeed in education are likely.

Bales and Antis have received major criticism from David Reynolds who said that it would be impossible for British egalitarian to interfere in education as local authorities have control over education. The teachers have a considerable level of autonomy in which once the formal is laid it is no more changeable. Education also explore a standard curriculum which to the same language and topics for everyone regardless of the same level of education.

More support for Bales and Antis' idea that only the privileged succeed but explained it more through the cultural
capitalist theory. It was felt that the dominant groups in society were most likely to be able to legitimize their views and influence them in the education system. They saw the main function of education as cultural reproduction. The dominant groups in society already possess the necessary cultural capital to unlock the key resources in society. Education does not start from scratch but rather builds on what the dominant classes have internalised from young.

Bourdieu argues Pierre Bourdieu claim because he found that middle class parents were better able to play the system because they had more cultural capital. The working class or lower class had the wrong kind of currency and no resources to enrich it to right sort. Middle class parents had greater stamina to make sure their home child got into a good school through multiple applications and creating a good appeal. They had more time and money to visit various schools, afford a private tutor to do that the child get into the best and so forth. Working class parents had the higher level of emotional job which meant less time and unlikely to lose the race to provide the necessary knowledge to go to a good school. Those from ethnic minorities were even more disadvantaged because they did not know the British system and adult lacked contact to other.
To refer to more privileged groups had to better rates to educational achievement.

Boyl Bernstein takes a different approach to the two and claims that educational achievement differences are because of different language codes. The was a restrictive code which was standard, speech and was only good for the context it was spoken in. Then there was an elaborated code which explicitly explained meanings of fixed interpretations that restricted code couldn’t. To working classes referred disadvantaged because they only restricted code. The education system is structured around a restrictive code. The middle class therefore have more opportunities to acquire a key abstract meanings in education. However, Bernstein has been accused of denying the middle class.

All of those groups fail to learn because cultural and social superstructure in primary and secondary education that are working class - for example, teachers believe that the classes are more diverse than they claim and that class structures are more blurred and complex than ever before.

A feminist would say that all those theories have failed to consider girls and how they are disadvantaged. She would also claim that education used to blame for teaching science was solely sexist.
From 178 stories and six radio scripts she found that 71% of the heroes and only 31% of the heroines were portrayed as in domestic roles. This she said would have a negative impact on girls and women as they were encouraged to place less importance on education.雷斯的博士论文-supported her claim for she found that reading sources were not very lengthy. From 175 stories, 94% had heroes, but only 31% had heroines. Boys were portrayed in 69% occupation stories, girls only 18%. Despite her research being accused of making children read the like passive robots they did prove that the norms were set up against girls which account for differences in educational attainment.

Functionalists however would disagree with those tourists in that adolescents in school are only for the privileged because they believe society operates on a value consensus. According to Bourdieu, school is society in miniature. Students learn to interact with those who are part of their kin or friends. School creates largely on the rentieristic principle where status equals worth. From his study of American society, he found that education instilled the two main values. Value of adolescent and equality of opportunity. Hence, peer is provided with the same products and assessment procedures. Hence, adolescent
is open to everyone and because they are put in the same classroom and judged based on the same rules education fosters the value of equal opportunity. Therefore according to Rokeach there is no such thing as one group benefiting more as everyone has equal opportunities no matter their background. However others criticise this view of a merit culture being transmitted through society. For Daniel Tocqueville noted that the British education system did not create solidarity but rather encouraged competition between individuals.

Davies and more support Parsons idea that they saw the major function of education as role allocation. Tocqueville saw is based more on social stratification. The school was a young grad of ability and the most capable were allocated to the most important positions in society. For Tocqueville schools, seek and measure individual according to their capabilities. However more recent criticism saying that education system based on social stratification will not allow the efficient allocation of individuals based on ability. However, Davies and more are that school opportunity is not limited to only a few people above.
is not limited to a few groups but rather in the attitude of the students themselves that disadvantage them. They tend to hold views such as fatalism: not getting in the need for effort in the long run and immediate gratification - only succeeding short term rewards, not putting in the work needed to benefit in the future. Therefore according to Sugrue, it was not the education system that disadvantaged but rather their attitudes. These were usually seen as the working class is being realistic not fatalistic. That the education system poses them from succeeding.

Nonetheless in our globalised society education is a scarce commodity that is rationed by a set of rules and guidelines as Buck a postcolonial view of key. Therefore traditional expectations are rather limited and automated in terms of inequality in education. Education remains at a mercy which success is awarded and that imposes a system may be it is the attitudes of the students that matter at the end of the day.
Examiner comment – grade A

(a) The candidate made good use of references to labelling theory to illustrate how pupil sub-cultures may influence educational achievement. The points made were well supported with links to relevant sociologists and sociological theories. Higher marks would have been awarded had the candidates discussed a wider range of links between pupil sub-cultures and educational achievement. The answer also lacked detailed references to particular types of pupil sub-culture.

Mark awarded = 6 out of 9

(b) The candidate made good use of the Marxist theory of education to explain why opportunities to succeed at school may be limited to privileged groups. This was supported with useful references to other sociological perspectives on educational inequality, including the work of Bourdieu and Ball. Brief references to functionalist and feminist theories also helped to add context to the answer. Higher marks would have been awarded had the assessment of the Marxist theory been more developed and questioning developed.

Mark awarded = 14 out of 16

Total mark awarded = 20 out of 25
Example candidate response – grade C

1 a. The achievement of pupils in school may be influenced by many factors including inside and outside school factors. Besides that, sub-cultures also determine effects on pupils’ achievement. Sub-cultures can be defined as an identity or image that does not conform to the norms of society, but it may be positive as well as negative.

How a pupil’s achievement can be affected, influenced by pupil sub-cultures, depends on the identity that a sub-culture has to achieve. In school, boys especially from the working class tend to dis obey instructions by teachers and disobey the school rules. By doing so, they portray rebellion against the system authority and system educations system. And by doing so, they think it is cool to disobey the rules and being a nuisance in class. By doing so, they earn the respects of their working class boys. Thus, these pupils who do not conform with the system will.

Whereas being black and female, there are black girls who strive to be the best they can. They conform to the education system and strive harder than most students so that they won’t be looked down by others. This may be due to the rise in black female role models.

Therefore, therefore, a sub-culture that portrays rebellion will cause a pupil’s achievement to decrease. If whereas some of these sub-cultures such as the black girls, pupils may work hard to achieve more.
Marxist claims that the education system is created based on functionalist theory. The education system is created to create a social order and to perpetuate society's structure. This is achieved by means of educating pupils the values of society, and to develop individual skills and abilities unique to themselves. By doing so, they are able to compete in society that is based on meritocracy that does not discriminate against race, gender, and nationality. The education system educates pupils to meet the functional prerequisites laid out by Parsons.

However, the Marxist theorists have claimed that the education system is an illusion. The education system is created as a means of controlling the working class. It is the main arm of ideological state apparatus used by the ruling class to store and make class values that benefit only the themselves. Marxists believe that the ability to achieve in school is limited to the working class and based on class.

Based on Material Deprivation Theory, a pupil's achievement in school is affected by material factors, such as pupil's or the lack of basic necessities. This is a more common factor affecting minority pupils, minority pupils, and pupils from the working class. Due to the lack of basic materials, the line will be put to studying and more time spent trying to survive, hindering the ability to achieve in school.

A pupil's opportunity to achieve in school depends on many factors. As pupils from a financially...
Examiner comment – grade C

(a) The candidate rightly distinguished between in-school and out-of-school factors as influences on educational achievement. Some examples of each type of factor were considered. However, the answer lacked detail and there was scope to include more references to relevant factors, studies and theories.

Mark awarded = 5 out of 9

(b) The candidate made some helpful contrasts between the functionalist and Marxist theories of education. Some relevant concepts were discussed, including the idea of material deprivation. The answer lacked detailed coverage of the different theories of education. More marks could also have been achieved by considering the evidence from relevant studies of educational achievement.

Mark awarded = 9 out of 16

Total mark awarded = 14 out of 25
Example candidate response – grade E

1 (a) As we all know, every society has its own culture, values, norms and values. But within this society, there are groups of people who feel like they are not apart of the society and create their own sub-cultures of their own. There are certain reasons why these sub-cultures formed, some of them are people feel abandoned and do not want to follow the society’s culture, and might be in order to protest or rebel. For example, of the sub-cultures in a society are the Teddy Boys, Punky and skinhead. Some have for a reason, pupils, sub-cultures can be influence the achievement. It either can enhance their achievement or don’t how jeopardize them.

1 (b) Opportunities to achieve at school are limited to a few privileged groups. In a society as what Marxist has been mentioned on classes and race. For example, the upper class and lower class. There are no limitations for the upper class pupil to achieve in schools while for the lower class pupil there are so many limitations. As for an upper class pupil, they are one who can control and have the wealth in order to succeed. They can easily pay for a tuition class and for teachers an exam which they can pay for too. As for the lower class pupil, they have so many barriers in order for them to succeed at school, some may not be studying but just stay at home helping their family. Because they cannot pay for the school fees and also they cannot upgrade easily or go higher because they cannot afford to pay for an exam at school. Therefore, the upper class pupil are easy to achieve at school.
Examiner comment – grade E

(a) The candidate made a basic attempt to define the concept of a sub-culture and also advanced some reasons why sub-cultures are formed. However, the answer lacked substantive references to the links between pupil sub-cultures and educational performance. To gain higher marks, the focus needed to be on sub-cultures within the context of education. There also needed to be references to appropriate sociological theories and studies of education.

Mark awarded = 4 out of 9

(b) The candidate rightly interpreted the question as providing an opportunity to discuss the Marxist theory of education. The account of that theory covered some relevant points, though it lacked detail and references to appropriate theorists. The response was narrow in the range of points covered and the candidate was unable to provide any details about other relevant theories of educational achievement, such as the functionalist and feminist views. Also lacking from the answer was an assessment of the Marxist theory.

Mark awarded = 6 out of 16

Total mark awarded = 10 out of 25
Question 2

2 (a) Explain how the interaction between teachers and pupils may influence educational performance. [9]

(b) ‘The social construction of knowledge favours some pupils over others.’ Assess this view. [16]

Mark scheme

2 (a) Explain how the interaction between teachers and pupils may influence educational performance. [9]

0–4 A few assertions about educational performance in general, with no links to teacher/pupil interaction, would be worth 1 or 2 marks. A simple account of one way in which teacher/pupil interactions may influence educational performance, would be placed in the higher part of the band.

5–9 An answer that provides a basic account of how teacher/pupil interaction may influence educational performance, would be placed in the lower part of the band. The explanations in a basic account will lack detail and may be confined to a narrow range of points. Higher in the band, the answer will be more developed and may include references to relevant studies and/or cover a wider range of links between teacher/pupil interactions and educational performance. Good answers may also be distinguished by the use of relevant links to the interactionist perspective.

(b) ‘The social construction of knowledge favours some pupils over others.’ Assess this view. [16]

0–6 A few simple points about the nature of inequality in the education system would be placed in the lower part of the band. A simple account of how knowledge is constructed in relation to the education system, with no further links to the question, would merit a mark in the top half of the band.

7–11 A basic account of how knowledge is constructed, with no attempt to explain how it might affect educational outcomes, would be worth 7 or 8 marks. To be placed higher within this band, there must be some attempt to explain in what ways the construction of knowledge may favour some groups of pupils over others. The discussion might, for example, focus on the middle class nature of the official curriculum, or might consider Bernstein's ideas about language codes. Links to gender and/or ethnicity issues in the construction of knowledge might also be considered in answering this question.

12–16 Answers at this level will demonstrate a good understanding of the possible links between the construction of knowledge and the educational achievement of different groups of pupils. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment may be confined to a few simple points supporting or rejecting the view on which the question is based. Better answers will provide a more detailed assessment, and reasoned conclusions will emerge about the extent to which the construction of knowledge has a significant influence on the educational performance of different groups of pupils. A high-quality answer might include references to relevant theoretical perspectives, such as the Marxist and interactionist theories.
According to Pierre Bourdieu, educational achievement is directly related to the amount of cultural capital possessed by pupils. The education system attaches the highest prestige to those brought up with legitimate taste which includes fine art and serious classical music. This student, who have been socialized into the dominant culture especially those in upper classes, "possess the code to the message." Hence, they are able to converse and make a good impression in front of teachers who assess and evaluate their educational work. A study by Susan Dynarski and Morta Bailey at University of Michigan pointed out that in 2007, more than half of the middle class students graduated compared to 9% of working class students. This proves to show that middle class children have higher educational success due to the impression they make to the teachers. As they possess the cultural capital that is highly valued by the teachers.

Other than that, Ceeile Wright once argued that language is an important factor that influence educational performance. Children from Asian homes do not practice English as their main language. Furthermore, they are often excluded from discussions being with teachers because they are perceived to have a poor command in English. Even when they are involved, teachers speak to them using simplistic, childish English which hinders their progress in the language and leads them to do poorer in examinations. The Dorer Report 1980 had once pointed out that language is a significant problem to achieving educational success. Hence, this proves that as teachers interact with students in a more simplistic language, it affects the students' education achievement as they are deprived of the language.
Other than that, in Stephen Ball's study of comprehensive secondary schools, teachers gave higher-grade high-knowledge abstract, theoretical, high-level of knowledge to the higher-stream students. In contrast, teachers taught lower-stream students descriptive, commonsense and low-status knowledge. As a result, students from higher-stream performed well in examinations, meanwhile students from lower-stream declined in their results. This proves to show that when during teacher and pupil interaction in classroom, withhold high level of knowledge from students may result them to do poorer and refrain them from obtaining high educational achievement.

3. (b) Throughout this essay, I will assess the view that "The social construction of knowledge favours some pupils over others." from the perspectives of a few theorists such as Pierre Bourdieu, Ucher and Edwards and Stephen Ball.

Pierre Bourdieu argued that the construction of knowledge in the educational system directly relates to the dominant culture. Those brought up with legitimate taste are attached the highest prestige. Children from middle class backgrounds have been socialized into the dominant class ideology since preschool year. Hence, they are more advantageous as compared to the working class children because they possess 'code to the message' and their class culture is closer to the dominant class culture which is reflected in the education system. As a result, Susan Dynarski and Martha Bailey who did a study
an University of Michigan found that, children born
between 1979 to 1983, more than half of the
middle class children have graduated in 2007 as compared
to 9% of working class children. This proves to show
that the social construction of knowledge at education
institutions also favor middle class children
over other working class children as their class culture
is closer to the dominant culture reflected in the
education system. However, Bourdieu was criticized by
the Plowden Report which aimed at London, Liverpool,
Birmingham and Southeast London. Through this report,
it was found that although incentives for extra
funding, staff and materials were given to the
working class students in attempt to enrich their class
culture, there were no significant improvement in their
educational attainment. Hence, this proves to show that
the social construction of knowledge may not actually
be biased; however it is the working class students
attitudes towards education that holds them back
from achieving higher educational achievements.

In Stephen Ball studies, he found that grouping
students according to ability increases the tendency
of formation of pupil subcultures. He argued that
teachers make a distinction between ‘bright’
and ‘dull’ students. Bright students are more favoured
and encouraged to do better things, meanwhile ‘dull’
students are gently persuaded to drop whatever
academic aspirations they have had on the grounds
that they are not up to it. This is proven in a research
by Neil Redclive who found that those labelled as
‘bright’ students are placed in upper streams and
perform well in examinations, meanwhile the ‘dull’
students in the lower streams do poorly. Hence, this proves to show how teachers labelling and grouping students which is a form of social construction of knowledge favours some pupils over others. However, Stephen Ball is criticised by the argument that there are law and policymakers that acts to ensure equality in education. In Finland, Harvard Kennedy School, a recent reform in the education system has ensured uniform education for all students up till age 16 before they can specifically choose their educational courses. This reform has led to an increase of 15% in educational achievement from all students regardless of class background. Hence, this proves to show that recent reform in the education system has prevented any sort of biasness towards a particular class. Thus, proving that not all social construction of knowledge at all education institutions favours some pupils over others.

Bernard Coard argues directly to racism and the construction of education system. He argues that the British education system tends to make the black people educationally subnormal in every way possible. Their language is total considered as unacceptable and second class. And education content often ignore the black people. Even if the content includes them, it is to portray them in subordinate roles such as servants. Similarly, teachers expect them to fail in examinations at a certain extent the black pupils live up to that label. In Gillborn and Youell’s study of two comprehensive schools, they found that at Clough’s school only 10% of black pupils got 5 or higher grades GCSE as compared to 35% of whites, and at Taylor’s school,
49% of white perform well in the same examination as compared to 24% of black pupils. Hence, this proves to show that the social construction of knowledge does not favor white pupils. This is further supported by Mudam et al., who found that very few black and West Indian children perform well in exams as compared to whites. However, when vocational subjects are introduced, a small portion of the ethnic minorities stay at school until the leaving age with higher qualifications. This proves to show that the ethnic minorities can achieve high educational achievements but are held back by the education system which is biased towards the whites and middle class children. Thus, this proves that the view "the social construction of knowledge favors some pupils over others" is true.

Moreover, the view "the social construction of knowledge favors some pupils over others" are proven right in the context of middle class and working class children and between the whites and ethnic minorities. However, the education system in Finland proves that this statement is not entirely true. Furthermore, Plowden Report successfully shows that instead of the construction of knowledge may not be bias at all, however it is the students attitude towards education that prevents them from doing as well as children from the middle class.
Examiner comment – grade A

(a) The answer started with an accurate account of Bourdieu’s concept of cultural capital. This was followed by a discussion of the role of language as an influence on pupil/teacher interaction. A further paragraph was devoted to a summary of Keddie’s study of comprehensive schools. The answer would have gained even higher marks had there been a more direct focus on the processes of interaction. This might have included, for example, a discussion of labelling, pupil sub-cultures, streaming and the impact of ethnicity on interaction.

Mark awarded = 7 out of 9

(b) The candidate used a range of relevant references to construct a well-informed answer to the question. Some of the thinkers covered were Bourdieu, Usher and Edwards, and Stephen Ball. The answer also included a good discussion of the influence of ethnicity on the social construction of knowledge. Higher marks would have been awarded had the answer included a more detailed assessment of the view on which the question was based.

Mark awarded = 13 out of 16

Total mark awarded = 20 out of 25
Example candidate response – grade C

2. (a) Bernstein, based on his study, claims that children from different social backgrounds apply different speech codes, whereby middle class children use elaborated speech codes, compared to working class children who use restricted speech codes. Due to the fact that, elaborated speech codes help enable the speaker to have a better wider vocabulary and better grammar, middle class children are therefore able to interact better with their middle class teachers. This enables them to grasp what is being taught in the class. So, this ensures that middle class children have a better success rate in education.

Teachers are claimed to be those who label students according to their own first impression. This is a way of affecting the teacher’s interaction with the student, as a student who is labelled as a rebel would be treated differently than a student labelled as obedient. This is a way in which the “rebel” student is more prone to self-fulfilment, whereby they are actually following what the teachers label them to be, giving up on the hope of changing the teacher’s perception on them, thus resulting in their bad performance in school, achieving low educational performance.

On the other hand, teachers could also become student’s “mentors” or leaders, whereby students take their teachers as inspiration for them to change their life and become better. This could be done by the teacher trying to become close to the student and understand them, instead of labelling them, and the student may somehow see that they do not want to live a complicated social background. This could actually be seen in a movie like the Dead Poet’s Society, which had become part of the syllabus in schools for students to study and gain the message. So, this actually means that the interaction between the teacher and the student helps the pupils to have a better performance in education.
In my answer, I am going to assess the view that "The social construction of knowledge favours some pupils over others," simply meaning that knowledge gained by people from different social backgrounds differs and it is actually pursuing only some of them. My arguments are going to be based on Bourdieu, Marxist, and Ann Morrison.

Bourdieu stated that the education system is actually biased towards the upper class values. This is due to the fact that middle and upper class children are socialised in the cultural capital (values and culture of the class—upper class), they are therefore much more privileged in the education field compared to the working-class children. For instance, the middle and upper class children may be more exposed with the art of Monet and more compared to the working-class children, making them to have more understanding on the art as compared to the working-class children. This means that middle- and upper-class children have been socialised into the cultural capital, they therefore have no more chances of succeeding in the education system which is actually biased towards the upper-class values of the cultural capital. This would be further supported by the fact that today, children from a young age have been exposed with many books, etc. However, it could be argued that factors—social backgrounds, etc.—are equal other factors that may influence the students educational attainment. With these, there have been many programmes done in the US to overcome the deprivation of cultural capital such as the Headstart programme which helps children from a young age to have a proper education following its cultural capital. So, it means that cultural capital should no longer be an issue as everyone is able to obtain the same social construction of knowledge, thus proving the question statement to be irrelevant.
Marxist on the other hand believes that the education system is used by the capitalist ruling class to promote their values of and beliefs into the minds of the proletariat. For instance, in schools, laws are imposed to reinforce for students, making them disciplined and obedient. Such characteristics are very much needed by the capitalist — future employees in the capitalist society. This proves the fact that hidden curriculum, like law reinforcements, helps the capitalists to shape the wanted characteristics of their future employees, workers, in the children at school.

This could be further supported with with evidence in China, whereby students who go against the law were punished rather cruelly. In some schools, like having to kneel on small balls for over an hour or even receiving caning punishments, thus making their students to be very obedient and disciplined.

It was shown that middle-class children were considered as the "perfect pupil" by the teachers compared to working-class children as they were more obedient and compared to the working-class children who were more rebellion, and preferred to question the education system's critical thinking in comparison with the teachers who only followed the rules which is certainly not a prerequisite for the capitalists who want to cultivate critical thinking in people. So, this actually portrays that middle-class has been proven to be the most preferable, preferable even in the capitalist society, due to the fact that their knowledge and behaviors are more aligned with the values and belief of the ruling-class group, thus proving the question claims to be true because the social construction of knowledge does favor some pupils over others.
In her book, "The Glass Ceiling," Alice Morrison believes that women are more likely to succeed in their career, even though they are often not as successful as their male counterparts, despite having the same level of education and a better knowledge in their field when compared to their colleagues.

This is due to the fact that the existence of the "glass ceiling" - even though there are current modern societies providing more opportunities for women and men to be on the same level, women still face an invisible barrier, even when they have the same level of education as men. This is supported by the fact that at an early age, both boys and girls have been exposed to fairy tales and Disney movies like Cinderella, Snow White, which promote the belief that the best women would be the ones who stayed at home doing house chores while the men work hard to gain a "living for the family." This is also not helped with the fact that in schools, girls were subjected to certain courses and subjects that have less significance (music, art, drama, and some sciences) compared to boys who have classes like carpentry, science, and architecture - subjects which are more relevant in the modern world.

So, this proves that even social assumptions of knowledge, particularly according to gender, does actually favour some pupils over others.
Examiner comment – grade C

(a) The answer included some useful references to language codes and labelling as aspects of the interaction between pupils and teachers. The candidate also rightly considered both positive and negative outcomes of pupil and teacher interactions. To gain higher marks, the references to labelling theory might have been situated in the context of links to particular theorists and research evidence. A more subtle analysis would also have made use of the concepts of social class, gender and ethnicity as influences on the nature of pupil and teacher interaction.

Mark awarded = 5 out of 9

(b) The candidate made good use of the concept of cultural capital to show how what is classed as ‘knowledge’ may favour the interests of the more privileged groups in society. The Marxist and feminist perspectives were also used to good effect in discussing how the social construction of knowledge may favour some groups more than others. Overall, the answer lacked sufficient focus on how knowledge may be socially constructed to gain marks at the top of the range. The assessment offered was also rather general and confined mainly to a simple contrasting of different theories of education.

Mark awarded = 10 out of 16

Total mark awarded = 15 out of 25
Example candidate response – grade E

Sociologists stated that the interaction between teachers and pupils may influence educational peer performance. It is true that the educational performance of pupils depended on how the teachers teach the pupil. However, the educational performance does not depend on the teachers alone but on the pupils themselves as well. Their educational performance will be based on how well they perform in their study.

The teachers are the most important key that will help the pupils to succeed in their education. Also, it is the teachers’ goal to help their pupils succeed in their education. Therefore, the interaction between teachers and pupils are to help the pupils do well in their educational performance. However, the interaction between teachers and pupils should be limited to only teacher and student relationships and above that is forbidden and will disrupt the pupils’ educational performance which will lead them to failure.

Sociologists stated that the construction of knowledge favours some pupils over others. It meant that some of the pupils did well in their educational performances and the social construction of knowledge was favoured to them over the others. Socialisation refers to the building of socialisation of the individuals in the society. While being socialise is important in the society but education is also important in society. Education helps the individuals to achieve a greater height of wisdom that will help them in their life and career.

Some individuals tend to ignore the term education and stated that it is a waste of time. However, by doing this, they will not achieve a greater life in the future. Education can help them to get a better job or career, according to how well is their educational performance. By going to school, they can get
Examiner comment – grade E

(a) The candidate offered a few general observations about how the interaction between teachers and pupils might impact on educational performance. However, the range of points offered was narrow and lacked detail. To gain higher marks, the answer needed to include references to relevant sociological concepts, research studies, and theories.

Mark awarded = 4 out of 9

(b) The answer demonstrated only a limited understanding of what is meant by the social construction of knowledge. There were a few general reflections on the nature of education, assessment and the curriculum, but this material lacked clear links to the question. The answer failed to draw on references to relevant theories about how knowledge is socially constructed and there were no links to appropriate research evidence.

Mark awarded = 7 out of 16

Total mark awarded = 11 out of 25
Section B: Global Development

Question 3

3 (a) Explain the relationship between low income and poor health. [9]

(b) ‘Aid is ineffective in reducing global poverty’. Assess this view. [16]

Mark scheme

3 (a) Explain the relationship between low-income and poor health. [9]

0–4 A few assertions about the causes of poor health, with little or no direct relevance to
the question, would be placed in the lower part of the band. A simple account of one
way in which low income may be linked to poor health, would be placed in the top
half of the band. A simple account of this kind would likely be based on general
knowledge rather than specific sociological evidence and analysis.

5–9 Lower in the band, answers will demonstrate a sound understanding of the
relationships between low income and poor health. However, the range of points
covered may be narrow and/or lacking in detail. Higher in the band, the explanations
offered will be detailed, and a good range of links between low income and poor
health will be covered.

(b) ‘Aid is ineffective in reducing global poverty’. Assess this view. [16]

0–6 A few simple comments about the role of aid in developing countries, with no direct
links to the question, would be placed in the lower part of the band. Some simple
observations about the impact of aid on global development in general, with little
sociological underpinning, would merit a mark in the top half of the band.

7–11 A basic account of the impact of aid in reducing global poverty, perhaps one-sided
or lacking detail, would be placed in the lower part of the band. A better answer
would show greater recognition of the complexity of the relationships between aid
and poverty reduction. However, there may be little or no explicit attempt at
assessment at this level.

12–16 At this level, there will be a good account of the relationship between aid and
attempts to alleviate poverty. There will also be an assessment of the view on which
the question is based. Lower in the band, the assessment may be confined to a few
simple points supporting or rejecting the view on which the question is based. To be
placed higher in the band, the assessment must be more details and will recognise
the complexity of the issues involved and the difficulty of drawing firm conclusions
about the effectiveness of aid in reducing poverty. High-quality answers may
distinguish between different types of aid and will consider different definitions of
poverty. Links to relevant theoretical perspectives may be another feature of good
answers.
There is a cycle called the poverty cycle in the society. Especially, the working class situation in the society. Given from the Marxists points that the working class are being exploited by the ruling class. Especially when there is only one ‘breadwinner’ and a housewife of the working class family. The breadwinner at the working class would usually get stressed at work and would usually take out all his stress in his wife and he would feel as if he’s the ‘king of the house’. After all those exploitation at work, he would feel relieved at home. With just being a working class that are exploited by the ruling class, they would usually have a very small income for the family. Even more, when the working class family has more children in the family.

With such low income and big family of the working class, it caused the children of family to face difficulties in getting into the education institution. This is where the inequality of two different classes occur, in which the ruling class would get a higher privilege of education compared to the working class due to the economics problem. This is one of the effect of having a low income within a family. Therefore, the children of the family would have no higher standard of education. Just as what the functionalist claim, education is an institution where the social solidarity is maintain and as it was criticized by the Marxists that it is too good to be true, the children of these working class family could not maintain the social solidarity and instead behaviour such as enemies can easily occur.

When these children are exposed to many kinds of crime it could lead to poor health condition. Take for example, these children would act into an adult with inappropriate behaviour, doing activities such as drug, alcoholism, unsafe sexual
intercourse and so on. These kind of activities could lead to poor health. Just as when the on health gets worse, these individuals could not afford of getting treatments in the hospitals. Therefore, they would just end up being exploited by the ruling class because of limited education knowledge and they needed to earn somehow just to get treatments for their health. Somehow, this poverty cycle of the low incomes and poor health cannot seem to be reduced. (Andy Barnard et al. 2004)

Overall, the working class cannot get away from the ruling class from being exploited and this costs them a very low income. For their family, therefore, the children of the working class would get difficulties in getting into the education with low incomes. Therefore, it is difficult to maintain the social solidarity within the working class. Without social solidarity, these children are easily exposed and influenced with crime act. With this crime act, it could somehow lead to poor health condition. However, because of the family's low income, it is not affordable to get treatment from the hospitals, therefore these individuals had to be exploited by the ruling class to get incomes to get treatment but somehow being under exploitation would still get a very low income, therefore the health conditions remain poor. (From the sociology textbook of AS and A'levels; Andy Barnard et al. 2004)
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It is said that aid is ineffective in reducing global poverty, and this theory seems to be supported by the sociologists. Just as what the Marxists claimed, the society is ruled by the capitalists. Therefore, when giving aid to those who are facing poverty in the society, does not seem to be effective.

The society should be improved by giving each of the individuals equal rights. The view by the Marxists is too old-fashioned according to the post-modernists. According to the post-modernists, the media influences the society, therefore, by showing media to the society, it could make some help to those poverty. By giving odds of offering good jobs and so forth, this could actually improve the the global poverty. It could also pass on certain information on giving tips on the media to improvised lifestyle, rather than just giving aid to the global poverty.

To reduce global poverty, both odds of giving and seeking help should contribute in each other in order for it to be effective.

Therefore, the aid is ineffective in reducing the global poverty because in contrast to what Marxists claimed, the society is ruled by the capitalists in which the working class would always be exploited by the working-class ruling-class. This is why the aid is still not quite effective. However, the post-modernists criticized that the Marxists view is too old-fashioned to be used therefore with the help of media from the modern society, it could help to improve the global poverty with various methods.
Examiner comment – grade A

(a) The candidate’s answer was based around an exploration of different dimensions of the cycle of poverty and their impact on health. This was a thoughtful and well-chosen approach. To gain higher marks, however, the precise links between poverty and poor health might have been described at greater length. There was also scope to include more references to relevant studies and concepts.

Mark awarded = 7 out of 9

(b) The candidate made some relevant points about the limitations of providing aid and argued the case for a broader approach to reducing global poverty. More marks would have been awarded had the candidate cited examples of particular types of aid or aid programmes. The assessment could also have been more developed and included references to appropriate theories of development and/or studies of the effectiveness of aid programmes.

Mark awarded = 12 out of 16

Total mark awarded = 19 out of 25
3a. There in low income families cannot afford the medical care to remain healthy. There are countries where despite providing free health care to most of those in low income could be from ethnic minorities and are therefore at even greater disadvantage than the majority. Those in low income usually occupy run down areas of the city. Such places could have no clean water supplies, bad maintenance of other utilities and perhaps even stagnant sewage. These areas are also very congested which could lead to the spread of diseases being alot easier due to the close contact.

Parasites are likely to not have proper facilities to protect inhabitants from disease. Unstable conditions and other external factors could lead to illness. The people also go to run down schools that do not provide the basic knowledge required in regards to health care. School programmes are unlikely to have lessons that are purely dedicated to informing the poorer part of the public of the serious dangers of not keeping a certain standard. They may have limited access to free medical due to their limited resources and therefore not be exposed to the necessary health guidelines that the wider population administer to.
| 3b | Aid is usually assistance provided by governments or other organizations such as Red Cross. Such aid can be either publicly or privately funded. |

| | Aid can be effective if there have been new programmes that have been set up especially after WW2, to aid in the rate of poverty. However, Wilson, a right realist, has found that this had only short-term effects, for the rate increased rapidly after WW2 because many people were turning to crime to get out of the poverty trap. |

| | Aid can only be effective to a certain extent for the bigger issue of poverty lies in the social inequalities that are inevitable in capitalist society. The reason people are in the poverty trap needs to be examined. Such causes can be caused by limited educational opportunities, the culture of the grape in the inner cities, or the high unemployment rate causing the labor market in trickle. |

| | New Right would say that the attitudes of the underclass keep them in the poverty trap and under in a cycle of deprivation. From one generation to the next, they express fatalistic attitudes that do not encourage them to reason for success or a better living condition. |
Examiner comment – grade C

(a) The candidate noted that insanitary living conditions and lack of access to health care resources are factors helping to explain the relationship between low income and poor health. However, the points lacked development of the kind that might have been provided through the use of examples and/or references to relevant studies. It would also have been necessary to cover a wider range of links between poverty and ill health to gain high marks.

Mark awarded = 5 out of 9

(b) The answer covered some relevant points about the limitations of aid and made use of references to relevant theoretical perspectives, including the New Right. However, there was insufficient coverage of relevant arguments for and against the effectiveness of aid programmes to merit high marks. The answer also lacked references to particular examples of aid programmes.

Mark awarded = 8 out of 16

Total mark awarded = 13 out of 25

Aid is merely a bandage on a gaping wound, it offers only little to reduce poverty. However poverty is so deep-rooted that perhaps there is no solution to reducing poverty. The fundamental structure of society needs to be altered in order to be on equal distribution of wealth.
The relationship between low income and poor health

It is quite similar where without income we cannot buy our food and health are updated and checked. And also without good health how can we go out and seek for jobs in order to gain more income. From here we can see that low income and poor health can be related. Thus for two which one income and health are important for us. Low income may lead to poverty. From poverty, it may cause serious illness such as sickle, anemic.

b) Aid is ineffective in reducing global poverty. Aid is for recovering. But when poverty arise, what may actually are food in order to keep one alive and healthy. It is ineffective but to reduce global poverty but effective to help those who are in need of medications and they will survive. The government should prepare a funding for everyone from every people in the society, it can be a kind of food, money or any other good in order to that they may somehow be effective in order to put up and reduce global poverty. It is ineffective just for aids to reduce poverty but it is worrying and reduce illness or high fever. But when poverty arise, what most people usually need and really want are food and shelter. There should be a public funding required for or be giving on poverty a living fund for their food on every everyday poverty. If the number of poverty is increasing in government may need to send more food and shelter. So for my conclusion on aid is ineffective to reduce global poverty yes it is true and I have stated some of the more reasons.
Examiner comment – grade E

(a) The candidate provided a few basic observations about why poor health and low income may be interrelated. However, the answer lacked detail and there were no references to relevant studies or theories. A wider range of links between ill health and low income needed to be considered in order to merit higher marks.

Mark awarded = 3 out of 9

(b) The answer was rather short and lacking in range of relevant comments. A few basic points were offered about why aid may be important in development, but the response demonstrated little awareness of the relevant sociological discussions about the strengths and limitations of aid programmes. Better answers included references to relevant studies and theories of development.

Mark awarded = 4 out of 16

Total mark awarded = 7 out of 25
Question 4

4 (a) Explain how rapid urban migration may affect a society. [9]

A few assertions about the nature of migration, with little or no direct focus on the question, would be placed in the lower part of the band. A better answer at this level might offer a simple explanation of one or two ways in which rapid urban migration may affect a society. Answers that focus on the causes of urban migration rather than on the consequences, would gain no more than 2 marks.

5–9 Lower in the band, there will be a basic account of a few ways in which rapid urban migration might affect a society. Answers may be somewhat list-like or else narrow in the range of impacts covered. To go higher in the band, the answer must provide greater detail about the effects of rapid urban migration. Rapid urban migration might lead to issues such as: overcrowding, potential for ethnic conflict, health care and sanitation issues, economic disruption and high levels of unemployment, environmental pressures, the breakdown of traditional rural cultures and communities.

(b) Assess the strengths and limitations of the world-systems theory. [16]

0–6 A few simple points about the factors affecting development, with no direct links to the question, would be placed in the lower part of the band. A better answer at this level might explain in a simple way the main features of world systems theory, but without considering the strengths and limitations of the theory.

7–11 A basic account of world systems theory, without a reference to strengths and limitations, would be placed in the lower part of the band. Better answers at this level will identify some strengths and limitations. However, there may be little or no explicit attempt to assess world systems theory at this level. Candidates who are able to situate world systems theory in the context of the reaction against the more optimistic claims of modernisation theory, are likely to merit the higher part of the band.

12–16 Answers that fit this band will provide a good account of the strengths and limitations of world systems theory. There will also be an attempt to assess the value of that theory. Lower in the band, the assessment is likely to be developed through the juxtaposition of world systems theory with other explanations of the factors affecting development. This might include modernisation theory and dependency theories. To go higher, the assessment must be explicit, and well-reasoned conclusions will be reached about the overall value of world systems theory as an approach to understanding issues affecting growth and development.
Example candidate response – grade E

A rapid urban migration may affect a society because the urban migration may lead to overcrowding which may cause many negative aspects. Individuals also moved from rural areas to urban areas to get a better life and this process is called urbanisation and which is also known as urbanisation. The cause of urbanisation may be due to individuals have troubles of feeding their families due to their current living state and their limited resources in the rural areas. Thus causing them to migrate into the city areas.

The individuals migrate into the city areas despite the negative aspects in the city areas. The individuals wanted their families to have a better living state. Resources can be found anywhere in the city, also their job income can help them to get more than enough resources to lead their families. Furthermore, the city area can protect them from environmental problems such as heavy rain, flood etc. which is another reason why the left the rural areas. The heavy rain storm may damage their shelter in rural areas and floodings may destroy their limited resources.

However, a rapid migration may affect a society due to overcrowding which lead to many negative aspects. Overpopulation may cause the unlimited resources into limited resources due to the overcrowding also the housing for the individuals may not be enough for the all of them causing them to take shelter somewhere else.
World-systems theory refers to the migration of the individuals in the society. World-systems theory have its strengths and limitations that may help the individuals or not. It is the individuals' decision to decide whether to migrate or not. However, the strengths and limitations may not apply to the individuals' decisions. Migration is the movement of an individual from one point to another. Most used migration by the individuals is the urbanisation which is moving from rural areas to the city area.

Migrating to urban areas can improve the living standard of the individuals that could help them to help their families. This process is by proven by the almost unlimited resources that they could feed their families. The job income in the cities is high enough that they could feed their families with more than enough resources. The buildings in the city areas can protect them from the harm of the environmental problems such as heavy rain, flooding etc. In case of heavy rain, they can get shelter inside one of the buildings and in case of flooding, they can get to the higher ground to avoid the flood.

However, even though urbanisation can help the individuals in some ways, but that doesn't mean that it can help all of the individuals. Some unfortunate individuals have the same living state even though they migrate into the urban areas. This is due to overpopulation in the urban areas. Overpopulation causes some of the unfortunate individuals to make their own shelter even though they are in urban areas. Also, their current living state will not help them against the environmental problems. Their almost unlimited resources will become limited.
Examiner comment – grade E

(a) The candidate rightly noted that rapid urban migration might lead to overpopulation in urban areas and excessive competition for resources. The answer also included some reflections on the causes of urban migration, though this material was tangential to the question and so gained little credit. To gain higher marks, it was necessary to cover a wider range of consequences of rapid urban migration, such as anomie, social dislocation, increase in social tensions due to competition for scarce resources, health and medical issues, and problems of homelessness.

Mark awarded = 5 out of 9

(b) The answer demonstrated only an indirect understanding of world systems theory. By focussing mainly on issues of migration and deprivation in developing countries, the answer was too narrow to provide a full response to the question. Better answers to this question examined directly the ideas of Wallerstein and made contrasts with other theories of development by way of assessment. Where empirical material was used in high scoring answers, such as references to evidence of migration and poverty in developing countries, this was well linked to the key features of world systems theory.

Mark awarded = 7 out of 16

Total mark awarded = 12 out of 25
Section C: Media

Question 5

5 (a) Explain how media representations of women may vary. [9]

(b) Assess the extent to which different social groups receive and interpret media messages in different ways. [16]

Mark scheme

5 (a) Explain how media representations of women may vary. [9]

0–4 A few observations about the content of the media, which are of broadly sociological relevance without directly linking to the question set, would be worth 1 or 2 marks. A simple description of some popular images of women in the media, with no further development, would merit the top half of the band.

5–9 A basic account of the way in which women may be represented in the media, would trigger the lower part of the band. To be placed higher in the band, the answer must also explain why it is difficult to generalise about images of women in the media. Reasons why it is difficult to generalise about images of women in the media include: the media is subject to change; different media may represent women in different ways; there are differences in the representation of different groups of women based on age, ethnicity and class; images of women in the media may be diverse and contrasting.

(b) Assess the extent to which different social groups receive and interpret media messages in different ways. [16]

0–6 A few assertions about the role or influence of the media, with little sociological bearing, would be placed in the lower half of the band. A simple account of how audiences receive and interpret media messages, with only limited sociological insight, would merit being placed in the top half of the band.

7–11 A basic account of how audiences may receive and interpret media messages, perhaps referring to the hypodermic syringe and uses and gratifications models, would be worth 7 or 8 marks. A better answer would focus on explaining why audiences may receive and interpret media messages in different ways. This is likely to include appropriate references to factors such as social class, ethnicity, age and gender. Answers may also include references to relevant studies of audience reception, including those by Ang, Hargrave, Skirrow, Gray, Jhally and Lewis, Gillespie, Gunter and McAleer, Cumberbatch and Negrine.

12–16 Answers at this level will provide a good account of the reasons why audiences may receive and interpret media messages in different ways. There will also be an assessment of the extent to which audience reception varies between different groups. Lower in the band, the assessment may be confined to a simple juxtaposition of different arguments and research findings pointing to differences in the way audiences receive and interpret media messages. To be placed higher in the band, the assessment must engage explicitly with the issues raised by the question, and well-reasoned conclusions will emerge about the extent to which media messages are interpreted and received differently by different social groups.
Example candidate response – grade A

Media representations of women vary in time, in culture and in different media. But mostly women are seen to fear men. Bсужден suggests and art seen in domestic activities.

In magazines, feminism argues that women are encouraged into femininity and pushed towards roles that fit their stereotypes because media is patriarchal. However, pluralism argues that women are only projected as a housewife because they are in real life. Pluralism argues that media representation of women are a true reflection of reality and instead of creating a society there are just reinforcing our that reality. Media representations are valid, and change over time in order to fit what is actually happening in society.

Some sociologists argue that it has changed over time, that before women were seen as all advertising materials released to sell any product and are seen in a domestic activity, however, now Hartman et al argue it has gotten better because now take over soap operas and direct them and are seen in paid employment.

The situation is said to be improved by Daniel because women’s femininity March has progress is making a lot of improvements and educating women about equality.

However, McRobbie argues that now the
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<td>Situation has not improved but conditions have become worse; the media is using women to sell products and the objective is women to ‘sex’ them up into what we think fits the male gaze; term by Mulvey with the term <em>state</em> that in media what is defined as sexy or anything is seen through male opinion and male definitions. Women are now represented as objects, as useless material objects that have no real meaning or use. Try to look pretty and practical. Other evidence by the Talkshow in 2007 found that women were the least heard on the program about 70% and even less where as men more than 80% of the time.</td>
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<td>Media representation of women are seen as women are seen as domestic activities most of the time and in fear, women are seen as the victim of men again to be seen and because males are seen to be strong, women are seen to be invisible. The World View 2000 asked boys of 17 and 15 to say how the animals were portrayed and all said looking strong, confident and all as only ‘I see men in domestic activities in media. Therefore, women are seen weaker than males; you always see a woman, paint of victim of rape and not made. Example;</td>
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<td>Women are represented as still unequal and exist because even if we are seen in more main roles and dominant paid roles, it is right to being useless at something else such</td>
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a. As well as we have rarely shown images, for example, the Sport Illustrated magazine has a cover of a girl once a year for the new swim suit collection. But there have been incidents on the girl because there are shown wearing bikinis.

Women in media representations in terms of gay partners are either seen in two ways. One, tough, muscular and manly ways whereas ugly and unappealing. Secondly, the sexy, good looking, bearded male look up to and like which is very feminine. Therefore women are seen in two ways now and it has an effect on the women’s appearance in a society situation.

b. Different social groups receive and interpret media messages differently and models of media effects are used to in order to assess this view.

Harper states that different people uses the media in different ways, to get more different modes of pleasure out of it. For example, older people would see soap opera for entertainment and news to keep in formed about the world issue, whereas a child would use media for the expression of his/identity or for the active advice needed for relationships.
Therefore their model suggests that the way you receive and interpret media
depends on the type of person you are looking at media for. Katz and Lazarsfeld
argue that it also depends on how long you are exposed with the media content and how
well you retain and believe in it. This model also suggests there is the existence of
opinion leaders which changes your views on the media content because the leaders are
seen to have more power in the decision.
Their suggest opinion leaders are highly
exposed to the news, and reports the other
members of society and influence the opinion
of members around you, because they are
highly respected by others.
However, this model is criticised because it
does not consider the effect of the ruling class
ideology being transmitted in media which
limits our choices in the decision making
whether to absorb messages or not.
As well as ignoring the effects of prolonged
media exposure, it talks about how media
can influence us because but ignores the effects
for example the possible positive effects
such as catharsis which suppress somebody’s
rage to carry out something in real life such
as set violence because masters saying MPC
serves the need.
The Uses and Gratification model is also
criticised by the hypodermic syringe model
because it suggests we have no control
the matter of choosing the media content but
This model argues that all speech, ideologically and immediately absorbing media content without a free choice.

We do not realize its ideologically biased and we absorb the information.

This model is supported by Marxist analysis on media policies in the UK. Such as the 9 pm watershed, which introduced the hypodermic syringe model, which shows the model is very practical in use.

The hypodermic syringe model suggests that we are all blank pieces of paper waiting to be injected with ideologically correct news. However, evidence gathered suggests Bandura, Ross, and Ross show that the media does evidence children in terms of the copycat violence effect of media, however, all studies are done in a lab experiment and lacks ecological validity which means it does not and cannot represent the whole population.

Plus, suggests we are passive robots that soak up ideas without a choice. and eurasism would argue that you have a choice of consumption and we are free to choose in form at means, therefore we are not passive robots while interpreting and receiving media content because we are social beings and are able to make decisions on our own.
However, other models suggest that it depends on past experiences we had and whether our background knowledge is different to the one in media, which is Interpretivist model. Evidence would be miners strike '83 which media output was wrong, so most people believed in the news content, however out of the 160 people interviewed that were involved did not believe in the output sent by media. Mostly because they were able to resist the media output. However, Neo-Marxists argue that even with past experiences, the information will not be resisted because we have been ideologically manipulated and brainwashed through what is called the 'Drip-Drip' Model (Two Step Flow).

This model argues that from a young age we have been ideologically shaped and now we are brainwashed to what Marxists called the 'middle of the road' values which is on the beliefs of a white middle class males with the interests of media owner. This model suggests that we all, interpret media and receive the same content in order to benefit society because it has become our common sense view of the world today.
However pluralism disagrees with this model. As not all journalists have the 'middle of the road' values that are the owners ideological beliefs as pluralism argues that not all are the same, there are many cultures involved now and that some journalists try to show the unrepresentative side of capitalist society such as the wategate scandal.

Therefore it depends on our past experiences, how long we are away from media, on the social interaction we have with people around us that different the way we see media and interpret it. However, Marxists argue we all interpret it the same way and receive the same ideologically biased information as everyone else, in order to benefit the ruling class hegemony. Marxists argue media brainwashes us, therefore we see an image of a black guy and have fear, without past experience we are scared, therefore accept it because we are brainwashed. For example, the man on the left used a picture of Martin Luther King (black) on the left and white on the right and asking people who they would arrest, they say the black guy (x 75% more likely to be arrested).

Therefore, we are as well as new Marxist says brainwashed as children.
Examiner comment – grade A

(a) The candidate provided a good range of examples of how the representation of women in the media may vary between different types of media and across time. There was some support from references to relevant thinkers, such as McRobbie. To gain even higher marks, the answer might have included more use of relevant concepts (such as stereotyping, cultural hegemony, and patriarchy) and references to theories, particularly different feminist views of the media.

Mark awarded = 7 out of 9

(b) The answer made intelligent use of references to various models of media influence to suggest reasons why different groups may be affected by the media in different ways. The theories to which the candidate referred included the uses and gratification model, the hypodermic syringe model and the cultural effects perspective. Some use was also made of the concept of cultural hegemony in considering neo-Marxist views of the media. To gain even higher marks, the answer might have included more detailed examples to show how various groups may be affected by the media differently.

Mark awarded = 15 out of 16

Total mark awarded = 22 out of 25
Example candidate response – grade C

In this modern society, media is very powerful. It can change the human mind easily; it is very influential and effective. It can show different perspectives of an image in many ways, could be either positive or negative; it depends on how the individual interpret the image shown in the media.

The representations of women in media may vary depending on how the society sees it. An image of a housewife can be seen as very feminine to the post-modernists. But to the feminists, it is seen as a very weak portrait because there is an inequality of treatment shown in the picture. The inequality of being treated as an exploitation object at home. However, this view of a feminist is critized by the post-modernists. The post-modernists see this image as a strong, capable and independent housewife. It image shows that this housewife could do and capable of doing multitasking and ruled the house without the housewife, a family would not be stable.

This image of this women could also symbolizes the fashion she wears, it could easily influence the society mind, to be, like; this portrait images of women showed in the media may vary. Take another example of a model pictures in the magazine. According to the feminists, such photos can be explicit and caused sexism amongst men. The society would look at this images as if it is a tool. This could cause a debate amongst the feminists for seeing women as a tool instead of an individual. It is also claimed that women should not be treated uneqaully.

This shows that media does have an impact to the society in a powerful way, it can be either in a positive or negative way, based on the individual’s beliefs.
The image of women can be seen as weak and exploitable by the feminists however the postmodernists believe that the images of women is seen as strong and gives motivations to the society to act like one. This is how powerful media is and how it can affect the society vary especially in the representations of women.
(from the textbook of Sociology, Hardt, S. and Holborn, C. 2000)

5

6.

Different social groups receive and interpret media messages in different ways. Social groups such as the gender, ethnicity, race, cultural and religion. Each of these social groups has its own interpretation of media messages.

In terms of the gender group, the male tend to interpret the media differently than the female. For example, the image of a model wearing a dress. From a male perspective, it may be seen as a sexual character that they’ve been wanting to see or have. As far the female, they might see the model as their role model and they would want to act like the model. This is how the different interpretation that may occur in different gender perspectives.

As for the ethnicity, with different ethnic, they may see the model in that dress would look humble and perfect for the society, while some other minor ethnic would easily feel offended with the portrayal as they believed that the image portrayed a very strong image against their beliefs. This may apply to religion social groups too. It is all contradictory to their beliefs. In terms of religion, they would learn to try to accept the faith and would always versus with the society’s beliefs or it would go against the religion’s belief regarding the image portraying in the media.

In terms of the cultural, it may be different as they would look at the image shown in the media and try to accept the different culture and respect other beliefs.

This shows that different social groups receive and interpret media messages in different ways. It may be in
Examiner comment – grade C

(a) The answer included some helpful links to the post-modernist view of how women are presented in the media. Some examples of the media presentation of women were included, but there was scope to include a wider range of examples. The answer also lacked appropriate references to other sociological theories, including different strands of feminist theory.

Mark awarded = 6 out of 9

(b) The candidate offered some useful reflections on how gender and ethnicity may influence the way people are affected by the media. However, the examples lacked support from references to relevant sociological studies and theories. To gain higher marks, there needed to be more use of relevant sociological concepts and research findings. Higher marks would also have been awarded had the candidate considered a wider range of factors that influence how media messages are received by different groups.

Mark awarded = 8 out of 16

Total mark awarded = 14 out of 25
According to feminist, women are often represented in media in an unfavourable light. This essay would discuss different interpretations of women in different media.

In news reporting, female presenters are tend to be favoured as they garnered interest of men. This give rise to objections that women are opposed in a media workplace as they tend to be the face of the media, and was discriminated as women, unless they are sending out news intended for women audience like magazines.

In books, television dramas, and advertisement, there tend to be two types of stereotyped image of women. The first one depicts women in scantily-clad costumes to try to win interest by charms. This is often used in advertisement involving men and interest objects like cars and motorcycles, which often raises outcry among feminist. The second one tends to show women should be obedient and capable housewives that was devoted to the wellbeing of the family for their husbands, often appearing in house appliances advertisement and soap dramas.
b) Pluralist believes that media nowadays are based on the concept of cultural hegemony. They serve that media are nowadays competing by delivering the news to a particular targeted audience. Media owners would take into account of the culture they intended too, and portray the news seem fit.

However, with the variety of the audience available, it can be hard for media owners to achieved their intended interpretation of the media message is available. For example the 2014 Ukraine-Russia crisis among the Ukrainians. Their media is confused as the different cultural believes that emerged and many inaccurate reports cut earlier stage.

The crisis showed then resulted in a situation where Marxist would draw their point on how media are actually based on. Marxist and neo-Marxist believes that the news rather than being on the concept of cultural hegemony, they were directed by capitalist/media owners. The crisis are portrayed with two different sides, where the Russian deemed the crisis as a liberation operation, while the anti-Russian owners boasted it as an invasion. Different side media owners took to media to raise their self cultural opinions and patriotism.

Feminist tends to see women to be in a less favourable situation is delivering the media messages. Woman are preferred to be news presenters, which Feminist think it an oppression where women are treated as a sex object to attract views.
This also applies to various media outside news broadcasts. Female tend to sport ‘sexy and revealing’ costume in advertisement to attract attentions. Traditional soap opera also portrays women to be housewives which are expected to be loyal and obedient housewives.

They are also groups that were concerned with some media messages are delivered. For example, gun-right lobbies had slammed the revealing too much info that was intentionally left behind the columbian school shooting case. Their fear was that more teenagers might interpret wrongly the intention of media to condemn such horrible action. True enough, there were another school shooting that occurred and the murderer left messages depicting the columbian murderer as heroes instead.

Disabled people in modern days are in a more favourable position in media compared to older days. There are more coverage on them nowadays that depicts disabled people as inspirational people like the Paralympics coverage that received more attention these days. Previously, disabled people are often stigmatized in media, where their disabled trait are seen as a reason to cause chaos and evil to others such as pirates. Depiction with eye patch and hooks.

Finally, there are groups where post modernist believed that people no longer interpreted news commonly. Post-modernist believed that people nowadays interprets media.
Examiner comment – grade E

(a) The candidate made a few relevant observations about how women are represented in the media. However, the answer was short and lacked appropriate references to sociological studies and theories. Better answers to this question covered a wider range of examples of how women are represented in the media and also made links to sociological explanations and theories of the media, particularly the feminist perspective.

Mark awarded = 3 out of 9

(b) The answer was based mainly around a summary of the main features of the Marxist, pluralist and feminist theories of the media. Links to the issues raised by the question were left largely implicit. To gain higher marks, it was necessary to specify particular social groups and explain how and why they may be affected by the media in particular ways. Although the candidate made reference to disabled groups, the analysis failed to show in any detail how these groups are affected by the media.

Mark awarded = 7 out of 16

Total mark awarded = 10 out of 25
Question 6

(a) Explain how different types of media influence the way news is presented. [9]

(b) Assess theories of the media that are based on the concept of cultural hegemony. [16]

Mark scheme

(a) Explain how different types of media influence the way news is presented. [9]

0–4 A basic account of the different types of media, with no further development, would be worth 1 or 2 marks. An account of some factors that influence the presentation of news, with no links to different types of media, would trigger the higher part of the band.

5–9 Answers at this level must focus on explaining the impact of different types of media on the way news is presented. Lower in the band, the answer may be limited to covering a narrow range of media or the points offered will lack detail. Better answers will cover a wider range of media, and will provide more detail about the impact of each type of media on the way that news is presented. Good answers may draw relevant distinctions between, for example, tabloid and broadsheet newspapers, radio and television, new media and traditional media.

(b) Assess theories of the media that are based on the concept of cultural hegemony. [16]

0–6 A few assertions about the impact of the media on social behaviour/values, with little sociological foundation, would be placed in the lower half of the band. A simple attempt to explain what is meant by cultural hegemony, probably with some inaccuracy or lack of clarity, would merit being placed in the top half of the band.

7–11 A sound account of what is meant by cultural hegemony, with no links to the media specifically, would be worth 7 or 8 marks. A better answer at this level will explain the concept of cultural hegemony in relation to the media specifically. The discussion may be rather general and will fail to distinguish between different contributions to the study of cultural hegemony in relation to the media. There may be little or no explicit assessment at this level.

12–16 Answers at this level will provide a good account of the concept of cultural hegemony and its use in different studies of the media. There will also be an attempt to assess the usefulness of the concept in studying the media. Lower in the band, the assessment may be limited to a few simple points about the limitations of Marxist theory in general. Better answers will provide a more detailed assessment, referring perhaps to the strengths and limitations of different studies of the media that draw on the concept of cultural hegemony. Studies of the media that have used the concept of cultural hegemony include those carried out by Hall, Fairclough, and the Glasgow Media Group.
6a) An opinion survey found that 67% of people saw TV as the most trusted medium of news and the ‘window to the world.

Social inequality and opportunity

Trend towards increased use of high-definition television, recognizing the need for accurate news, is a socially manufactured product of selective filtering of messages through gatekeepers. According to Halsey, the media tends to determine which pieces of news are of value or newsworthiness. Such as the death of Princess Diana. Another factor is also that news is usually sanitized. British politics is often reduced to the routine, whereas the US has a more vocal and violent aspect. For example, the Iran war in the 1980s and the Iraq war in the UK and the US were the reasons for democracy. Cromwell found that the upper class is protected by very biased news media, which tends to marginalize corporate crime such as fraud and報導)

Bedirhan claimed that the media’s reports were made up of poor elite narratives made up of industrial and economic
establishments. They face constant rents and pressures to generate profits, which may lead to conflict with the government. Therefore, they may appear in a favorable light because the government needs their influence and contribution that limited regulatory oversight.

6b

The concept of hegemony was coined by Antonio Gramsci, which implies the domination of the ruling class through ideological control. A group in society's ideas becoming accepted by common sense. Term used by Neo-Marxists.

Short-term technologies in order for people to communicate and react to understand the meanings of society. To realize decades the meanings of the powerful, e.g., strikes, equal pay. They tolerate to condone this because they operate within a framework of agreement or consensus. Nevertheless, this process can be hegemonic. It was an educated, literate class that was central to the realization. They did not make a conscious or deliberate attempt but rather an unconscious acceptance where certain things are taken for granted which is called cultural hegemony.

(Gramscian media groups support this idea and find evidence of it from their feminist content analysis of industrial disputes.)
They said that media bias was not about direct interaction from media sources, but was more to do with journalists' backgrounds. They were usually white, male and middle class and occupied the middle of the newsroom. From their life experiences, there was nothing wrong with the current system because they unconsciously sided with the powerful as they had too much in common with them. In their analysis of industrial disputes, they found that images and language were used to support the powerful and denigrate the voices of less powerful groups. Images were interviewed in the context of their own experiences, frustrated by the position they held. This led to the impression of the newspaper trying to maintain order and the balance as fair and the ones in the wrong. Gurne also found that agenda-setting took place in which certain issues were discussed such as the effects of the strikes, rates of unemployment, issues such as social inequalities, and police intimidation in the strikes. These people being constantly fed dominant ideology meant that they began to see the world through the eyes of the dominant classes.

Pluralists would disagree because they see journalists as Neo-marxists describe fortyprovide evidence of journalists
merely reflecting what the public wants and therefore if there are stories about aylum seeker these are the shared concerns of society and if wines are portrayed in a positive light this is the reality of most people, lives. Therefore journalists simply do as the Tom says the public get what the public wants. They also say that journalists have been key in revealing scandals such as the watergate case. Richard Nixon had to step down as a result of him attempting to bug his opponent's offices. Also the "toy story" which resulted in 3 politicians stepping down one of them being Jeffrey Archer. If Neo-Marxists were correct in their theory the world can not be such stories, Kraeser argues that the age of dualism was in the 1980s and is lonely irrelevant as now there is global corporation were Rupert Murdoch is the "lord of the global village" and media content manipulation is at its peak.

Other would criticise dualists claim on journalism are diverse being relative arbitrary, for example in 2003 coalition attack on Iraq this was not true. Over 500 embedded journalists went out onto the field with the American soldiers. It was here for them to remain impartial as they were only reports from the side of the battle. This prove
apparent though writing slip such as our 12
rather than the lack of the teams. Tortoise
journalistic objectivity is largely tainted.
Beaver and Bueschel go on to add that
there is an agent that’s culture between
journalists and politicians. Politicians need
journalists to portray them in a favorable light
and journalist need them to provide them with
content. Therefore journalists objectivity becomes
compromised and content pay to professional
spin doctors. Cameron notes that the added
commercial pressures has led to journalists not
reporting the truth but rather conforming to
the echo of even due to the high rate of
unreliable and flexible contracts. Those
practical points go against the idea of
media being diverse but also that there is
no ideological giant amongst media
owners but rather that Neo-M远处
might be right is saying that journalists
or of similar backgrounds.

Marxists would largely disagree with Neo-
marxist cultural hegemony approaches they
see media being actively influenced by
media owners. Peran has no say for the
teaching ideas in every epoch on the ruling
ideas: to see they not only seen material
capital but also intellectual free. Capitalism
benefits the media owners because they have a
vested interest in maintaining the system
which they do through ideology - false view
of reality. His Bourdieu would say the
media has to convince society to accept
The massive amounts of inequality that exist in a capitalist society today are largely unexamined, such ascronation street to keep the public distracted from real issues. However, Cameron would endorse this because it's not an ideological quest but is rather motivated by profit. Rupert Murdoch switched from Conservative to Tony Blair not because he supported social democracy but more because he wanted Tony Blair promised to deregulate regarding cross media ownership. In fact, he've been very much in public enemy against between Murdoch and Murdoch with regards to media ownership. B. Murdoch told Fox to support the Iraq war and Sky to not broadcast Al Jazeera in China because of his economic relations with USA and China. Therefore, Marxists are useful in terms of key power that Marxists are useful in saying there is no divided interests because the practical evidence for it is immense.

In terms of industrial disputes, Nicholas Rogers a plausibly a commentator on BBC says that the radio and news is largely fair and accurate. Any apparent bias with respect to industrial disputes is due to the competition between...
Examiner comment – grade A

(a) The candidate demonstrated a good understanding of how news is socially manufactured. This was supported with relevant examples and references to the work of particular sociologists. A few points were made about how the presentation of news may differ depending on the type of media. These points needed to be more developed and wider ranging, however, to merit a mark at the top of the mark range.

Mark awarded = 7 out of 9

(b) The candidate rightly placed the concept of cultural hegemony in the context of Gramsci’s work. Appropriate links between the concept and the workings of the media were outlined and supported with references to relevant thinkers and studies, such as Hall and the Glasgow Media Group. Some assessment of the value of the concept of cultural hegemony was offered, including useful references to neo-Marxist contributions. However, the assessment needed to be more searching in order to merit a mark at the top of the mark range.

Mark awarded = 14 out of 16

Total mark awarded = 21 out of 25
### Example candidate response – grade C

<table>
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<tr>
<td>There are many different types of media, whose news is presented in different ways. The difference of media are with the rise of new media, more views which are diversified are presented. New media like Facebook, YouTube, Twitter provide a platform for people to present diversified news. At the same time, controls or rules and regulations are imposed over new media. Even news which oppose the view of dominant class is presented. Besides with new media, there is a rise in citizen journalists, where average citizens present news just like journalists.</td>
<td></td>
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On the other hand, media like newspapers, magazines are often biased towards the ruling class as according to Plummer and Glazebrook, there is emergent shared culture between politicians and journalists. Journalists will present the news in a way to support the politicians. Besides, due to media regulations imposed such as the Official Secrets Act, only information is allowed to be published. Hence, it is biased. |

Moreover, broadcasting media like the television and radio are present news in favour of capitalist system. Capitalism, as they need to maximise profit through advertisement, they tend to broadcast news in favour of capitalists. They are the ones who will advertise. |

Finding not only offers basis due to finding constraints.
C63

Theory of cultural hegemony states that there are meanings and ideologies in a society, but those which are dominant in one culture will stand out and become the dominant ideology of the society. Neo-marxists give explanations on the function of media based on the concept of cultural hegemony.

Hall states that every society has its own way of classifying events and the society. He thinks that there can be many acts of different interpretation in the media, but essentially, one interpretation will emerge as the dominant one. Accordingly, how the media presents may change interpretation can present their views in the media, but there is one preferred reading. This view is normally the view of the middle class. The media could present that view deliberately as it will lose legitimacy.

Fairclough in his discourse analysis shows how the texts are structured in the media to present one dominant message. In his study of Cornwatch, he found that the use of language, presentation and structure of articles leads to the viewer supporting the view of the media. Hence, we can conclude that texts are structured in the media to present the dominant ideology.

However, his research is criticized as it is said that audience will not just passively receive whatever is relayed by the media. Audience have the ability to interpret messages. Moreover, it is said that text is polysemous in nature; hence, audience can have different interpretations.

C64

The Griegas media group claims that the transmission of ruling class ideology through the media is not through deliberate attempt of journalists. The journalists are socialized to see ruling class ideology as normal, it is taken-for-granted in the production of news, and not through deliberate attempt.

The view of Griegas are criticized as it is said that not all journalists...
have shared culture. There are journalists who expose the dominant ideology, for instance, the journalist who reveal the Water-gate scandal.

Different from the cultural hegemony Marxist thesis that the media serve the interests of the ruling class directly, the media portrays the lifestyle of consumption of the middle class as normal, and advertise consumption to middle-class individuals. According to them, there is little diversity in the media as result of concentration of ownership, thus, only the views of the ruling class are presented. Hence, the theory is different in that of cultural hegemony in the sense that there is little influence of media on direct.

Pluralists, on the other hand, reject both Marxist and neo-Marxist views on the influence of media. To them, the media represents all views of people and is based on democratic principles. There is a benevolent state which controls the media to serve the interests of people. Besides, public service broadcasting such as British Broadcasting Corporation (BBC) intend to educate people. Pluralists think that journalists have professional ethics and hence will not be biased. Moreover, the media reflects the society, as it is based on demand and supply of consumers. Hence, the pluralists do not think that there is a view of neo-Marxist in the sense that they see media as shared among unbound.

In conclusion, the theory of media based on concept of cultural hegemony is useful in explaining how ruling classes ideology is deemed to be dominant, despite the diversity of attitudes, present and available in the media.
Examiner comment – grade C

(a) The candidate drew some useful contrasts between the presentation of news by the new media and the traditional media. There was also an attempt to consider the particular characteristics of news presentation by the broadcast media. However, the answer overall lacked detail and needed to cover a wider range of relevant points in order to gain higher marks. Good answers to this question also often included references to appropriate research studies and theories.

Mark awarded = 5 out of 9

(b) The candidate offered an explanation of what is meant by cultural hegemony, but it lacked detail and clarity. There were some useful references to the work of Hall’s studies of media and this was supported with links to the work of Fairclough and The Glasgow Media Group. The answer included a paragraph of assessment that relied mainly on contrasts between pluralist and neo-Marxist theories of the media. To gain higher marks, the candidate needed to demonstrate a deeper understanding of the idea of cultural hegemony and how it has been adapted for use in media studies. The assessment offered also needed to be more detailed and cover a wider range of alternative theories and approaches to the study of the media.

Mark awarded = 11 out of 16

Total mark awarded = 16 out of 25
Different types of media influence the way news is presented.

Media are where we get information from different countries such as news, entertainment, education etc. There are many of media we can get in television, radio, newspaper etc.

There were different types of media influence the way news is presented. The most influence way to present the news are through the television and the internet. These two was the most effective because in these 21st century there were many gadgets and high technology have been made.

It was become much more easier to get the news nowadays. Even though people didn’t watch the news on television, they can still reading from the internet through their phones or computer. There were also people that still reading the news from the newspaper and from the radio.

However, the television and the internet was the most fast to present the news because it can do it on live such as reporter th were telling what happen if there is a case like robbery, suicide etc.

If the newspaper, the news that is happened today will be publish on the next day. That means the newspaper were the slowest media to present the news. People will get the information slow than people that using the internet or watching television.
Cultural hegemony are the traditional method of the family were still be use or pratice because to maintain their family traditional that have been given from the ansestors.

Theories of the media that are based on the concept of cultural hegemony are the cultural has been written so the future of the family generation will still follow the traditional method that their ansestors have made.

The cultural hegemony was been introduce in the media about how the culture was together in harmony family. They were helping each other.

The concept of cultural hegemony shows that eventhough people live in the modern century and had been made mad many of high tea technology, they still didn’t forget their tradition.

The harmony of cultural is important because when the culture are not harmony it will ruin the family and also the country.

Theories of the media that are based on the concept of cultural hegemony are based on the harmony of the family. It is very important for the family to have harmonious life with the other society.

The cultural hegemony to the society are responsibilities
Examiner comment – grade E

(a) The answer relied mainly on a discussion of news presentation in general. There were some helpful references to different types of media, but overall the response lacked detail. Better answers to this question distinguished clearly between different types of media and how each may present the news differently. Good answers also included references to relevant sociological explanations and research findings.

Mark awarded = 4 out of 9

(b) The candidate demonstrated only a limited understanding of the concept of cultural hegemony. The example of how images of the family are constructed as part of the process of achieving cultural hegemony was offered, but the discussion lacked strong links to the issues raised by the question. The answer also lacked a sustained assessment of the value of the concept of cultural hegemony in studying the media.

Mark awarded = 7 out of 16

Total mark awarded = 11 out of 25
Section D: Religion

Question 7

7 (a) Explain how religion may bring about social change. [9]

(b) ‘The power of organised religion is declining in modern industrial societies.’ Assess this view. [16]

Mark scheme

(a) Explain how religion may bring about social change. [9]

0–4 A few assertions about the role of religion, with no direct links to social change, would be placed in the lower half of the band. A simple account of one way that religion may bring about social change, would reach the top half of the band. A simple account will lack detail and may include some inaccuracy and/or lack of clarity.

5–9 A basic account of one or two ways in which religion may bring about social change, would be placed in the lower part of the band. To go higher in the band, the account must be more detailed and/or wider-ranging in the explanations offered. Good answers are likely to show a sound understanding of relevant theories of religion, such as the Marxist, Weberian and functionalist views. Also reward candidates who refer to appropriate examples of how religion helps to effect social change, such as the work of Luther King in the US civil rights movement, the impact of religion in opposing apartheid in South Africa, and the example of liberation theology in South America.

(b) ‘The power of organised religion is declining in modern industrial societies.’ Assess this view. [16]

0–6 A few observations about the nature or role of organised religion, without direct links to the question, would be placed in the lower part of the band. A simple account of why the power of organised religion may be declining, with no further development, would merit being placed in the higher part of the band.

7–11 A basic description of the secularisation thesis, perhaps with some inaccuracy and lack of detail, would be placed in the lower part of the band. To go higher in the band, there would need to be a more detailed treatment of the secularisation debate, with different indicators offered of how the power of organised religion may be declining in modern industrial societies. Evidence used to illustrate the supposed decline in organised religion might include church attendance and membership figures, public influence of established religious organisations, and studies of trends in religious belief. However, the discussion at this level may be one-sided and may be lacking an explicit assessment of the idea that religious influence is in decline in modern industrial societies.
12–16 Answers at this level will demonstrate a good understanding of the secularisation thesis. There must also be an assessment of the idea that the power of organised religion is declining in modern industrial societies. Lower in the band, the assessment may consist of simply describing a few arguments for and/or against the secularisation thesis. Better answers will engage more directly with the debates and will develop well-reasoned arguments for supporting a particular view about the influence of organised religion in society today. High-quality answers may also show other elements of sophistication, such as distinguishing between different types of secularisation (Casanova), or drawing international comparisons about the degree of secularisation in different countries (Martin, Davie, Bruce), or discussing the notion of religious revival (Kepel), or distinguishing accurately between organised religion and other forms of religious expression.
Example candidate response – grade A

Social change in society is achieved when society experiences significant progress in terms of politics, education, economics and the law. Max Weber supported the view that religion can bring about social change, along with the Fundamentalists. Functionalists and Marxists would be on the other side of the argument where religion is a conservative force that will hinder social change.

Max Weber, according to his Social Action Theory, believes that religion will bring rise to capitalism which practices hardworking attitudes and saving money as stated like in the Protestant Ethic. This will ultimately bring change to the economic aspect of society and push for social change. Simmel refuted Weber’s claim that Calvinism has no aims for greed and pursuit of material wealth. Gordon Marshall countered Simmel by stating that Calvinism is not the only factor towards development of social change capitalism.

Against the view, Functionalists like Durkheim believe that religion promotes social consensus which leads to social order, hindering social change. However, the Functionalists fail to include deviant behavior and Atheists for religion, which a social group that do not conform to religious values. Functionalists were also criticized for being overly deterministic as there may be a variation of interpretation and views on religion, does thus breaking the consensus.

Besides that, Marxists states that religion is a medium of propagating social inequality ruling-class ideology through the Ideological State Apparatus, and maintaining social inequalities and the status
of the ruling-class in society, preventing or slowing down social change. But Marxism failed to take into account of Fundamentalism which reasserts the importance of traditional values to bring forward social change.

In the end, whether religion can bring about social change or not depends on the social condition. As for the Functionalists and Marxists, the hindering of social change can only be effective if there is a common belief system and powerful social groups respectively. Max Weber's Social Action Theory in terms of sect religion bringing social change can only occur if effective if the society has strong economic foundations.
b) The power of religious religions are declining in modern societies can be illustrated in many various views. Marxists are the main view that religion is corroding away, but opposed by the Functionalists, the rise of New Religious Movements and Fundamentalism.

Marxists supported this view as they stated that advancement of science and technology will bring out the decline of influences of religious organisations. This is because modern industrial societies are moving towards community which in their belief, religion will cease to exist when communism reign over societies and capitalism is no more. Hayden refutes Marxists claim it because up until the 1950s, the beliefs in religion maintained a higher percentage of over 95%. This statistic may prove to be outdated as there is in fact, a decline in beliefs over the years, but in different ways such as privatization.

Functionalists were one of the first of oppo...
Marxists have not taken into account that that religious practices can be varied and have different sub-branches which is the rise of New Religious Movements. It is believed that religion did not go through a decline of influences, but rather, it instead, resocialization. For example, the Unification Church has a membership wider than 3 millions, one of its members is a very influential man in society. Max Weber also stated that the New Religions Movements can provide members of society with a sense of belonging with deprived of economic rewards and social prestige. Catholic Marxists argued that religion is the opium of the people that justifies the suffering of working-class to be more bearable, to maintain social inequalities.

The contribution of Fundamentalism is also keeping religion alive. They focus on the reinforcement of religious traditional religious values. In Iran, the last 50 years the last Shah have brought the liberalization of Islamic attitudes towards women. The fact that religious or religious influences are dominant in certain countries is true.

Last but not the least, Marxists were critically wrong about one factor which is the rise of communism will destroy the fall of religion. Karl Marx predicted that modern industries will move forward to communism, where equal opportunities and
Examiner comment – grade A

(a) The answer began well through providing a summary of Weber’s ideas about religion and the rise of capitalism. Some useful contrasts were made with the functionalist and Marxist theories of religion, and the answer concluded with some reflections on fundamentalism and post-modernist theory. To gain higher marks, the discussion of Weber’s ideas might have been more detailed and/or further examples might have been used to illustrate how religion can bring about social change.

Mark awarded = 7 out of 9

(b) The candidate offered a sound account of the idea that scientific ways of thinking may be eroding the influence of religion in modern societies. This account was linked to the Marxist theory of religion. Evidence was offered against the idea that religious influence is declining, including some helpful references to new religious movements and to the rise of fundamentalism in some parts of the world. To gain even higher marks, the answer might have covered a wider range of arguments in favour of the secularisation thesis and included a sustained assessment of those points.

Mark awarded = 13 out of 16

Total mark awarded = 20 out of 25
Explain why you agree or disagree with the statement: "Weber argued that religion can bring about social change. The religion of Calvinism in the 16th and 17th century brought about emergence of capitalism. Calvinists live an ascetic lifestyle, work long hours and practice rigorous self-discipline. As a result of their hard work and discipline, they are able to invest in business that grew and prosper, producing further profits for reinvestment. The importance of a religion such as Calvinism to bring about Capitalism can be seen in China and India which have technological knowledge and labour to be hired, but do not have a religion system to fuel such as Calvinism to fuel capitalism. Hence, this shows that religion can bring about social change by emergence of capitalism.

The liberation theology is developed in at the end of 1960's by Catholic Church in Latin America. The liberation theology aims at a counter-hegemony and challenges the ruling class ideology by showing the oppressed people an alternative and fairer organisation of society. With strong commitment to the poor and strong opposition to the military dictatorship, priests help educate and raise awareness to those oppressed of their situation and help support peasants and workers going against the ruling class under protection of the church. The liberation theology proves that religion can help its believers to go against the ruling class oppression of ruling class and bring about social change.

Besides that, religion can bring about social change by the help of a charismatic leader. For instance, George Fox is a leader of the Christian awakening, the
Quaker Movement now known as Friends of Church. During the civil strife between royalist and parliamentary forces, this movement spread rapidly across England and America colonies. Although harassed by Common Wealth and the Restoration Government that led to loss of George Fox led and property, imprisonment and death, the movement managed to develop into 100,000 members, an American colony and many more who witness the Christian holiness. This proves to show that religion can bring about social change by the help of a charismatic leader.

7 (c6) Throughout this essay, I will assess the view that "The power of organized religion is declining in modern industrial societies" from perspectives of modernism and postmodernism. Bryan Wilson and many more.

Many sociologists have argued that those marginalized in the society have status or a legitimizing exploration to participating in new religious movements. Organized religion such as Hinduism promotes caste system that divides segregates its members to different cast, driving a huge gap between the lower strata and the higher strata. Those in the lower strata do not feel like they received economic rewards and prestige they deserve, hence they look for sect and cults that can give them a sense of honour in the future and after life. For instance, the Black Muslims is a cult that recruits "negro in the mud" and offers hope even for the most desperate blacks. Hence, this proves to show the power of the organized traditional religion have declined in modern industrial societies as marginalized people shift participation in new religious movements. However, this view has been criticized because there are still marginalized groups that conform to organized traditional religion.
although discrimination still occurs. For instance, Callahan
and Panch, found that the caste system plays a vital role
even in the modern India to prevent society from
integrating into chaos. The marginalized, untouchables
still endure poverty and face discriminations with the
assurance that they will move into a better status
in the next life by accepting their position in society.
Hence, this proves to show that, organized traditional
religion are not declining in modern industrial
societies.

Besides that, it has been found that many youth
from middle-class families that participate in
new religious movements that indicates relative deprivation.
Although, the youth from middle class values are not
materially deprived, they are spiritually deprived in the
world they view as materialistic, lonely and impersonal.
Hence, they seek for a sense of community in new
religious movements such as sects and cults.

In her book, The Making of the Menuie, she
found that many youth from middle-class families
participate in sects and cults to seek for support and
comfort beyond family. Hence, this proves to show that
as the participation of new religious movement
increases, the organized traditional traditional
religion declines in modern industrial societies. However,
Baker has been criticized by high drop out patterns from
new religious movements. From the Montreal study it is
found that 36% of those who participated in new
sects and cults left the group. Hence, proving
that the participation of new religious movement members
do not last long and only functions to fulfills the needs of
the people to a certain extent. Thus, proving that
Examiner comment – grade C

(a) The candidate rightly recognised that the question offered an opportunity to discuss Weber’s theory of religion. There was a brief summary of Weber’s ideas about the rise of capitalism. A more detailed account was required to achieve higher marks, however. There were useful references to liberation theology and charismatic leadership, but again not quite detailed enough to merit high marks.

Mark awarded = 5 out of 9
(b) The answer began with a discussion of the links between marginalisation and religious participation. Although this material was relevant in answering the question, the candidate needed to explain the relevance in greater detail. The same point applied to the discussion of cults that formed the middle part of the answer. The response concludes with some useful references to the concept of secularisation and the work of Wilson. However, a more detailed summary and assessment of the secularisation thesis was required to gain higher marks.

**Mark awarded = 11 out of 16**

**Total mark awarded = 16 out of 25**

**Example candidate response – grade E**
The power of organized religion is declining in modern industry because of problems such as they could not attract believers to expand the group into a bigger society.

Cult is an organized religion where they moved away from religion and create their own group. Cults are groups that are usually small and secretive and that everything has to be paid by the people who studies religion in that small group. The cult often pays for the rent, they practice their beliefs, and the supplies they needed in order to attract more believers and if they failed to do their work, the cult will be decline in modern industrial society. Cults are declining in modern industrial societies because they could not encourage more people to join their group as they are small and could not be recognized by others. Thus they are declining and has to be shut.

Somewhere the moonies that are organized by a Korean leader are not declining but is increasing in the modern industrial society. They started small and a lot of people join the group as they practice their own religious beliefs. The marriage often involves a lot of people and that the marriage are not privately pronounced in the moonies society. The people are encouraged to have a wedding on the same day as to reunite other marriage couples and celebrate it together.
Examiner comment – grade E

(a) The answer relied mainly on a few reflections about the nature of religion and how it may contribute to bringing about social change. There were no references to relevant sociological explanations and theories, nor were there any links to appropriate studies of religion and social change. Better answers often took as their starting points the ideas of Max Weber on the relationship between Protestantism and the rise of capitalism. There were also some good responses that discussed contemporary examples of religion influencing social change, such as references to liberation theology and the influence of the Taliban in Afghanistan and neighbouring regions.

Mark awarded = 4 out of 9

(b) The candidate noted that the power of organised religions may be declining through a failure to appeal to believers in the modern age. This was supported with references to the growth of cults and sects, such as the Moonies. Although these points had some relevance in answering the question, the response overall lacked an appropriate structure and failed to provide the detailed discussion of relevant issues that was required to gain high marks. Better answers demonstrated a good understanding of the secularisation thesis and its relevance for answering the question.

Mark awarded = 8 out of 16

Total mark awarded = 12 out of 25
Question 8

8  (a) Explain the factors that influence which groups are most likely to engage in religious practices. [9]

(b) Assess the functionalist theory of religion. [16]

Mark scheme

8  (a) Explain the factors that influence which groups are most likely to engage in religious practices. [9]

0–4 A few simple observations about which social groups are more likely to engage in religious practice, with no explanations offered, would be placed in the lower part of the band. A simple account of one factor that might explain which groups are more likely to engage in religious practice, would be placed the top half of the band.

5–9 A basic account of a few factors that might influence which groups are more likely to engage in religious practices, would be placed in the lower part of the band. A basic account will lack detail, such as references to appropriate studies and evidence, or will be narrow in the range of factors covered. To be placed higher in the band, the answer must cover a good range of relevant factors and should demonstrate a sound sociological understanding of why some groups are more likely to engage in religious practices than other groups. Studies of social groups and religiosity that might be used, directly or indirectly, in answering this question include: Brierley, Modood, Miller and Hoffman, Bruce, Woodhead, Bird, Voas and Crockett, Heelas.

(b) Assess the functionalist theory of religion. [16]

0–6 A few points about how sociologists might explain the existence of religion, or its role in society, would be placed in the lower part of the band. A simple account of one or two features of the functionalist theory of religion, would merit being placed in the higher part of the band.

7–11 A basic account of one contribution to the functionalist theory of religion (for example, Malinowski or Durkheim or Parsons), would be worth up to 9 marks. A better answer at this level will accurately describe the functionalist theory of religion in general, or would cover the individual contributions of more than one functionalist writer on religion. There may be little or no explicit attempt at assessment at this level.

12–16 Answers at this level will provide a good account of the functionalist theory of religion. This is likely to include references to different strands of functionalist theory and/or to different functionalist writers on religion. The answer will also include an assessment of the functionalist theory of religion. Lower in the band, the assessment is likely to be in the form of the juxtaposition of different theories of religion. To be placed higher in the band, the assessment must be explicit and direct, highlighting the strengths and/or limitations of the functionalist theory.
Example candidate response – grade A

Religious practices give meaning to the practitioners. This is because religion itself has its own roles in the society such as be-a-way to reduce anxiety and as a mean to justify positions. Some of the factors that influence which groups are most likely to engage in religious practices are oppression, justify power and release stress.

For women, they might be likely to engage in religious practices due to oppression. Feminist argued that as women cannot escape from oppression by men through patriarchy, ideology, they tend to be more religious and practice more of the teachings. This theory is explained by Simone de Beauvoir who said that women has been deceived by the religion that their oppressions will be compensated in heaven. Besides that, as women are more likely to engage in private sphere, therefore they tend to practice more of the true religion teachings.

Besides that, ruling class might become but engage in religious practices due to justify their positions in society. Society where the religion's influence is strong, the ruling class might take the advantage. Marxist said that, ruling class might use religion to legitimize their positions and makes the sufferings from oppression seems to be compensated in paradise, for example, in India, the Brahmin used the caste system so that they can remain powerful. Therefore, they might engage in reigious religious practices frequently to maintain the power.
While for middle class professionals they tend to engage in religious practices to reduce stress, research showed that for New Age religions, most of the middle class professionals join the movement. They are tied with the church that feels to make the religion their New Age religion. New Age religion teaching is more practical and requires less commitment from the practitioner. This religion does also give sense of identity and help to reduce the stress to the practitioner. That is why they are more attracted to join the New Age religion.

In conclusion, people different groups of people has different reasons for men to engage in religious practices. It always depend upon the needs and circumstances that happen to the group.

Each sociologist has their own perception about religion.

- Functionalists might say that religion is a means of for maintaining social solidarity. While, modern, functionalists might say differently.

Durkheim is one of sociologist that supported functional point of view. Durkheim said that religion is about sacred and profane things. People tend to worship sacred things based upon totanism. As people worship the sacred things, it is equally they are worshipping the society. This is because the sacred is defined by the society, thus by following the rules set by the society. For Durkheim, he argued that religion might promote social solidarity, because through collective worships, people will get to know each other and glad to share the collective conscience. As they become more dependent on each other, they believe that they must stay united to stay in harmony.
The idea of social solidarity is also supported by Malinowski. He claimed that the rituals of the religion is to reduce the anxiety of the people. For example, if they observe that before they are going to fish in open sea, they will perform the religious rituals to reduce the anxiety.

Talcott Parsons supported this by saying that religion gives meanings to unexpected time, almost similar to work. Malinowski, as for example, fear of death and occurrence and natural disaster. Hence, religion might provide the reasons behind this incident. However, most Quikreins and Malinowski studies are not generalisable. They only studied in small populations. They ignored all the negative parts about religion that do not support social solidarity as what happen to Muslims and Hindus in Pakistan and India. While for Talcott Parsons, he ignored the dysfunction of religion.

While Marxists might said that religion is an instrument for transmuting ruled class ideology, Marxists said that religion is acted as an opium to the society that numb the pain from the oppressions. Religion promised that the pain from oppression will be compensated in heaven, hence people will stay calm and not rebel. Thus, they are in false class consciousness. He for Marxists, he argued only by achieving communism, people will resistance will not exist. However, this theory has many flaws. In Latin America, Otto Maduro used religion as a way to make a new force of change through liberation theology and do not stay in false class consciousness. Besides that, in normal circumstances, middle class and ruling class are more religious than working class. If they are not religious, then how did the ideological ideology may be transmitted?
Examiner comment – grade A

(a) The candidate made some useful points to explain why women may be highly represented among those practising religion. There was also an attempt to link religious practice to social class influences through references to a Marxist perspective on religion. To gain higher marks, the answers needed to cover a wider range of explanations for why religious participation may be higher among some groups than others.

Mark awarded = 6 out of 9

(b) The ideas of different functionalist theorists (Durkheim, Malinowski and Parsons) were summarised accurately. There was also an assessment of the functionalist theory of religion. This relied mainly on contrasts with the Marxist and feminist theories of religion. Better answers to this question included a more detailed assessment. Some good answers also made references to appropriate studies of religion as a way of supporting or questioning the functionalist theory.

Mark awarded = 12 out of 16
Example candidate response – grade C

There are many factors which can influence the level of religiosity of different groups. For instance, class background, gender, ethnicity are among the factors.

Women are more likely to engage in religious practices in contrast to men. According to Miller and Huffman, this is due to differential socialisation, structural location of women, and their role attitude to role. In the socialisation process, girls are taught to be caring and loving, which are looped attributes of religion. Besides, the structural location of women is at home, while men are the breadwinners outside. Hence, women find it easier to give women personal identity, they gain sense of identity through participating in religious practices. However, the most important factor, however, is attitude to role by women. An ethnic minority group member religion, do not participate in religious activities are considered not taking behaviour, whereas women are more likely to engage in religious practices.

Ethnicity of a group is also one of the factors. Bird claims that the minority ethnic groups usually are more likely to engage in religious practices, as they help them to free oppression from wider society. Hence that gives them sense of identity. Bruce also sees minority ethnic groups are more likely to involve in religious activities, but he thinks that the reason for this are the help of cultural defence and cultural tradition.

For example, an Asian who has migrated to United Kingdom receives in religion to help cope with the transition between two very different cultures. Besides, facing with oppression, religion can defend their identity against the oppressor.

Those who come from lower working-class background are also more likely to engage in religious practices. According to Marxist, the working people of the class practice religion as a form of rebellion against their oppression. The lower working-class people, on the other hand, according to Bruce, women who are from working-class background are more likely to engage in religious, to help cope with oppression.
(b) Functionaries see religion as merely a positive contribution to the society. For example, Durkheim, Marcel, and Parsons all think that religion helps contribute positively to the society. However, their views receive wide criticism, especially from Marxists, who think that they ignore the dysfunctional aspects of religion.

Durkheim thinks that religion serves to maintain social solidarity in the society. In his study of aboriginal society, the members of their aboriginal society group together to worship a totem, which is sacred. This aims to get a religious ritual involves collective worship of the totem, the togetherness of the society, and collective concurrence among them. Rather, Durkheim holds that as totem represents ancestors, worship of totem is actually worship of ancestor and the society. The member will think that the society is more important than individual and this contributes to conformity of norms and values. Durkheim thinks that religion is anything which is sacred and which contributes to collective concurrence. Hence, he sees civil authorities like the government of France as civil religion.

Durkheim's view has been criticized. Some claim that it is hard to distinguish what is sacred and profane. Besides, it is said that religion does not necessarily mean that sacred norms and values. Some conflicts are caused by religion. For example, the bombing of Boston marathon in America by an Islamic extremist shows that the lack of concurrence between religious values and societal values.

Malcolm is another functionalist who thinks that religion plays a
role was coping mechanism with stress and anxiety. In his study, he 
found that when members of tribe are about to get involved in risky activities,
such as fishing or open-fire, they get together and pray. This helps them 
reduce anxiety. This function serves as a useful purpose, morality as we 
are faced with any unpredictable events in life such as death. Hence, religion 
steps in to help us cope with it.

Persons, on the other hand, believes that religion gives meaning to 
life. There are certain things, such as life and death, issues such as men 
are inseparable in the world. In this case, religion steps in to give 
meaning to these events. According to him, religion is part of the 
cultural and social system, where if members of society are fulfilled 
with values and norms of society and have value, conscience.

However, the functionalist and social view above are criticized 
organization.
The functionalist views are criticized greatly. Firstly, they are 
criticized for ignoring the dysfunctional aspects of religion and mostly 
focus on the positive aspects of religion. Secondly, religion does not 
emphasize to peace all the time, conflicts can be caused by religion. For 
instance, there in Northern Ireland, conflict between Catholics and 
Protestants.

Conservatives criticized functionalist, as they believe that religion serves to 
maintain oppression of the proletariat, and work for the interests of 
only class, but not serve to contribute to the society as what the functionalists claim. To Marxists, religion is the opium of the people, 
where the poor are provided eternal bliss in heaven while the line prevent 
any case for rebellion, while the rich's position is justified by religion. 
Hence, it contradicts negatively to the society.

Two remarks below show religion supports the working class.

Feminist theorists criticize functionalist's theory, theory of religion as 
they view religion as being to maintain patriarchal ideology in society and
Examiner comment – grade C

(a) The candidate rightly noted that gender, ethnicity and social class are likely to influence patterns of religious practice between different social groups. Examples of how each of these three factors might influence the extent of religious practice were offered. To gain higher marks, the points made about gender, ethnicity and social class needed to be supported with evidence from relevant studies and/or references to particular sociologists who have written on the subject. There was also scope to make use of references to appropriate sociological perspectives, such as the feminist and post-modernist contributions to the analysis of patterns of religious observance.

Mark awarded = 6 out of 9

(b) The candidate demonstrated a good understanding of the functionalist theory of religion. The ideas of different functionalist theorists were summarised accurately and some appropriate concepts were discussed. The use of functionalist concepts might have been more detailed and wider ranging, however. The assessment of functionalist theory was delivered mainly through contrasts with Marxist theory. To gain higher marks, the assessment needed to be more analytical and draw on a wider range of theoretical perspectives and research evidence.

Mark awarded = 10 out of 16

Total mark awarded = 16 out of 25
a) According to Marxist sociologists, religion are seen as a drug or opium of the people. This is because Marxist thinks that religion provides a cushion of dealing with stress by the working class. Those who are oppressed and ruled by ruling class are often disillusion by religion, a believed that by working hard, they would be granted a place in heaven where enjoyment awaits after life. Ruling class or the capitalist also practiced religion, but often less enthusiastically and is to affirm their positions in the society. The emergence of new age religion and cults also indicated that there were people who seek religion to reaffirm their identities. Modern people who had lost trust and hope in the scientific studies like medication and traditional religion seeks superstitious thing that values personal identity in every people.

If continues here.

According to Weber, capitalist demonstrated a pattern, which was referred to him as Calvinism. Capitalist practiced religion to keep them motivated to achieve a life where they spend wisely and avoid unnecessary pleasure to earn a place in the heavens in afterlife.
Functionalist believed that religion are a tool used to reaffirm social control. Religion in a society contains values and consensus which is vital in maintaining order.

Emile Durkheim was one of the main functionalist who had the understanding of how religion operates. According to him and based on his research on totemism of the Australian tribes, religion the people are worshipping the society. This is based on his findings that the figure of a ‘god’ or ‘supreme being’ in totemism are crafted by human.

Durkheim’s claims can also be applied to other religion. By tracing back some prominent churches and holy bibles, many religion such as christianity and islam shared a same root of beliefs. However, they are later interpreted differently, and resulted in emergence of sects among the churches. So by worshipping religion, which more based on those interpretation of god’s word to men, the people are merely worshipping themselves.

Malinowsky on the other hand, sees religion as a practice for the society to cope with shock and unexpected incidents that causes stress. In most religion, incident such as childbirth, death and large scale of accidents. The society would often gathered around people who are in such situation to provide comfort, and keeps the bonding strong among people in a society. This way, the society would be strong in face of losses by keeping the values and hopes high by practicing religious practice.
However, Marxist disagrees with functionalist view.

Marxist agrees that religion is a type of social control, but rather than being a practice that was formed by value consensus, it was to create false class consciousness. People who are under the ruling class or capitalist tend to use religion to suppress emotional stress due to oppression, and working class practiced submissive state as they believed if they work hard enough they would be granted a better afterlife.

They are also argument with the idea of religion is functional in maintaining peace and order in society. Religion can be used to drive social change. For example, sociologist had pointed out religion had been used by people to change, for better and worse too. Religion can be misinterpreted and misleading people into conflicts, and cults such as the KKK often contain world rejecting values. They practiced acts that causes conflict with the functionalist view where religion is used to maintain a peaceful society.

In conclusion, Functionalist provides a framework in understanding how traditional religion was practiced and essential to maintain a society. However, the modern age development of science which causes secularisation of religious beliefs, and emergence of more world-rejecting value & cults are unable to be accounted for, therefore reducing the use of functionalist theories in understanding religions nowadays.
Examiner comment – grade E

(a) The candidate offered a few observations about the Marxist theory of religion and also noted that religion may serve to affirm personal identities in some contexts. However, the answer failed to address directly the main issues raised by the question. To gain higher marks, it was necessary to discuss the factors that influence patterns of religious practice in greater detail. Good answers to this question also included references to appropriate sociological studies and theorists.

Mark awarded = 4 out of 9

(b) The candidate rightly noted that the functionalist theory focuses on the role of religion as a conservative force. There were some useful references to Durkheim’s ideas and a brief mention of Malinowski. The assessment was provided by drawing contrasts between the functionalist and Marxist theories of religion. This was a competent response overall, though the points covered lacked detail. Better answers to this question demonstrated a deeper understanding of the functionalist theory, using a wider range of relevant concepts and offering a more substantial assessment of the strengths and limitations of that theory.

Mark awarded = 8 out of 16

Total mark awarded = 12 out of 25