

Example Candidate Responses

Cambridge
International
AS & A Level

Cambridge International AS & A Level Sociology

9699

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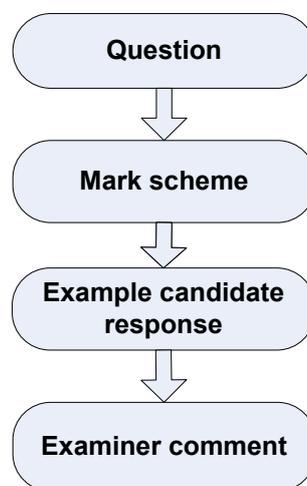
Introduction

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:



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).

Candidates take:			
Paper 1	1 hour 30 minutes	Paper 2	1 hour 30 minutes
Candidates answer one compulsory data response question and one essay question from a choice of two.		Candidates answer one compulsory data response question and one essay question from a choice of two.	
50% of total marks		50% of total marks	

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.

Candidates take:			
Paper 1	1 hour 30 minutes	Paper 2	1 hour 30 minutes
Paper 1 for A Level is the same as Paper 1 for AS Level.		Paper 2 for A Level is the same as Paper 2 for AS Level.	
25% of total marks		25% of total marks	
and:			
Paper 3	3 hours		
Candidates answer three essay style questions from a choice of 8.			
50% of total marks			

Teachers are reminded that a full syllabus is available at www.cie.org.uk

Paper 1 The Family

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.

Example candidate response – grade A

- a. 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. 2✓
- b. 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. 2✓
- c. 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 liberalization of women has led to marked differences as there are 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. Therefore, ✓

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-Gernheim, 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 Parson, the family has lost its functions to specialised 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. These four 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 cohabitants. It is also changing because of the ever-increasing diversity in family and household structures and post-modernists believe that it is useless to try to trace a life course because of the vast range of choices available to individuals.

Comprehensive
and supported by

d. 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 argued 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 trend in single parent families also negates 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 in traditional societies to nuclear families in modern societies. Parson's 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 ^{extended} 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 has led to industrialization. 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 this family structure suited the needs of the industrialized society, the western world was the first to experience industrialization.

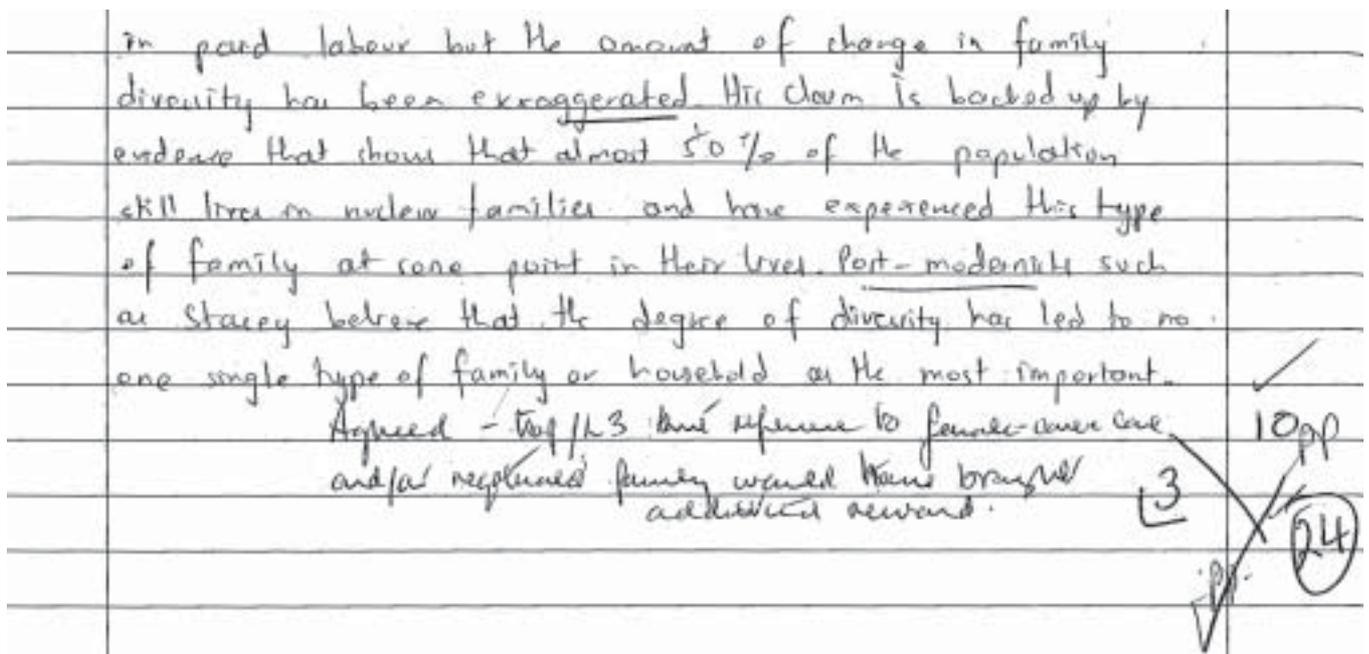
Peter Laslett found evidence that suggested that after the industrial revolution, low wages and high unemployment led to the making of extended families as they needed each other's help to survive, especially for the working class. This meant reduced living costs and the sharing of the burden of everyday life with close kin. However, all these theories take no account of diversity in families due to religion.

er ethnic background.

The alternatives to the nuclear family refute the assumption that it is the main type of family structure. Leach terms it as the 'cereal packet image of the family' and one that is not reflective of the 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 Rapaports 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 choose another which reduces 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 MacLure et al highlight the importance that family relations other than immediate ones remain important. More than 90% of people with living parents see 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 cohabitants also. This acceptance of family diversity by the state as well as religious organizations as the church show the decreased amount 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

Ansie) 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 ~~consumers~~ consuming what ever 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, ^{it} was ^{that} the family ^{was} structured affected. Family members moved into cities and towns ^{in search of jobs} 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 ^{as} 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

21d) The nuclear family consists of two generations of family members the parents and their dependant 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 matrilineal or patrilineal families. Diversity in family was first identified by the Rapaports 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 90% 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 Mclanahan and Booth claim that children from single parents don't perform well in school.

Rel?

Homosexual couples are also fast 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.

Another type of family that are emerging are reconstituted families which are made up of step parents and/or step children. Reconstituted families are also known as broken nuclear families because they emerge from the divorce of one family and its reconstruction either through cohabitation or remarriage.

However these aren't the only family types as there are many alternatives to the family as well such as the Nayer society as described by Kathleen Gough, the communes in Europe and America and the Israeli Kibbutz. Orphanages and old homes are also considered alternatives to the family.

6
14

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

Example candidate response – grade E

1. (a)	<p>Family diversity refers to the different types of families that make up a society eg. conjugal, family nuclear or extended families.</p> <p style="text-align: center;">Just NBOD</p>	1 ✓
(b)	<p>Murdock's definition states 'two adults' which is not the case in lone or single-parent families. Also, he defines the family as having atleast one off-spring but there are <u>married couple</u> who make a conscientious decision not to have or delay having a child. - do they a family? are a household.</p>	2 ✓ 2 ✓
(c)	<p>There are lots of reasons for the changing Society today. One of them is geographical mobility. Individuals more 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 to marry for economic security. Modern industrial societies have replaced many familial duties with specialized institutes such as schools, hospitals, hospital recreational facilities so people don't feel a need to stay in constant contact with people. Enhanced, more effective <u>contraceptions</u> have also lowered</p>	✓ →

the birth rate so people esp young people don't feel a need to marry to legitimize a pregnancy. Modern industrial societies also comprises of a largely consumer groups; ~~so~~ they don't have to increase the people in order to increase a work labour. 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 choices provided by capitalism. Rel to family?

less frugal

?

L/4

(d) 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 ~~main~~ dominant family structure in ALL societies. For eg. In South Asian and African societies, extended families are still the majority of the thread in the fabric of society which includes all lone-parents, reconstituted families within the extended family. But yes, 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.
 essential to style.

11/11 PP

L/2

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 ^{varying} trends or fixed values found in the families. Patriarchy refers to male dominance and the idea that men are superior than women and hence ~~should~~ ^{way} enjoy more power over them.

The ~~level~~ ^{way} of measuring patriarchy itself, firstly, is subject to a great deal of questioning. Some other sociologists have his/hers own ways of doing so ~~if~~ the ways are not fixed and ~~vary~~. There has been an increase in ^{the} belief that modern societies are characterized by equality and fair treatment when it comes to gender. This was presented by Willmott & Young who proposed in their 3rd stage of that families are increasingly becoming symmetrical when it comes to conjugal roles between men and women. This means that there is equal share of household chores irrespective of the fact ~~whether~~ that women work or not. Oakley and Edgell, however ~~Ballegard~~ in their small case study found that there hasn't been any change in the gender roles and women are still dominated over by men.

It is also believed that the division of labour has become increasingly symmetrical and so

have the hours worked at home. Sullivan points out that there aren't many differences in the time spent working between men and women whereas Gershuny points out that ~~the~~ women are still responsible for ~~childcare~~ 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 Hurdill, Green and Edgall point out that men are usually responsible for the ~~the~~ decisions including finances and other important decisions whereas women are mostly limited to decision making regarding clothes, kitchen ware etc. Only a quarter of households were found where the women, too, were involved. ~~For~~ Pahl found that money division was in hand of men mostly but participation by women was increasing which shows that even if patriarchy has not been finished, work is being done to finish it. Vogler, in her study of 1211 couples, just found that the trend towards equal money management had increased from 6% to 22%. However, on what basis do you consider money division 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 other hand, ~~these are~~ it ~~was~~ ^{is} also believed that women are in fact 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?

Not really as 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. Puddy ^{and Fireston} says that the basic idea of women being responsible for child birth and closeness to child is still exploited by men to force them into the housewife role. Elston found that in those families where both parents were practicing doctors, it was usually women who took care of children when they were ill. Similarly, Feist & Smith found that even if women ~~did~~ worked and men didn't, women took care of household chores and child care.

When it comes to 'families', what families are we referring to? Nuclear, extended, single parent etc., which ones? When it comes to single mothers, they are still stigmatised and are held somewhat responsible for child delinquency.

and mobility of the child to actually fit into the society by following the 'norms and values' considered appropriate. New Right theories are especially against this idea and want to see people to form families instead of single parenthood. Is this considered patriarchal? Not just this the governments and state policy can affect the extent kind of family forms and can indirectly force women into housewife role since policies are usually passed ~~and~~ which are based on the assumption that the family system common is the nuclear family and usually one parent stays at home for the care of children. Fox hardly proved this by saying that policies regarding paternity and maternity leaves way and so do the pension for women.

If families are no longer patriarchal then why is it that most women complain of being the only one responsible of emotion work, and invisible work; the efforts they put into keeping healthy relationships. Devault, Duncombe and Marsden pointed out that ~~not~~ it is women who fulfill the emotion work in a relationship 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 ex person's expressive and instrumental role which

parson

is based on the ~~fact~~ ~~assum~~ creates preconceived notions that women are supposed to stay at home and ~~get~~ be worked in stores. This can be countered by the argument that women go out more now and are economically independent, and are also found in jobs of higher stature but does this show that patriarchy has declined? Market report which questioned 1000 people showed that 85% of women were involved in all the household chores and only 1% out of 100 men, shared 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 is no one set criteria for judging patriarchy in society or even the kind of family forms which exist since it ~~all~~ ^{mostly} depends on how the family members interpret and give meaning to their lives and roles within the family. However, the question statement makes a generalisation that patriarchy has ended ²⁴ completely as shown by the points presented ²⁴ in the answer.

24

(24)

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

Example candidate response – grade C

2. Diversity in types of family has been observed by sociologists over a long period of time. Many sociologists claim that due to modernisation and

education, the patriarchy has been reduced by but most of the sociologists are feminist and see family as the main source of patriarchy.

Functionalist see family as an organ which connects to other organs of society and functions. According to functionalist family is an essential unit for the society to function. Parsons list two important functions of family, one is primary socialization and second is maintaining and stabilizing adult personality. Parsons uses Freud's theory of psychoanalysis. Parsons argues that an individual has certain desires which he cannot do in front of society as it would not be socially acceptable but ~~the~~ through family he can act out his desires ~~the~~ through which the society is kept personality is kept stable. too long

Leach argues that family is a heaven and all tensions exist in outside world and families yearn from it. Functionalist ignore all the differences and diversity and view family from a macro perspective giving an impact of equal status between men and women.

Marxist see family as an ideological conditioning device of the bourgeoisie. Engels argue that due to private property patriarchy is created. Usually male is the one who inherits the private property. Engels argue that the male is bourgeoisie

and female as proletarian. Engels argue that for the female to be free and secure their rights 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 has to do housework but it can be performed by a male or female made who's job it is to do so.

Ref?

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

Willmott and Young coined the term symmetrical family where they found out that house task was equally shared by the couples. Bott 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. Vogel argues that men have also increasingly taken part in houses

finances and house finances are shared by male and female equally. power?
maybe
 Feoi and Smiths argue that female are solely responsible for house work 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 fall sick most of the females were the one who took off. Mintel studied couple of 1,000 and found out only 1 out of the rest couple shared house hold task equally. Dobash and Dobash studied on domestic violence and found out one fourth cases were on domestic violence and the charge was fine was lower than car fine parking. Aurat foundation of Pakistan found out that 99% females are subjected to domestic violence. Raps Sen wrote in her book that more than 1,000 baby girls are murdered in countries like India and Pakistan. Rapports argue that even when female is employed housework and children are solely seen as their responsibility. Calloun promotes the idea of gay and lesbian marriages as males take

the responsibility of housework equally. Chester argues that there is no such diversity observed in the family except the fact 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 gain independence to such an extent that they can earn themselves. Matrifocal 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 highly competing males in employment and household finances but origins of patriarchy are not erased or patriarchy isn't demolished in modern industrial society.

✓
14

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 supports male-domination and exploits women with domestic work ~~or~~ 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 Rarest form of a ~~male-don~~ male-oriented 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 countries where matrifocal families are found. These families are run by the female members and the male members are usually found ~~at~~ babysitting children, gossiping, shopping and bickering over vegetables. The Conjugal family clearly advocates the claim in which adults of both sexes are the bread-winner. 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 opportunities to men.

The rising rate of lone-parent family usually female oriented has disappeared the patriarchal vice 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 are being given equal jobs and salaries which has effected 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 Feminist still believe that many families today exploit women from labour work and socializing children. The stigma attached to the biological differences of sex has also turned up to sociological social difference. Marxist still believe that equality between women and men is not possible because as a female member can never run a family successfully if the male member is not dominating. Marxist argue that feminist have exaggerated the position of women in the family. They think that domestic household and children are the most crucial responsibility of a woman and if she works outside, the children can be neglected?

In contradiction to this, the rise of

Meritocracy has changed the position of women in the society and the industrialisation is not just for men. People are judged through their skills and accomplishments rather than gender.

Coelhem, a modernist says that cohabitation has also changed the position of women as both members ~~in~~ who cohabit are not bound to follow the responsibilities of a traditional marriage.

Consequently, the female member is also not bound to ~~be~~ 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 women member is provided with a good lifestyle and both partners support each other economically and emotionally.

Although the modern industrial society has ~~vanish~~ almost vanished the patriarchal influence of male in the family, but sociologists believe that the problems of inequality can never be vanished in the social system. The feminists have exaggerated the difficulties of a woman and can never be satisfied with their position in the society. There was a time in which women were treated as private property by the males but the picture painted by

Marxist and Fem Patriarchist for women
 has changed its meaning and value.
 Women are no more treated as an
 asset but are being give freedom, choice
 and Equal opportunities. Some Nuclear
 and Extended family systems still treat
 women as ~~as~~ think that women are
 more suited for domestic work and
 socializing children but the heavy influence
 of Patriarchy is disappearing as the
 rate modernity is rising. Education and
 technology has played a major part
 in ~~more~~ shaping Females Position in
 the Society.

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]

Mark scheme

- 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.

Example candidate response – grade A

3.
 Ans 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 Piltcher 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 part children did same work as adults, works of art showed no sign of childhood they were only depicted on smaller scale. Philippe Ariès 'In middle ages idea of childhood did not exist they were same as adults only seen as 'miniadults'. 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 on 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 nation 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 than 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 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. Jona 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

the same everywhere, it is socially constructed which means differs between times and culture.

✓
(21)

Raises lots of points that doesn't explore but v. good on what does

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

Q 3.	<p>Childhood is not natural and is formed by society. The 'cultural upbringing' plays a major part in an individual's life.</p>
	<p>Back in the day in pre-industrial society childhood was not seen as a separate stage of life. In fact there was little difference between adults and children as they dressed, ate and acted the same. The laws/rules applying to adults applied to children as well. Children worked on agricultural farms with their families.</p>
	<p>Ruth Benedict claims that a child of pre-industrial society differs from a child of modern day society in a few ways</p>
	<p>(i) Respect towards elders is not emphasized on.</p>
	<p>(ii) Their sexual drive is not emphasized on either nor is it avoided on.</p>
	<p>(iii) there is little difference expected in behaviour from that of child and adult.</p>

In different periods of time, childhood changed. Philippe Ariès argues that childhood in the middle ages didn't even exist. Modern notion of childhood began in 13th 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 ~~year~~ century of Childhood.

New laws were made so children weren't treated unjustly. Schooling was 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. The 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

state that this is just a way to suppress a child and make them more dependent on their parents. The way patriarchy is sustained. In some households where children are abused, child services act in order to protect them.

Childhood is a time for children to be fully nurtured and taken care of so that they don't become a harm to society or themselves. Childhood is a stage where children should not have to deal with the struggles faced by parents and they should be free to do what they want and learn. It is argued that childhood or adulthood even ceases to exist in today's world but international agencies (The UN) are in favour of seeing childhood as a separate stage of life. Children have more freedom but more access to information technology. They spend most of their time in school so they can contribute to industrialisation some day. As children, they should be free to do whatever and learn under parental supervision.

15

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

Example candidate response – grade E

Q3 Childhood is a stage of an individual's life when a child is free from every type of hardships 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 Aries when a child ~~is~~ starts to do work from a younger age. This 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.

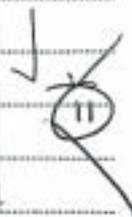
At this stage the child doesn't have to even think about the career or anything else. They ~~&~~ just play and have fun in their own lives.

Jane Pitcher; also supports the view of childhood. Also this 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.

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

At this stage of age they are free from the earning life and even they don't have worries to earn money. Everyone ^{child} is not face from the pressure of adult life during ^{life} childhood, some children are in pressure from childhood till old-age. Such as the child-labour. These child labours and pressurized 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 life.



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)	<p>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 structuralists who see society as needing change.</p>
	(b)	<p>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 Barker (The Making of a Mother, 1978) was able to overcome the weakness of the lack of ^{substantial} reliability (by using interviews) alongside participant observation.</p>
		<p>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.</p>

1 (c) A social problem is a problem that is observable within society, and social problems could mean crime, single parenthood, or juvenile delinquency or an increase in the number of reported incidences 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 perspectives, 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 problem to another. To some extent sociological problems 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 McIntosh, however, single motherhood has a value of its own and is not necessarily negative as it gives the woman freedom from patriarchal control. To postmodernists like Janet Finch (1989), the ~~is~~ single ~~and~~ parent family is part of the diversification in family structure. ~~The~~

1. (c) 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 it is the definition of a sociological problem that matters, instead of its direct nature or as a problem.

1 (d) 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 left-wing theories on capitalism as well as the class division between the bourgeoisie and the proletariat; the bourgeoisie as the owners of the means of production exploit and coerce the proletariat masses into producing a healthy profit. For example, in their research, Bourdieu and Passeron (*Schooling in Capitalist America*, 1976) showed how the 'Middle Class Culture' in schools taught subservience and subordination, implanting hierarchical values in the school was a microcosm of the future proletariat workplace. Westergaard and Rafter showed the process of 'containment', where the welfare state actually served the ulterior motives of keeping the proletariat from oppressing the state with welfare, benefits and services. In Marxist sociological research, the true nature of capitalism as a coercive ideology is continuously exposed. The main role of research is to discover methods of unions, oppose capitalism as it is and to theorize on approaching egalitarianism in creating a better society.

To the feminists, the main role of sociological research would be to, would definitely be to, ultimately, the creation of a better society - a society

1. (c.) away from the grasp of patriarchy where gender is no longer stigmatised and stereotyped. For example, Ann Oakley (1974) shows ~~that~~ in her research on domestic labour and ^{and socialisation} research through interviewing (1981) showed how women and young girls were socialised into the idea of domesticity and being submissive; patriarchal ideologies were seen as normal and natural. Spender and Stanworth, through research also managed to show how girls were stereotypically treated in schools. As a result of their research, improvements in the provision of education for girls came about, with programmes in the UK such as GIST, or WISE. Thus, feminist research also see the creation of a better society as a very significant role of sociological research.

To the interactionists, the main role of sociological research would definitely be for the betterment of society. Howard ~~Becker~~ ^{Becker} 'C Outsiders' (1963) argued that the function of sociology itself should be to be subjective - to take the sides of the weak, the poor, the deviant and the underrepresented, in order to ~~better~~ ^{benefit} society by redressing the power imbalance caused by the power held by 'moral entrepreneurs' who had the power of definition. To Goffman (1961) the purpose of sociological research was not to merely explain or to find generalising causes - it was to 'verstehen'. Thus, interactionists through their research seek to create a better society by uncovering inequality and understanding individual behaviour.

The Functionalist, however, believe that modern society as it is should be preserved. As a conservative, political perspective, Functionalists wish to preserve the status quo.

(1957)

1. (a) To functionalists like Parsons, ~~for~~ society has evolved into the perfect, ideal, all-functioning model with the emergence of the nuclear family. Thus, to functionalists like Durkheim the role of sociological research would be to discover social laws or 'social facts' that governed human behaviours - 'ways of acting, thinking and feeling, external to the individual, and endowed with a power of coercion, by reason of which they control him'. Functionalists do not focus ^{essentially} on the ~~role~~ role of research in the creation of a better society, but ~~instead~~ ^{instead} focus on the abilities of research in uncovering general explanations for human behaviour.

In conclusion, it can be said that the view that the main role of sociological research should be to ^{help} create a better society cannot be applied as a blanket concept across all perspectives. Each perspective has its specific focus and thus interprets the role of sociological research uniquely. It is ~~valued as a method~~ ^{valued as a method} of research whether ~~primarily~~ in accompanying ~~strictly~~ ^{strictly} ~~quantitative and qualitative~~ ^{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

1	a	Social policy is published to deal with social problems in the society by usually by governments
	b	Quantitative research method is more reliable while qualitative method provides insights. Research may want to combine the merits of the two methods. Also triangulation can assess the validity of the research by ^{using} the complementary methods, so that the combined strengths can overcome the weaknesses.
	c	Social problem refers to the deviant behaviours as that have harmful influence on the society or miserable for individuals. It's concerned by the governments and as it affect the social solidarity. Governments will publish social ^{set} 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. Government may therefore provide unemployed benefits ^{to} to the individuals or 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, but 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 deal 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 Act or 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 'outsider' 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 has encouraged more communal care as opposed to the institutional care.

Marxists also argue that research will help identify and show the inequality found in ^{capitalist} societies. ^{also} ~~But~~ Left wing sociologists argue that ~~this with~~ sociological research will allow people to see the unequal relationships that is still evergrowing. Dianne 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

	be brought about. Research by Stanworth and Spender for example
	that looked into the educational system has helped create an
	awareness into the hidden Curriculum; stereotyping and inequality
	between the genders. Their findings have resulted in changes such
	as educational reforms which allows both genders to be treated
	more equally compared to the old educational systems.
	New Right sociologists also argue that investigating into the society
	allows for changes to be made. New Right sociologists for instance
	argue that providing welfare does not bring about change in society,
	it creates dependency by the people who requires them and places
	a burden on the state and its welfare services, and therefore the
	solution would be to reduce welfare services

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 there is at 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 ^{to confirm their theory.} before 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 'anomie' as they felt alienated to among per other people. Durkheim's suicide theory made ^{compared} to suicide rates among other European countries and found there was correlations in the in class, ethnic ethnicity and other variables which led to a person committing suicide. Durkheim's theory still is 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 ~~questions~~ questions and they were the one who determines the answer. Researchers inevitably impose their world on the respondents and the respondents doesn't have much freedom to answer the question. Because their answers can't be found in the ~~the~~ answers provided. This was a clear picture that the researcher's values had an influence the research as they judged what is important or not and thus may lead to the the data collected invalid and inconsequential.

d) For ~~the~~ functionalists,

For the marxists, ~~sociologists~~ 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 proletariat workers who were willing to work for long hours and minimum wage as such Kincaid concluded that poverty is necessary and should not be changed because a change could ~~mean~~ ^{mean} the entire capitalist system may be overthrown. By the time the proletariats realised 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 ~~and~~ ~~by~~ ~~it~~ presented by the likes of Parsons and Willmott and Young as it represents patriarchy. ~~Female~~ ^{Feminists} ~~Ortley~~ instead tried to help the women

	<p>that was domestically abused in their own household as they act like 'sponges' soaking up the frustrations of their husbands (Fran Ansley). O'Connell pressed that men do have always used violence to oppress and suppress women of their rights to speak speak. Spender and Stanworth found that in school male education is prioritised more more than female. Thus, feminists would change in a supposedly part patriarchal society to make the society a better place place for women.</p>
	<p>However, interactionists would argue that the structuralist method are too rigid and value laden. Becker argued that sociologists should not be and could not be objective instead they should pick pick the weaker sides - the outsiders - the weak - women, ^{mentally challenged} and children for example. The interpretivists interpretivists would argue that in order to understand help to create a better society we must look at the world, with their eyes to understand them or (Goffman or to verstehen them (Goffman).</p>
	<p>In conclusion, the post-modernists ^{functionalists} wanted does not really want changes in the society as they believed that the it was already good and that the equality of opportunity encourages and motivates people to climb the social ladder and gain success (R. Merton: Strain theory).</p>

Examiner comment – grade E

- (a) 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.
- (b) 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.
- (c) 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

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. [25]

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 post-modernism 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 post-modernism which is directly related to the question.

Example candidate response – grade A

2	01	<p>Postmodernist social identity is what we perceive people think of us and what we think we are. Postmodernists see society as moving from a modern to a postmodern society. Scientific ^{objective} truth is replaced by obj ^{sub} relative truth. The society is chaotic, etc fluid and constantly changing. People ^{People} are ^{are} thinking. The view that the view that 'only the postmodernist perspective can explain the factors influencing social identity today' is still highly debat debated. I would like to assess this view throughout this essay by looking ^{looking} into account few sociologists' views.</p>
		<p>Postmodernist ^{like Lyotard} explains social identity as being fluid. There is ^{no} fixed identity among members of society. A person can move from a ^{social} identity to another all the time. ^{This is supported} Muggleton did a research on youth subculture and found that youths nowadays moves from a subculture to another has a social identity of a certain subculture during the time ^{time} specific time such as at night and moves to a normal working person the next morning. This shows that identity is fluid and changing all the time.</p>
		<p>However ^{like Kate Millet} the ^{these} feminist would argue that gender is the main ^{social} identity of a person and it is fixed. Women is always seen as being lower ^{lower} status in the ^{the} family and thus given a lower position in family and also at the work place. Father is always seen as the head of the family and women always ^{always} tend to be given a low status job where ^{where} in the public sphere as women are perceived ^{perceived} to be pregnant, to ^{to} give birth and take care of the child. Women is often not given promotion compared to men.</p>

due to these reasons. It is shown by feminists that gender is a fixed social identity opposing the post modernist view.

Post-modernist ~~was~~ argues that social identity today is based ^{influenced by} ~~on the~~ pick ~~and~~ choice of the individual. Individuals are free to pick and mix social identities. For ~~example, a person can be a woman, but also a successful businessman~~ Technologies nowadays enables people to alter 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~~ in the health industries, ~~age~~ people can now choose to be young even though they are old biologically. It is up to individual's choice whether to take up a ^{social identity} role at a time ~~or~~ at the same time. For example, ~~the~~ people can be a mother, a ~~working businesswoman~~ and a ~~and~~ single at the same time due to technologies such as in vitro fertilization. Postmodernist argues that social identities is based on choice.

However, Marx would disagree. He argues that ~~that~~ being a working class is definitely going to reduce your life chances. ~~or~~ Being exploited as a working class detour you from releasing that you are ~~not~~ making products and ~~not~~ getting paid the full amount. Thus, your financial ability is greatly reduce compared to those of ruling class. ~~the~~ Being a working class means that you don't have the ~~means to the~~ ownership of the means of production, thus, you are being ruled and given instructions to do things. ~~Being financially~~ Being a working class and earn not as much as the ruling class.

deters you from gaining equal opportunities to education as at 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 a lower class is definitely a disadvantage. ~~So~~ thus, Marx would agree that the difference in class is ^{a social identity} ~~is a social identity~~ is not a choice and is ~~identity~~ definitely and necessarily.

Postmodernist would also agree that ~~social identity is~~ ~~consumption is~~ the main factor influencing ~~social identity~~. Bourdieu said that you are what you buy. The world provide a hypermarket where you are able to buy anything you want and create your own social identity based on the lifestyle as portrayed by the media. The ~~advance~~ Globalization and the advancement in Internet and technology today enables us to buy stuff from overseas through the Internet and also products like Coca Cola and McDonald's are available all around the globe. ~~By~~ ~~consuming~~, people are able to adopt any lifestyle they want and create ~~their own~~ ^{their own} identity. The media saturated society today gives the images of being a upper class for example as wearing a ~~branded~~ ~~Burton~~ ~~clothes~~ ~~and~~ ~~short~~ shirt. The People are able to adopt the similar lifestyle even though they are not from the upper class by buying the same shirt or even buying a fake one with a

Example candidate response – grade C

2	<p>Social identity is the the type of person that person is in society. Sociologists have had a constant debate regarding the factors that affect and mould a persons 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 that influence a persons 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.</p>
	<p>A postmodern time period is one which come 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 the best leaders 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.</p>

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 ~~superior~~ 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 patri-archal 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 ~~post~~ 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 appraised, proving that race too affects identity.

Another factor that affects social identity, to the postmodernists is the idea of objective truth. Baudrillard 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 (Parsons) as well as the collective consciousness of the society (Durkheim). These are ~~sweeping~~ ~~statements~~ the type of sweeping statements that the postmodernists are against. For to them, individuals have their own versions of the 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 postmodernists choose their research method as well. To Lyotard, each

subject is 'story telling'. They each have their own versions and reasons; hence, ~~stories~~ due to the fact that they each have a unique identity, each distinct from the other and a celebration of diversity.

This take is also quite similar to the views of phenomenologists. ~~That~~ 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'.

Baudillard also believes that we live in a postmodernist society; ~~To him or both~~ simulacra. A simulacra 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 as the factors that shape us are false creating a false identity as well.

However, there are also problems with Baudillard's point of view. This is

because he overemphasizes this and makes perpostorous statements. To him, even the Gulf war was a mere series of pictures. This makes us question the extent of his theory on simulacra and its effect on us.

All in all, the postmodernists do explain the factors that shape an individual's identity very well. Some of their views also are similar to other theorists such as ~~the marxists~~ and marx and the phenomenologists. However even their perspective has problems and is insufficient to thoroughly define and explain social identity. ~~As a~~ ~~conclusion,~~ To conclude my assessment, I believe that all theorists ~~do in fact~~ ~~have explain different~~ view should be taken into account when explaining social identity, and one single theory is insufficient to do so.

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

2	<p>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 or how an individual sees himself and his role allocated to his status in the society. This can include "teachers", "students" and "girls".</p>
	<p>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.</p>
	<p>For example, the woman's place is believe^{no} 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.</p>
	<p>The structuralist will reject this approaches as they include both the functionalist perspective and the conflict theorist (Marxism). The functionalist suggested that it is possible to explain human behaviour such as the ^{social} usage identity. It is possible to use a hypothethic deductive model and also use 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 needs while the women's role is the housework and to take care of the children.</p>
	<p>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 proletarian is teach to be following the rules of the capitalist societies. This is because the capitalist society requires a constant</p>

		Supply of proletarian workers which to are obedient and subservient and does not question the system.
		Interactionist on the other hand suggested that there is no possibility of explaining human behavior such as social identity. but it is possible to understand them. Therefore qualitative method is carried out and it is not possible to make generalization.
		G.H Mead suggest that social identity is a process that occurs due to the process of interaction and negotiation of the roles. He discussed the two components 'I' and 'Me' in the self whereby the 'Me' is the socialized self while 'I' is the unsocialized self, whereby people have ^{his} the capacity of originality and is therefore being able to resist.
		Goffman suggested that people are like actors and has been constantly wearing mask. On the other hand, people ^{individual} have been interpreting their roles. For example a children may have different types of social identity in front of their teacher, peers and parents.
		Therefore, it is an important to recognize that actually all types of perspective recognized to an extent the importance of social construction in social identity. It is not possible to explain social identity briefly by one perspective.

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

Question 3

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

Example candidate response – grade A

3.	<p>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.</p>
	<p>The value 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 lessens 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 ^{questions and} responses may still be wide (broader) categorizable and the interviews 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 far greater degree of flexibility in the interview that may reduce the replicability and thus reliability of the data.</p>

However, where it lacks in quantitative advantages the semi-structured interview makes up for it 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 or off 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 unstructured interviews, as they are easier to administer and often take less time. They also yield the same ^{of the} advantages as interviews in general — for example, the presence of ^{the} researcher allows greater control in the research process and the ability to elaborate or explain meanings to respondents ~~to~~ 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 ~~value of~~ ~~interviews to~~ ~~the~~ ~~positivist~~ ~~sociologists~~ validity of interviews can also be questioned as they rely on the respondent's speculations of 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 tales 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 rendering the data invalid anyway. Furthermore, as there is face-to-face contact between the interviewer and respondent there is bound to be some ~~into~~ form of influence of the conduct of the interviewer on the responses of the subject. ~~For~~ The interviewer effect can manifest itself in a variety of ways - for example, the body language or facial expression of an interviewer may affect the responses ~~of~~ obtained; or, the respondent may feel compelled to provide an answer that will 'please' the interviewer rather than the truth. ~~In~~ Responses, particularly in research ^{pertaining to} ~~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 ~~are~~ 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 ~~comp~~ of much value to either positivist or anti-positivist theorists as it neither yields objectively measured, quantifiable, reliable and representative ~~stat~~ statistical data nor does it yield the rich, in depth, valid information required by interpretivists to understand the meanings ~~behind~~ social attached by social actors to social life and the

	<p>worlds around them. For the latter, for example, former, for example, the yielding of qualitative rather than quantitative data already undermines the entire dimension of replicability and testability that positivists so emphasise when carrying out social research. On the other hand, it can be argued that interpretivist sociologists would choose to use methods such as case studies or participant observation in order to achieve the depth of understanding or meaning that they truly require.</p>
	<p>Overall, it can however, it can still be argued that semi-structured interviews are of considerable value in sociological research. Although it does not conform exactly to the requirements of either positivist nor interpretivist sociology, few sociologists are strict adherents to only either one themselves. Semi-structured interviews are often seen as a good compromise for between quantitative and qualitative data. However, postmodernists would question the value of sociological research as a whole in terms of its utility, while phenomenologists would be arguing that causal relationships are futile to attempt to study.</p>

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.	<p>Semi-structured interviews combines 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.</p>
	<p>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 interviewer 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.*</p> <p>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 analysed.</p>
	<p>*The fact that ^{in a} 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 the extent of subjectivity, although full objectivity is never possible.</p>
	<p>In addition, in terms of ethical issues, semi-structured interviews are usually ethical as</p>

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~~ ^{and} ~~that~~ practical issues such as funding ^{and} 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 hassle as both interviewer and interviewee need to ~~be~~ 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 structured interviews. Other methods such as questionnaires ~~may be~~ are a better option ~~in~~ of a ~~more~~ larger and therefore more representative sample size. ~~It~~ 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's still hard to accurately replicate again. In this way, comparing ~~results~~ and analysing results would also be more ~~an~~ inconvenient than structured interviews, which is yet another reason ~~positivists~~ positivists disregard this method, claiming it to be unscientific.

While semi-structured interviews are ~~more~~ 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 wise 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. Interpretivists may also highly favour participant observation so the researcher is able to understand others 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, ~~the~~ 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 ~~issues~~ aspects. Semi-structured

		interviews would be helpful when explaining topics
		a wide range of topics, some in more detail
		than others but of course there are many other
		methods as well as the highly favoured method of
		triangulation.

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.	<p>Semi Semi-structured Interviews are a mixture of both positivist and Interpretivist research method 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 are not strictly tied to does not have to be fully objective as they may allow the interviewee to speak their minds and thoughts and opinions on the questions. Willis found out that when the interviewee felt they are not going to be judged by the interviewer they are most more likely to open up.</p>
	<p>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 ^{the data} can be a ^{be} sceptical as the respondent may not know ^{understand} the questions, they may not 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 interview eliminated that 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.</p>
	<p>However, to assume that semi-structured interviews is the best method or would be a mistake as it too have its own weaknesses. One of the problem was the imposition problem. It is how when the interviewee reacting to the interviewer. Young people are less likely to open up to to or an old man (the interviewer) because there</p>

was no similarity between them to relate to. Women also are ~~not~~ reluctant often up to a male interviewer especially if it regards some ~~top~~ sensitive topics such as ~~a~~ sexuality. The Class are also important as some middle class people will only talk to ~~or~~ ^{another} middle class person (in this case the interviewer). Ethnicity is probably ~~the~~ the most controversial of all the weaknesses as there is that possibility that the interviewee did not like or despise ~~the~~ 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 ~~top~~ 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~~ 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 ~~sent~~ used pseudo name 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 in ~~the~~ a different side of the world William Fort Whyte spent 3½ years in 'Coonerville' to study the Italian gangs.

~~However~~ observation also ~~again~~ have their own limitations.

Semi-structured interviews also ~~may~~ have another weakness which was the how the interviewer or interviewee reacted to their social characteristics. The interviewee would be in a state of apathy if the interviewer was unkempt, messy hair, and ~~poor~~ ^{has} other poor social characteristics. How the interviewee respond is also depends upon ~~upon~~ Therefore 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~~ 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~~ ^{by adopting}

		different methods of research to make their own research
		more valid. Triangulation or methodological pluralism
		is widely practised practised by researchers for one of
		which Barker (The Making of The Moonies) used in-depth
		interviews, covert and overt observations and questionnaires
		to study the Moonies.

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

1	a	<p>David Hargreaves an interactionist would say that students are usually put into bands based on their teachers assessments of their demeanor and therefore from his study he ^{he} find that working ^{working} class boys were more likely to be labelled as 'double failures'. One because they ^{they} went to a school that was for failures and because they were placed in the lowest streams. They therefore were denied access through legitimate means to academic status therefore led to the formation of subcultures in which defiance and vandalism were seen ^{given} high regard. He ^{Hargreaves} find that counter-educational status and the boys in this case developed a culture which was it in opposition to school values. Paul Willis also find ^{found} that from his study boys developed a 'counter-school' subculture. They were in opposition to school rules, authority and placed more more importance on what the adult world had to offer. They had low academic achievement but rebelled 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 providing ^{consenting} to their own domination in the capitalist system. Tony Sewell found that subcultures also existed amongst black boys. 57% of the sample lived in the ^{more} parent families and therefore they sought comfort through the delinquent black subcultures. From his study</p>
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		<p>14% of the boys saw education as worth pursuing did not put in the needed effort because they felt that racism would disqualify their opportunities of attaining high occupations. Several although controversial in these claims is simply offering them a solution. However this does not motivate the black community to change but rather makes them more discouraged.</p>
1	b	<p>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.</p> <p>Parsons and Gintis believe that the education system is structured so that the powerful groups always succeed. The main way they said that work costs a long shadow over the education system in that the sense that the education system provides workers for capitalism that are cheap ^{docile} and highly motivated. One way this is done is through the hidden curriculum. A study of a New York high school with 259 students as the sample found that students achieved higher grades for conformity that ^{than} actual intelligence. Parsons and Gintis go on to ^{go on to} add that the system is based on hierarchy. The The jug mug principle. Were the teacher simply pour information into the empty mug the student. Students have little to say about their education experience</p>

and ~~are~~ ^{are} therefore less likely to find ~~it~~ ^{it} fulfilling. Bowles and Gintis ~~said~~ ^{note} that there was this 'myth of meritocracy' - where the system seems fair but actually ensures that the ~~dominant~~ ^{dominant} ~~group~~ ^{power} in society is maintained. Education in reality according to ~~them~~ ^{them} ~~are~~ have two functions: examination failure and self-elimination. They ~~found~~ ^{found} that the ~~working~~ ^{working} ~~class~~ ^{class} were more likely to fail exams and therefore less likely to ~~continue~~ ^{continue} to higher education. Haas's Kellogg section was self-elimination for ~~the~~ ^{the} ~~fact~~ ^{fact} that the dice was loaded against them and that ~~they~~ ^{they} were unlikely to succeed. Therefore according to Bowles and Gintis only the ~~the~~ ^{the} higher classes were likely to succeed and the working class were largely disadvantaged.

Bowles and Gintis has received major criticism from David Reynolds who said that it would be impossible for Britain's ~~examination~~ ^{examination} to interfere in education as local authorities have control over education. The teachers have a considerable level of autonomy in which once the classroom is shut there is no more close supervision. Education also enforces a standard curriculum which has the same language and ~~con~~ ^{con} topics therefore everyone goes under the same level of education.

Pierre Bourdieu supports Bowles and Gintis' idea that only the privileged succeed but explained it more through the 'cultural

	<p>capital theory. ^{Bourdieu} the found that the dominant groups in society were more likely to be able to legitimise their views and in place them in the education system. Therefore the main function of education was 'cultural reproduction'. The dominant groups in society already possess the necessary cultural capital to unlock the key resources in society education. Education does not start from scratch but rather builds on what the dominant classes have internalised from young.</p>
	<p>Bell supports Pierre Bourdieu's claim because he found that middle class parents were better able to play the system because they had more cultural capital. The working class on the other hand had the 'wrong kind of currency and no means by which to convert it to the right sort'. Middle class parents had greater 'skills' to make sure that their child get 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 to do that the child get into the best and so forth. Working class parents on the other hand had demanding jobs which meant ^{means} less time and unlikely to have the means to provide the necessary ^{means} to to go to a good school. Those from ethnic minorities ^{were} also even more disadvantaged because they did not know the British system and did not to ^{have} the contacts to help them.</p>

		Therefore the more privileged groups had the better means to educational achievement. means
		Basil Bernstein takes a different approach to the two and claims that educational achievement differences is because of different language codes. There was restricted code which was standard speech and was only good for the context it was spoken. and Then there was elaborated code which explicitly explained meanings and filled in the gaps that restricted code didn't. The working class are therefore disadvantaged because they can only use ^{use} restricted code. The education system is structured around elaborate code. The middle class therefore have more opportunities to achieve as they can understand the abstract ^{meanings} meanings transmitted/transmitted in education. Basil Bernstein has been accused of portraying the middle class as superior to that of the working class - for as Horkheimer and Adorno think that the classes also more diverse than he claims and that class structures are more blurred and complex now than ever before.
		Feminists would say that all these theorists have failed to consider girls and how they are disadvantaged. Classical Labban ^{found} found that education was to blame for reading stereotypes were largely sexist.

	<p>From 178 stories and six reading stories she found that 71% of them had heroes and only 31 had heroines. Girls were most exclusively portrayed in domestic roles. This she said would have a negative impact on girls' self-esteem and cause them to place less importance on education. Louise Post supported her claim for she found that reading stories were still largely sexist. From 135 stories for 7e-8 students, 94 had heroes and only 34 had heroines. Boys were portrayed in 69 occupations whereas girls only 18. Despite her theories being accused of being childism, she did prove that the odds were stacked up against girls which account for differences in educational achievement.</p>
	<p>Functionalists however would disagree with these theorists in that achievement in schools is only for the privileged because they believe society operates on a value consensus. According to Parsons school is society in miniature. Students learn to interact with those who are not their kin or friends. School operates largely on the meritocratic principle where status equals worth. From his study of American society he found that education instilled to two main values. Value of achievement and equality of opportunity. Emphasis is placed on the standardized and assessment procedures. Keep achievement</p>

is open to everyone and ~~because~~ 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 Parsons there is no such thing as one group benefiting more as everyone has the same opportunities no matter their background. However others criticise this view of a shared culture being transmitted through society for David Hargrave noted that the British education system did not co-ent solidarity but rather encouraged competition between individuals.

Davies and Moore support Parsons idea for they saw the major function of education as role allocation. ~~School~~ However saw is based more on social stratification. The school was a sorting ground of ability and the most capable were allocated to the most important functions in society. Therefore education sifts, sorts and grades individuals according to their capabilities. However there have been criticisms saying that an education system based on social stratification will not allow the efficient allocation of individuals based on ability. Nevertheless Davies and Moore argue that school opportunities are not limited to only a few - everyone has access.

According to Bony Jurgensen agrees education

is not limited to a few groups but rather its the attitude of the students themselves that disadvantages them. They tend to hold values such as fatalism: not putting in the needed effort for the long run and immediate gratification - only working short term rewards not putting in the work needed to benefit in the future. Therefore according to Sugerman it was not the education system that disadvantaged but rather their attitudes. However she would say that the working class is being realistic not fatalistic. That the education system prevents them from succeeding.

Neoliberalism in our globalised society education has become more of a commodity that is rather than a set of rules and guidelines as Bourdieu and Passeronists would say. Therefore traditional education is rather limited and outdated in terms of inequality in education. Education remains ~~an end~~ ^{a means} by which success is achieved and that imperfect as the 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.	<p>The achievement of pupils in school may be influenced by many factors including inside and outside school factors. Besides that, sub-cultures also influence affects → pupils' achievement. Sub-cultures can be defined as an identity or image that does not can fit the norms of society, however ^{but} it may be positive as well as negative.</p>
		<p>How a pupil's achievement can be affected influenced by pupil sub-cultures depends on the identity that or the sub-culture to wanted to achieve. In school, boys especially from the working class tend to have disobey instructions by teachers and disobey the school rules. By doing so, they portray rebellion towards the system authority and against education system. And by doing so, they think it's if it's cool and they think it is cool to disobey the rules and being a nuisance in class. By doing so, they earn the respects of other working class boys. Thus, these pupils who do not rebell who go against the system will</p>
		<p>whereas being black and female, there are black girls who strive to be the best they can. They conform to the education system but strive harder than most students so that they won't will not be looked down by others. This may be due to the rise in black female role models.</p>
		<p>Therefore, therefore, a sub-culture that portrays rebellion will cause a pupils' achievement to decrease fall whereas are that sub-cultures such as the black girls, pupils may work hard to achieve more.</p>

1	b.	<p> Marxists claim that the education system is created ^{based on} functionalists theory, the education system is created to create social solidarity and to perpetuate society's existence. This is achieved by means of educating pupils the values of society that and to develop individual skills and abilities unique to themselves. By By doing so, they are able to compete in a society that is based on meritocracy that does not discriminate against race, gender, and ethnicity. The education system educates pupils to meet the functional prerequisites laid out by Parsons. </p> <p> However, the Marxist theorists have claimed that the education business system is an illusion. The education system is created as a means of controlling the working class. It is the main form of Ideological State Apparatus used by the ruling class to store ruling class values that benefits only to themselves. Marxists believe that the ability to achieve in school is limited to the ruling class and based on class. </p> <p> Based on Material Deprivation Theory, a pupil's achievement in school is affected by material factors, such when a pupil as the fact of basic necessities. This is a more common factor affecting the ^{the} minority pupils and pupils from the working class. Due to the the lack of no basic materials, less time will be put to studying and more time spent trying to survive, hindering hindering the ability to achieve in school. </p> <p> A pupil's opportunity to achieve at school depends on many factors. to Pupils from a financially </p>
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		<p> social family will have higher chances of achieving better compared to the pupils from the poor such as working class and minorities minority pupil. This supports Marxist claim that achievement in school is limited and based on class where a pupil from the ruling class have higher chances when compared to the working class pupils. However, I believe that everyone in society is is open to ^{equal} opportunities to achieve achieve at school. </p>
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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 their own culture, the norms and values. But within the society, there are groups of people who feel like they are not apart part of the society and create their own sub-cultures as their own. There are certain reasons why the 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, Punks and skinhead. Some how for a reason, pupil sub-cultures can be influence the achievement. It either can enhance their achievement or somehow jeopardise them.
	↓	
1	(b)	Opportunities to achieve at school are limited to a few privileged groups. In a society as what Marxist has date 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 the upper class pupil, they are the ones who can control and have the wealth in order to succeed, they can easily pay for a tuition class and for taking 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.

Example candidate response – grade A

3.	a)	<p>According to Pierre Bourdieu, educational achievement is directly related to amount of cultural capital the pupils possess. The education system attaches the highest prestige to those brought up with legitimate taste which includes fine art and serious classical music. But students who have been socialised 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 Martha Bailey at University of Michigan pointed out that in 2007, more than half of the middle class students graduated as compared to 7% of working class students. This proves to show that middle class children have higher and educational success due to the impressions ^{made} they make to the teachers as they possess the cultural capital that is highly valued by the teachers.</p> <p>Other than that, Cecile 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. It Furthermore, they are often excluded from discussions been 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 holds back their progress in the language and leads them to do poorer in examinations. The Swan Report 1980 has 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.</p>
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		<p>Other than that, in Stephen Ball's in one of the Reddie's studies at a comprehensive secondary school, teachers gave high-knowledge 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 the that when during teacher and pupils interaction in classroom, withholding high level of knowledge from students may result them to do poorer and refrain them from obtaining high educational achievement.</p>
3.	(6)	<p>Throughout this essay, I will assess the view that "The social construction of knowledge favours some pupils over others." Ass from the perspectives of a few theorists such as Pierre Bourdieu, Usher and Edwards and Stephen Ball.</p> <p>Pierre Bourdieu argued that the construction of knowledge by the educational system directly relates to the dominant's culture. Those brought up with legitimate taste are attached the highest prestige. Children from middle class backgrounds have been socialised into the dominant class ideology since preschool years. 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 educational system. As a result, Susan Dynarski and Martha Bailey who did a study</p>

on University of Michigan found that, ^{out of} children born between 1979 to 1982, 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 institution ~~are~~ ~~favor~~ favour 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 criticised by the Plowden Report which aimed at London, Liverpool, Birmingham and South east 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 ~~the~~ education that holds them back from ~~achieve~~ 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 ~~the~~ '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 Troil Reddie who found that those labelled as 'bright' student 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 teacher's 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 policy makers 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 reformation has led to an increase of 20% in educational achievement from all students regardless of class background. Hence, this proves to show that recent reformation of education system has prevented any sort of biasness towards ^{students from} a particular class. ~~It~~ Thus, proving that not all social construction of knowledge at all education institutions ~~are~~ favours some pupils over others.

Bernard Coard arguments directs to racism and the construction of education system. He argues that the Britain 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 subservient 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 Youdell'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 ~~is~~ ^{and other ethnic minorities} do favour whites over black pupils. Coard is further supported by Mudood et al, who found that very few Asians and West Indian children perform well for GCSE as compared to whites. However, when vocational subjects are introduced, ~~the~~ most of the ethnic minorities stay at school until the leaving age with higher qualifications. ^{The introduction of vocational subjects} This proves to show that the ethnic minorities can achieve high educational achievements but are held back by the ^{otherwise original} education system which is biased to the whites and middle class children. Thus, this proves to show that ^{view, "the} the social construction of knowledge ~~is~~ ^{view, "the} favours some pupils over others." is true.

In conclusion, the view 'the social construction of knowledge favours 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, Proden Report successfully shows that instead of the construction of knowledge may not be biased at all, however it is the ^{working class} students attitude towards education that refrains 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)	<p>Berstein, based on his study, claims that children from different social backgrounds apply use different speech codes, whereby middle class children use elaborated speech codes, compared to working class children whom use restricted speech codes. Due to the fact that an elaborated speech codes helps child the speaker to have a better wider vocabulary and better grammar, middle class children are therefore able to can interact better with the their middle class teachers, this are able to grasp what is being taught in the class. So, this ensures the middle class children to have a better success rate in education.</p>
		<p>Teachers are claimed to be label students according to their own first impression. This in a way affects the teacher's interaction with the student, as if a student was labelled as a rebel would can be treated differently than a a student labelled as obedient. This in a way leads to the "rebel" student to have practice self-fulfillment prophecy, whereby they are or actually following what the teachers label them to be, and giving up on the hope of changing the teacher's perception on them, then thus resulting in their bad performance in school, achieving low educational attainment performance.</p>
		<p>On the other hand, teachers could also become student's "mentors" or leaders, whereby students take their teachers as motivation for them to change their life and become better. This could be done by the teacher trying to become close to the students and understand them, instead of labelling them, and the student may somehow see that the there is someone who cares about them even if they had complicated social & backgrounds. Something This could actually be be seen in an movie like the Dead Poet's Society, which had become part of a 5th 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.</p>

2	(b)	<p>In my answer, I am going to assess on the view that "The social construction of knowledge favours some pupils over others", simply meaning that the knowledge is gained by people from different social backgrounds differs and it is actually favouring only some of them - My arguments are going to be based on on Bourdieu Bourdieu, Marxist and Ann Morrison.</p> <p>Bourdieu stated that the the education system is actually biased towards the in upper class values. This is due to due to the fact that middle and upper class children are socialised in the cultural capital (values and culture of the capital - 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 Matisse compared to the working class children, making them to have more understanding on the art so compared to the working class children. This means that as middle class and upper class middle class middle class and upper class children have been socialised into the cultural capital, they therefore have more more chances of more succeeding in the education system which is actually biased towards the equivalent values of the cultural capital. This could be further supported by the fact that today, children from a young age have been exposed with early exposure to the arts. However, it could be argued that besides social background, there are still other factors that may influence the student's educational attainment, such as that there have been many programmes done in the US to overcome the the deprivation of cultural capital such as the Headstart programme which helps children from a young age to have the proper proper education - following the 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 the knowledge, thus proving the question statement to be irrelevant.</p>
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		<p>Ann Morrison in her book, "The Glass Ceiling" believes that women are never going to succeed in their to achieve the highest positions in their career even though they are successful in their education and have a more better knowledge in their own field compared to their colleagues. This is due to the fact that existence of the "Glass Ceiling" - even though in the is current modern society, feminist movements are is becoming more active, it still does not help the fact that employers ^{still} believe is that women could never be able to be be on the same level as men. So, this means that is whatever racial background you may have and whatever success you have achieved in education, that you will still be remain at a lower place than men, due to the fact that you are a woman. This could be further supported by the fact that at an early age, is women and girls have been exposed with fairy is tales and Disney movies like Cinderella, is Sleeping Beauty and Snow White, which promotes the belief that is the best women would be the ones who stayed at is home, doing house chores, is while the men is are the ones is who have ^{to} is work hard to gain a "living for the family". This is also not helped with the fact that in schools, girls were subjected to is courses and subjects that have less significance (like cooking, art, sewing and is sewing classes) compared to boys is who have classes like carpentering, is science is and architecture - subjects which is are actually relevant is in the working world. So, this proves that yes, social constructions of knowledge, particularly according gender, does actually favour some pupils over others.</p>
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		As a conclusion, after assessing the question statement,
		it is discovered that however it is actually agreeable to
		claim that the social construction of knowledge does
		favour some students over the other, even though
		technically, there have been programmes done to overcome
		such problems, the problem still remains intact until
		today.

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

2	a	<p>Sociologists stated that the interaction between teachers and pupils may influence educational performance. It is true that the educational performance of pupils depended on how the teachers' teaches the pupil. However, the de educational performance does not depend on the teachers alone but on the pupils themselves as well. Their educational performance will be based on how they well they perform in their study.</p>
		<p>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 to succeed. Therefore, the interaction between teachers and pupils are to the key to help the pupils to do well in their educational performance. However, the interaction between teachers and pupils should be limited to only teacher and student relationship, and above that is forbidden and will disrupt the pupils' educational performen performance which will lead them to failure.</p>
	b	<p>Sociologists stated that the ^{social} 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 low knowledge was favoured to them over the others. Social The term social construction means that 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 or height of wisdom that'll help them in their life and career.</p>
		<p>Some individuals tend to ignore to 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 do get a better job or career, according how are to how well is their educational performance. By going to school they can get</p>

	<p>their education by studying and learning from the teachers. The teachers can help them to achieve their goals in the future. Their level of education does not stopped at the Primary school but it but it will goes on to Secondary school then High school then finally university. Until then they will have to keep stud studying until they finished at university. In primary school, they will be learning basics the basics for while in secondary they will be learn learning more than basic and so is ^{does} in high school. However, in university, their education will be on a whole another level.</p>
	<p>At certain period of time, the students will given a test be given a test to see how well are their educational performance. This is test will be used to see whether the students are qualified for the next level of education. If not then they have to sharpen their educational performance so that they can be qualified for the next level of education.</p>

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.

Example candidate response – grade A

3	a	<p>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 of the working class would usually get stressed at work and would usually take out all his stress to 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 has a very small income for the family. even more when the working class family has more children in the family.</p>
		<p>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 affect 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 crimes - can easily occur.</p>
		<p>When those children are exposed to many kinds of crime it could lead to poor health condition. Take example, these children would act into an adult with inappropriate behaviours doing activities such as drug, alcoholism, unsafe sexual</p>

		intercourse and so on. These kind of activities could lead to poor health. Just as when the 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 these 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 remains poor. (From the sociology textbook of AS and A'levels: Andy Barnard et al. 2004)

3	b.	<p>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.</p>
		<p>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 medias to the society, it could make some help to those poverty. By giving aids 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 improved lifestyle, rather than just giving aid to the global poverty.</p>
		<p>To reduce global poverty, both sides of giving and seeking help should contribute to each other in order for it to be effective.</p>
		<p>Therefore, the aid is ineffective in reducing the global poverty because it contradict 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.</p>

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

Example candidate response – grade C

3a	<p>Those in low income areas usually cannot afford the needed medical care ^{care} to remain healthy. There are countries where the state provide free health care but most of those in low income could be from ethnic minorities and or therefore are at even greater disadvantage than the majority. Those in low income usually occupy the 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 crowded which could lead to the spread of diseases like a lot easier due to the close contact.</p>
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	<p>Programs are likely to not have the proper facilities to protect inhabitants from adverse weather conditions and other external forces that could lead to illness. The people also go to run down schools that do not provide the basic knowledge needed in regards to health care. School programmes are unlikely to have sessions that are purely dedicated to informing the poorer parts of the public of the potential dangers of not keeping a certain standard. They may have limited access to the media due to their limited resources and the therefore not be exposed to the necessary health guidelines that the wider regulation administrator to.</p>
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3b	Aid is usually assistance provided by the government or other organisations such as the Red Cross. Such can be either publicly or privately funded.
	Aid can be effective for there has been many programmes that have been set up especially after WW2 to aid in the rate of poverty. However as 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 issues of poverty lie in the social inequalities that are inevitable in capitalist society. The reason people are in the poverty trap needs to be examined. Such could be caused by limited educational opportunities, the culture of the ghetto in the inner cities, or the high unemployment that characterises the labour market in the UK.
	New Right would say that the attitudes of the underclass keep them in 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.

	Aid is merely a bandage on a gaping
	wound, it largely does little to solve
	poverty. However poverty is so extensive
	that perhaps there is no solution to
	reducing poverty. The fundamental
	structure of society needs to be altered
	in order for there to be an equal
	distribution of wealth.

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

Example candidate response – grade E

3	(a)	<p>The relationship between low income and poor health is quite similar where without income we cannot buy our food and health are updated and checked. And also without 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. These two which are income and health are important for us. Low income may lead to poverty. From poverty, it may cause serious illness ^{such} such as gastric, anorexia,</p>
	(b)	<p>Aid is ineffective in reducing global poverty. Aid is for recovering. But when poverty arise arise, what they actually are food in order to keep them 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 every from the people in the society, it can be a kind of food, money or any other goods in order to that this 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 working and reduce illness or high fever. But when poverty arise, what those people usually need and really wants are food and shelter. There should be a public funding required for giving the poverty a living fund for their food on their everyday poverty. If the number of poverty is increasing the government may need to find for more food and refreshment. So for my conclusion on aid is ineffective to reduce global poverty yes it is true and I have stated some of the to reasons.</p>

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

Mark scheme

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

0–4 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 responses for grade A and grade C are unavailable for Question 4.

Example candidate response – grade E

4.	a.	<p>A rapid urban migration may affect a society because the urban migration may lead to to the city may lead to overpopulation which may cause many negative aspects. Individuals who moved from rural areas to urban areas is get a better life and this process is called urban migration and which is also known as urbanisation. The cause of urbanisation ^{is} 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. The Thus causing them to migrate into the city areas.</p>
		<p>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 feed their families. Enter The city area can protect them from environmental problems such as such as heavy rain, flood etc, which is a which is also another reason why they left the rural areas. The heavy rain will may damage their shelter in rural areas and floodings may destroy their limited resources.</p>
		<p>However, a rapid migration or urban migration may affect a society due to overpopulation that that lead to many negative aspects. Over population may cause the unlimited resources into limited resources due due to the overpopulation also the housing for the individuals may not be enough for the all of them causing them to take shelter somewhere else.</p>

b	<p>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 applied to the individuals decisions. Migration is the movement of an individual or individuals from certain point to another. Most used migration by the individuals is the urbanisation which is moving from rural areas to the city-area urban areas.</p>
	<p>Migrating to urban areas can improve the living state of the individuals that could help them to help their families. This is 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.</p>
	<p>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</p>

		to trouble in feeding their families. They at barely can get employed due to almost all jobs got no vacancies do because of the overpopulation
		In conclusion, even though world-systems theory is good for the society but it still have its strengths and limitations that causes problems to the society. Urbanisation have its own limit. In other words, urbanisation also have its own strengths and limitations.

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

5	a)	<p>Media Representations of women vary in time, in culture and in different media, but mostly women are seen to fear men. Bigson suggests and are seen in domestic activities.</p> <p>In magazine ^{21 res} size, Tunstall argues that women are encouraged with femininity and pushed towards roles that fit their representatives 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 in stead of creating a society there f are just reinforcing our true reality. Media representation are valid, and change over time in order to fit what is actually happening in society.</p> <p>Some sociologists argues that it has changed over time, that before women were seen ⁱⁿ all advertising materials released to sell any product and are seen in a domestic activity. However now Hartman et al argue it has ^{gone} gone better because now take over soap operas and directs them, and are seen in paid employment.</p> <p>The situation is ^{stew} said to be improved by Daniel because women's feminine March of progress is making a lot of improvements and educating women about inequality.</p> <p>However Me Robbie argues that now the</p>
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5.	a.	<p>situation has not improved but could have become worse; the media is using women to sell product and to objectify women; to 'sex' them up into what we think fits the male gaze term by Mulvey. The term states 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 by to look pretty and practical. Other evidence by the Talkshow in 2007 found that women were the head of the program about 20% and even less where as men more than 80% of the time.</p>
		<p>Media representation of women are sexist as there seen in domestic activities most of the time and in fear, women are seen as the victim of men now, in a and because males are seen to be strong, women are seen to be weaker. The World View 2000 asked boys of 17 and 10 to say how individuals were portrayed and all said looking strong, confident and all only 1/3 seen male in domestic activity in media. Therefore women are seen weaker than males; you always see a woman, picture of victim of rape and not male for example.</p>
		<p>Women representation are still unequal and sexist because even if we are seen in more high ⁱⁿ paid roles and domestic roles, it is still to being useless at something else such</p>

5	a.	<p>as house work and chores, child care might, As well as we have rarely shown in sports, for example, the Sport Illustrated magazine has a cover of a girl once a year for the new swim suit collection. But there have sexualized on the girl because there are shown wearing bikinis.</p> <p>Women in media representation in terms of gay partners are either seen in two ways. One, tough, muscular and manly way which are ugly and unappealing. Secondly, the sexy, good-looking lesbian 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 social situation.</p>
5	b.	<p>Different social groups receive and interpret media messages differently and models of media effects are used in order to assess this view.</p> <p>Uses and Gratification model by Hargrave states that different people use the media in different ways, to get more different modes of pleasure out of it. For example, older people would use soap opera for entertainment and news to keep informed about the world's news, whereas a child would use media for the exploration of his/her identity or for the advice needed for relationships.</p>

5	b	<p>Therefore their model suggests that the way you receive and interpret media depends on the type of reason you are looking at media for. Katz and Lazarsfeld argues 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, ^{and Klapper} 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 decisions. They suggest opinion leaders are highly exposed to the news, and report to the other members of society and influence the opinions of members around you, because they are highly respected by others.</p> <p>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 ignores 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 suppresses somebody's urge to carry out something in real life such as sex violence because masturbating releases the need.</p> <p>The Uses and Gratification model is also criticised by the hypodermic syringe model because it suggests we have no choice in the matter of choosing the media content or not.</p>
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5	b.	<p>These model argues we are all sponge, ideologically and immediately absorbing media content without a free choice. We do not realize it's ^{an} ideologically bias to and we absorb the information. This model is supported by Marxist and used in a media policy in UK, such as the ^{the} 9pm watershed was introduced using the hypodermic syringe, which shows the model is very practical in use. The Hypodermic Syringe model suggest that we are all blank piece of paper waiting to be injected with ideologically content. That the audience gets injected with all biased, ideologically news, immediately accept it, therefore all interpret media the same way, ^{it is projected in ideological ideas} the way. However, evidence gathered are such as Bandura; Ross and Ross shows that the media does a evidence children in terms of the 'copy cat violence' effect of media however all studies are done in a lab experiment and lacks ecological validity which means it does not and can not represent at the whole population. Plus suggests we to are passive robot that soak up ^{ideological} ideas without a choice; and Pluralism would argue that you have a choice of consumption and we are free to choose in form of media, 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.</p>
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5b However, ^{an} other model suggests 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 mines strike '83 which media output was wrong, & most people believed in the news content however out of the 166 people interviewed that were involved did not believe in the output sent by media. Mostly because they were they and able to refuse the media output. However, Neo Marxists argues that even with past experiences the information will not be refused 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 oppressed and now we are brainwashed to what ^{Neo} Marxists called the 'middle of the road' values which is on the beliefs of a white middle class males with the interest of the media owner. This model believes 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.

Question number	However Pluralism disagrees with this model,
5b	<p>as a not all journalists have the 'middle of the road' values that are the owners ideological beliefs. but as Pluralism argues that not all are the same, there are many cultures involved now and that some journalists try to show the unexpected side of the capitalist society such as the Watergate scandal.</p> <p>Therefore it depends on our past experiences, how long we are on in media, on the social interaction we have with with people around us that differentiates the way we use media and interpret it.</p> <p>However, Marxists agree we all interpret it the same way and receive the same ideologically based information as everyone else, in order to benefit the ruling class hegemony. Marxist agree 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 ^{ing} a picture of Martin Luther King (black) on the left and ^{Cliff} Man on the right and asking people who they would arrest, they say the black one (x75% more likely to be arrested).</p> <p>Therefore we are as well as New Marxist says brainwashed as children.</p>

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

5	a	<p>In this modern society, media is very powerful, it can changed the human's 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.</p>
		<p>The representations of women in media may vary depends 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 criticized by the post-modernist. The post-modernist sees this image as a strong, capable and independent housewife. It image shows that this housewife could do and capable of doing multi-tasking and ruled the house. Without the housewife, a family would not be stable.</p>
		<p>This image of this women could also symbolizes the fashion she wears. It could easily influenced the society's mind to be like this portrait images of women shown 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 raise 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 unequally.</p>
		<p>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.</p>

		<p>The image of women can be seen as weak and exploitable by the feminists however the postmodernists believe that the images of women to be seen as strong and give 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.</p> <p>(From the textbook of Sociology, Hardin and Holborn 2001)</p>
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5	6.	<p>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.</p> <p>In terms of the gender group, the male tend to interpret the media differently from the female. For example the image of a model wearing a dress. From a male perspective, it may be seen as a fictional character that they've been wanting to see or have. As for the females, they might see the model as their role model and they would want act like want to act like the model. This is how the different interpretation that may occur in different gender perspectives.</p> <p>As for the ethnicity, with different ethnicities they may see the model in that dress would look humble and perfect for the society, while some other minor ethnics would easily feel offended with the portrait as they believed that the image portrayed a very strong of images 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 as it may go against the religion's beliefs regarding the images portraying in the media.</p> <p>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.</p> <p>This shows that different social groups receive and interpret media messages in different ways. It may be in</p>
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		in terms of gender perspectives, ethnicity, race, religion or culture views. There would always be a different views from each of these social groups regarding the media messages shown in the media. It all depends on each of the individuals beliefs.
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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

Example candidate response – grade E

5	<p>a) According to feminist, women are often not represented in media in an unfavourable light. This essay would discuss different interpretations of woman in different media.</p>
	<p>In news reporting, female presenters are tend to be favoured as they garnered interest of men. This give rise to objections that women are not oppressed in a media workplace as they tend to be the face of the media and was discriminated as women, unless they are sending out the news intended for women audience like magazines.</p>
	<p>In books, ^{soap} television^s dramas, and advertisement, there tend to be two types of stereotyped image of women. The first one depicts the women in scantily-claded costumes to try to win interest by charms. This is often used in advertisement involving men the interest objects like car and motorcycles, which often raises outcry among feminist. The second one tends to show the women should be the 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.</p>

5	b	<p>Pluralist Pluralist</p>
		<p>Pluralist believes that media nowadays are based on the concept of cultural variation ^{variation}. They seen that media are nowadays competing by delivering the news to a particular targeted audience audience. Media owners would take into account of the culture ^{of the audience} they intended too, and not ^{they} present the news that seem fit. Pluralist</p>
		<p>However, with the large variety of the large 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 Ukraine - Russia crisis among the Ukrainians. Their ^{local} media is confused as as the different cultural believes that emerged and many reports reports inaccurate reports at earlier stage.</p>
		<p>The crisis above than 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 ^{based} on the concept of cultural hegemony, they were directed 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 anti-russian owners beated it as an invasion. Different side media owners took to media to raise their self cultural opinions and patriotism:</p>
		<p>Feminist tends to see woman to be portrayed in a less favourable situation 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.</p>

		in their own concept and creates a hyperreality.
		Media mass are no longer delivered to influence people, but
		rather the media mass became a lifestyle that was
		integrated into everyday lives.

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

- 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

- 6 (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.

Example candidate response – grade A

6	a	An ofon survey find that 67% of people saw TV as the most trusted medium of news and the 'window to the world'. Chodor find that the way news was reported
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		<p>tended to lead to people viewing it as tellable. For example to show formality of how the commentator is dressed and demeanor gives the sense that they are the viewers 'friend'. Pearce find that through the use of high tech made the viewers feel that they the TV channel had got to a lot of trouble to find out the facts and checked that it is accurate. However news is a socially manufactured ^{end} product of selective filtering of messages through gate keepers. According to Ruge the media tends to determine which pieces of news are of value or news worthiness. Such as extraordinary. As Charles Dera gets it if the dog bites the man that's not news but if the man bites the dog that is news. Events had to be surprising and out of the ordinary such as the death of Princess Diana. Another factor is also that news is usually tonal. British Politics is often reduced to the romantic where there are heroes and villains. For example the Iraq war in the news went that the Iraq leader was the villain and the UK and the USA were the heroes of democracy. ^{Cramwell} Cramwell find that the way news is reported is very biased. The news tends to marginalize corporate crime such as fraud and manslaughter. Bedikan claimed that USA media leaders made up a poor elite that was made up of industrial and economic</p>
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		<p>establishments. Therefore, although these programmes were focusing on maximising profits they were also linked to the government. Therefore they portrayed them in a favourable light because the government could simply impose more restrictions that limited media ownership.</p>
6	b	<p>hegemony ^{was the} was a ^{term coined} term coined by Antonio Gramsci, which included the domination of the working class through the dominant group group in societies ideas becoming prevalent common sense. Term used by Neo-Marxists.</p> <p>Stuart Hall is notes that in order for people to communicate they need to understand the meanings in ^{of society} the media. The media decode the meanings of the world e.g. strike equals bad. Hall believes they can do this because they operate within a framework of agreement or consensus. He called this process cultural hegemony as it was an educated, learned idea that was central to the media. They it was not a conscious or deliberate attempt but rather an unconscious acceptance where certain things are taken for granted which he called cultural hegemony.</p> <p>(GUMG)</p> <p>The Glasgow Media Group supported this idea and found evidence of it from their feminist content analysis of industrial disputes.</p>

	<p>They said that media bias was not a deliberate the direct intervention from media areas but was more to do with journalists' background. They were usually white, male and middle class and occupied the middle of the road? They from their life experiences that was nothing wrong with the current system therefore they unconsciously sided with the powerful as they had the most in common with them. In their analysis of industrial disputes they found ^{found} that images and language was used to support the powerful and denigrate the views ^{views} of less powerful groups. Managers were interviewed in the comfort of their offices whereas the strikers from above the picket at ^{lines}. This led to the impression of the managers trying to maintain order and the strikers as the ^{found} the ones in the wrong. Gurner also found ^{found} that agenda setting took place in which certain issues were discussed such as the effects of the strikes rather than the wider issues such as social inequalities and police intimidation in the strikes. Therefore people are being constantly fed dominant ideology and therefore as Stuart Hall says ought to see the ^{the} world through the eyes of the dominant classes.</p> <p>Pluralists would disagree however that journalists are as Neo-Marxists describe for they provide evidence of journalistic</p>
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6b	<p>merely reflecting what the public wants and therefore if there are stories about asylum seekers these are the shared concerns of society and if wives are portrayed in domestic violence this is the reality of most people's lives. Therefore, journalists simply do as the Tam says 'the public get what the public wants'. They also say that journalists have been key in revealing scandals such as the Watergate one. Richard Nixon had to step down due to a report of him attempting to bug his opponents' offices. Also the 'Tony Blair' which resulted in 3 politicians stepping down one of them being Jeffrey Archer. If Neo-Marxists were correct in their theory ^{cultural legemary} there would not be such stories. Hauser Curran notes that the age of dualism was in the 1950s and is largely irrelevant as now there is global communication where Rupert Murdoch is the 'Lord of the Global Village' and media content monetization is at its peak.</p>
	<p>How Others would criticise Dualists claim on journalists ^{are diverse} having relative autonomy for according to the 2003 coalition attack on Iraq this was not true. Over 500 embedded journalists were sent out onto the field with the American soldiers. It was harder for them to remain impartial as they were only reports from one side of the battle. This became</p>

	<p> ^{task} apparent through writing slip such as 'air task rather than the tasks of the troops. Therefore journalists objectivity is largely tainted. Buren and Evenitch go on to add that there is an evident strand of the between journalists and politicians. Politicians read journalists to portray them in a favorable light and journalists read them to provide them with content. Therefore journalists objectivity becomes compromised and content may be prearranged spin doctors. Current rates that the added commercial pressures has led to journalists not rocking the boat but rather conforming to the ethos of ones due to the high rate of unemployment and flexible contracts. These practical points go against the idea of media being diverse but also that there is no ideological quest amongst media owners but rather that Neo-Marxists might be right is saying that journalists are of similar backgrounds. </p>
	<p> Marxists would largely disagree with Neo- Marxists cultural hegemony approach they see the media being directly influenced by media owners. For as left Marx say for the the ruling class ^{class} in every epoch are the ruling ideas: therefore they not only gain material capital but also intellectual force. Capitalism benefits the media owners therefore they have a vested interest in not maintaining the system which they do through ideology - false view of reality. As Marxists ^{Marxists} would say the media has to convince society ^{millions} society to accept </p>

The massive amounts of inequality that exist in a capitalist society therefore have programmes such as Coronation Street to keep the public distracted from the real issues. Fraser Curran would criticise 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 ~~later~~ Tony Blair promised to drop regulations regarding cross media ownership. In fact there have been numerous public ~~conflict~~ conflicts between Draper and Murdoch with regards to media ownership. Murdoch told Fox to support the Iraq war and Sky to not broadcast ~~pro-democracy~~ ^{pro-democracy} programmes in China because of his economic relations with USA and China. Therefore Marxists are useful in the sense that they prove that Neo-Marxists are wrong in saying there is no direct intervention because the practical evidence for it is immense.

In terms of industrial disputes, Nicholas Jones a pluralist and a commentator on BBC says that the media and news is largely fair and accurate. Any apparent bias with regard to industrial disputes is due to the competition between

	Media managers and owners to get more
	publicity or their side of the story through to the
	rest of society. So according to Jores there
2	is no such thing as hegemony amongst
	journalists, at least in BBE who follows
	Public Broadcasting guidelines.
	Neo-Marxists may be correct in the claim to
	cultural hegemony - as many editors act as
	gatekeepers that filter information but
	evidences when such as the debate that
	erupted about Radio 4 broadcasting that
	USA knew Iraq did did not have weapons
	of mass destruction which led to the
	flatten requiring me that the media is not
	completely dominated by the main ruling classes,
	there are still leaves of reality that throw a
	Spanner into the works now and then.

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

c)	(a)	<p>There are many different types of media, where news is presented in different ways. The different types of media are</p> <p>With the rise of</p> <p><u>In</u> new media, more views which are diversified are presented. New media like Facebook, YouTube, Twitter provides a platform for people to present diversified news. There is no control over the of rules and regulations over new media. There is minimal controls over the of rules and regulations over new media, even news which are oppose the views of dominant class is presented. Besides with new media, there is a rise in citizen journalists, where average citizens present news, just like journalists.</p> <p>On the other hand, media like the newspapers, magazines are often biased towards the ruling class as according to Blumberg and Gurewitsch, there is emergent shared culture between politicians and journalists. Journalists will present the news in a way to support the politicians. Besides, due to new ^{strict} regulations imposed such as the Official Secret Act, only ^{relevant} information are allowed to be published. Hence, it is biased.</p> <p>Moreover, broadcasting media like the television and radio present news in favour of capitalist system ^{capitalism}. As they need to maximise profit through ^{attracting} advertisement, they tend to broadcast news in favour of capitalism as they are the ones who will advertise. And due to constraints, perhaps</p> <p>Funding is also affected due to budget constraints</p>
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(b)	<p>Theory of cultural hegemony states that there are ^{can be} many ideologies and cultures in a society, but through competition ^{eventually} one culture will stand out and become the dominant ideology of the society.</p> <p>Neo-Marxists give explanations on the theories of media based on the concept of cultural hegemony.</p>
	<p>Hall states that every country ^{culture} has its own way of classifying events and the society. He thinks that there can be many and ^{different} interpretations of one single event ^{in the media}; However, eventually, one interpretation will emerge as the dominant one. According to him, the media presents ^{media presents} many diverse interpretations on present ^{present} their views in the media but there is one preferred reading; The ^{The} view ^{view} is normally the view of ruling class. The media can't present this view deliberately as it will lose legitimacy.</p>
	<p>Fairclough in his discourse analysis, shows how the texts are structured in the media to present one dominant view ^{view}.</p> <p>In his study of <i>Conservative</i>, he found that the use of language is ^{is} present ^{present} and structure of sentence leads to viewers supporting the view of the police. Hence, he concluded that texts are structured in the media to present the dominant ideology.</p>
	<p>However, his research is criticised as it is said that audience will not just passively receive whatever is told 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.</p>
	<p><u>GMG</u></p> <p>The Glasgow 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.</p>
	<p>The views of GMG are criticised as it is said that not all journalists</p>

	<p>have shared culture. There are journalists who oppose the dominant ideology. For instance, the journalist who reveal the Water-gate scandal.</p>
	<p>theses of media based on Different from the cultural hegemony, marxists think that the media serves it in the interest of ruling class directly. The media portrays the lifestyle of consumption of ruling class as normal, and advertisement attach connotative codes to itself themselves. According to them, there is little diversity in the media as shown due to increase concentration of ownership, only the views of the ruling class are presented. Hence, it they is different to that of cultural hegemony in the sense that the influence of media is direct.</p>
	<p>Pluralists, on the other hand, reject both marxist and neo-marxist view on the theme of media. To them, the media represents all views of people and is based on democratic principles. There is a benevolent state 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 conduct of ethics and hence will not be biased. Moreover, the media is reflects the society, as it is based on demand and supply of consumers, hence, the pluralists do not share share the view of neo-marxist, in the sense that they see media as class-based unbiased.</p>
	<p>In conclusion, the theories of media based on concept of cultural hegemony is still useful in explaining how ruling class ideology is deemed to be dominant, despite the diversity of cultures present and available in the media.</p>

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

Example candidate response – grade E

6	a	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 21 st century there were many gadgets and high technology have been made.
		It was become much more easier to get the news nowadays. Eventhough, 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 today will be publish on the next day. That means the newspaper were the slowes media to present the news. People will get the information slow than people that using the internet or watching television.

6.	b	Theories of the media that are based on the concept of cultural hegemony.
		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 anesestors.
		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 methad that their anesestors 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 anad 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 reponsibilities

		to make sure that the society were harmony and peaceful. Cultural hegemony must work together and helping each other to make the works become more easier than working alone
		Feminist agreed that the concept of cultural hegemony were prevent from being just extinct.

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

- 7 (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

7	a)	<p>Social change in society is achieved when soe there is significant progress in terms of politics, education, economics and the law. Max Weber to supported the view that religion can bring about social change, along with the Fundamentalists. Functionalists and Marxists with is the other side of the argument where religion is a conservative force that will hinder social change.</p>
		<p>^{Max} Weber, according to his Social Action Theory, believes that religion will bring rise to capitalism which practices hardworking attitudes, to saving money as stated like in the Protestant ethics. This will ultimately bring change to the economic aspect of society and pushing for social change. Sombart refuted Weber's claim that Calvinism has no aims for greed and pursuit of material wealth. Gordon Marshall countered Sombart by stating that Calvinism is not the only factor towards development of society change capitalism.</p>
		<p>Against the view, Functionalists like Durkheim believe that religion promotes value consensus which tea maintains social order, hindering social change. to 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 or religion, does thus breaking the consensus.</p>
		<p>Besides that, Marxists states that religion is a medium of to propagade social inequality ruling-class ideology through the Ideological State Apparatus, and main maintaining social inequalities and the status</p>

of the ruling-class in society, preventing or slowing down social change. But Marxists 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 conditions. As for the Functionalists and Marxists, the hindering of social change can only be effective if the ~~is~~ there is a common belief system and powerful social groups respectively. Max Weber's Social Action Theory in terms of ~~social~~ religion bringing social change can only occur ~~is~~ effective if the society has ~~to~~ strong economic foundations.

7	b)	<p>^{whether the} 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.</p>
		<p>Marxism—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 working towards communism which in their belief, religion will cease cease to exist when communism reign over societies and ^{when} capitalism is no more. Hadden refuted Marxist's 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 in fact, a decline in beliefs over the years but it in different way ways such as privatisation.</p>
		<p>Functionalists were it one of the first to oppose Marxist's claim on religion. Talcott Parsons states that the religious organisation did not not go through a disengagement, but rather went through structural differentiation. This implies that religion has not lost its function, but rather became more specialised. Religion's functions have been replaced by other social institutes. For example example, In the past, religion institutes function to teach students not only religious values but other invaluable knowledge, now educational system takes over that particular function and is effective. Religion can be more focus on their main functions like prayers. In the MH 370 incident, political leaders and religious leaders alike encouraged prayers</p>

for the safety of the passengers, which provide a great sense of comfort ~~to~~ to the family of the victims.

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 ~~merely~~ ~~re~~ instead, resacralization. For example, the Unification Church has ~~the~~ ~~in~~ a membership wider than 3 millions, one of its members ~~one~~ is a very influential man in society. Max Weber also ~~stated~~ stated that the New Religious Movements can provide members of society with a sense of belonging with deprived of economic rewards and social prestiges, ~~which~~ which Marxists argued that religion is the opium of the people that justifies ~~see~~ the suffering of working-class to be more bearable, to ~~maintain~~ ~~make~~ ^{maintain} social inequalities.

The contribution of Fundamentalism is also keeping religion alive. They focus on the ~~reinforce~~ reinforcement of religious traditional religious values. In Iran, ~~the~~ ~~last~~ the Last shah have brought the liberalization of Islamic attitudes towards women. The fact that religious ~~is~~ 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 ~~bring~~ ~~the~~ deliver the fall of religion. ~~By~~ Karl Marx predicted that modern industries will move forward to communism, where equal opportunities and

	<p>exploitation of the capitalist will cease to exist, therefore, people have no more use for religion. In reality, our societies are moving away from communism: for example, China recently declared the official change from a communist country to a socialist country. evidence that Also, the communism in Soviet Russia back into World War II was did not have the promising, great aspects of the communism that Karl Marx theorizes about.</p> <p>To sum it all up, the decline of religion in modern industrial societies may be evident according to Marxists, but refuted by functionalists as religion to be changing forms. It depends on the importance importance of a religion in a country, just like Malaysia where Islam is the main religion, and the political leader is also known as the religious leader. MacGuire stated that religion depends the level of influence of a religion depends on its belongings, location of the organization, organization and its culture. Therefore, it is difficult to assert and fully generalise if religion is in fact declining or not.</p>
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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

Example candidate response – grade C

7.	a)	<p>functionalists argue that religion.</p>
		<p>Weber argued that religion can bring about social change. The religion of Calvinism in 16th and 17th century brought about emergence of capitalism. Calvinists live an ascetic lifestyle, exclude all luxury, work long hours and practice rigorous self discipline. As a result of their hardwork 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.</p>
		<p>The liberation theology is developed at the end of 1960's by Catholic Church of Latin America. The Liberation theology acts as 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.</p>
		<p>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</p>

		<p>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 Commonwealth and the Restoration Government that led to loss of property, imprisonment and death, ^{George Fox led} the movement managed to go develop into 100000 members, an American colony ^{and a group} who witness the Christian holiness. This proves to show that religion can bring about social change by the help of a charismatic leader.</p>
7	(b)	<p>Through out this essay, I will assess the view that "The power of organised religion is declining in modern industrial societies" from perspectives of ^{Grace Davie} post modernist, Bryan Wilson and many more.</p> <p>many sociologists have argued that those marginalized in the society have a status or a legitimizing explanation to participating in new religious movement. Organised religion such as Hinduism promotes caste system that divide segregates its members to different cast, driving a huge gap between the lower strata and the higher strata. Those ^{marginalized} in the lower strata do not feel like they received economic ^{rewards} and prestige they deserve, hence they look for sects and cults that can give them a sense of honor 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 that ^{the power of} organised traditional religion have declined in modern industrial societies as marginalized people start participating in new religious movements. However, this view has been criticised because there are still marginalized groups that conform to organised traditional religion</p>

although discrimination still occurs. For instance, Callahan and Paulch found that the caste system plays a vital role even in the modern India to prevent society from disintegrating into chaos. The marginalized, untouchables still endure poverty and face discriminations with the assurance that they will move into a better strata in the next life by accepting their position in society. Hence, this proves to show that ^{the power of} organised traditional ~~regi~~ religion are not declining in modern industrial societies.

Besides that, it has been found that many youth from middle class families that participates in new religious movement 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 ~~etc~~ such as sects and cults. In ~~the~~ Baker's book, 'The Making of the Meanie', 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 ^{power of} ~~organised tradition~~ traditional religion declines in modern industrial societies. However, Baker has been criticised by high drop out patterns from new religious movements. From the Montreal Study it is found that 75% 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 fulfill the needs of the people to a certain extent. Thus, proving that

	<p>the power of organised traditional religion may not have declined in the modern industrial society after all.</p>
	<p>Bruce Wilson's theory about secularisation is the process in which religious thinking, practices and institutions lose its social significance. A strong evidence of secularisation is church attendance statistics, whereby from census 1951 it is found that the proportion of church goes in United Kingdom is 40%. In 1950, decreased to 20% in 1951 and 7.5% in 2000.</p> <p>Hence, this is besides that Sunday school attendance dropped to 4% in 2000 from 55% in 1990. These statistics prove to show that secularisation is taking place and the power of organised religion is declining in modern industrial societies. However, Wilson is criticised by Grace Davie that talks about 'belonging' 'believing without belonging' theory which states that the decrease in church attendance does not necessarily mean religion is declining, but the religious members do not see the need to attend church to have a relationship with God or being religious.</p> <p>She is further supported by Steve Bruce who quoted from a survey that 75% of ^{United Kingdom} population believe in existence of God. Hence, this proves to show that power of organised religion may have not declined in modern industrial societies after all.</p>
	<p>In conclusion, the view "the power of organised religion has declined in modern industrial societies" may be true due to new religious movements participation and secularisation. However, the view may not be entirely correct as there are evidences that proves otherwise.</p>

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

7	0	<p>Religion may bring about social change as religion are needed for them the people to have a belief in the things that are being created and seen. Religion could change the minds of the people and perhaps to think differently about the change in the world.</p> <p>Some religion bring about social change or in religion like christian, they are given commands that they are not suppose to commit crimes that leads for sin and so on, that this could lead to social change and giving peace to everyone. Religion might change the minds of the people from what they learn in their religion beliefs. There would be no sense without religion as everyone needs religion to believe in something.</p> <p>Social change that religion may bring is that each other has their own religious beliefs and each one practice differently, therefore the world will have a peaceful life as each each and one of them has different religious beliefs.</p>
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7	b	<p>The power of organized religion is declining in modern industry & due to problems such as they could not attract believers to expand the group into a bigger society.</p>
		<p>Cult is an organized religion where they moved away from religion and create their own group. Cult 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 where they practice their religion religious beliefs and the supplies they needed in order to attract more believers and if they failed to do, their this will decline in modern industrial society. Cults are declining in modern industrial societies because they could not franchise encourage more people to join their group as they are small and could not be recognized by others thus are declining and has to be shut.</p>
		<p>Somehow the moonies that are organized by a Korean leader are not declining, but is increasing in the modern industrial societies. They started small and a lot of others 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 encourage to have a wedding on the same day as to rejoin other marriage couples and celebrate it together.</p>

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

58	a)	<p>Religious practices gives meanings to its practitioners. This is because religion itself has its own roles in the society such as as a way to reduce anxiety and as a mean to justify positions. Some of the factors that influence which groups are most ^{to engage} in religious practices are oppression, justify power and release stress.</p>
		<p>For women, they are ^{might} likely to engage in religious practices due to due to oppression. Feminist argued that as women cannot escaped 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 Beauvoir ^{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 ^{hence} they tend to practice more of the tea religion teachings.</p>
		<p>Besides that, ruling class might become ^{not} engage in religious practices do to justify their positions in society. Society where the 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 ^{numb} the sufferers from oppression. seems to be ^{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 religion religious practices frequently to maintain the power.</p>

		<p>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 tired with the church that fails to make the religion. They New Age religion teaching is more practical and requires less commitment for 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.</p> <p>the media middle class professionals</p>
		<p>In conclusion, people different groups of people has different reasons for them to engage in religious practices. It always depend upon the needs and circumstances that happen to the group.</p>

8	b)	<p>Each sociologists has their own perception about religion. Functionalst might say that religion is a mean of for ^{and feminist} maintaining social solidarity. While, Marxist, functionalist might say differently.</p>
		<p>Durkheim is of one of sociologists that supported functionalist point of view. Durkheim said that religion is about sacred and profane things. People tend to worship sacred things based upon totemism. As people worship the sacred things, it is actually 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 start to share the collective conscience. As they become more dependent on each other, they believe that they must ^{be united} stay one to to stay in harmony.</p>

	<p>The theory ideas of social solidarity is also supported by Malmowski. He claimed that the rituals of the religion is to reduce the anxiety of the people for example, if they ^{as} he studied about a people in Trobriand Island, he see observed that before they are going to fish in open sea, they will perform the religious rituals to reduce the anxiety.</p>
	<p>Talcott Parsons supported this by saying that religion gives meanings to unexpected things, which is ^{which is} almost similar to what Malmowski, as for example, see death is an occurring and nature disaster occur; religion might provide the reasons behind this incident. However, most for Durkheim's and Malmowski's studies are not generalisable. They only studied in small populations. They ignored all the negativity 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.</p>
	<p>While Marxist might said that religion is an instrument for transmitting ruling class ideology, Marxist said that religion is acts as an opium to the society that numb the pain from the oppressions. Religion promised that the pain from oppression will be compensated in heavens, hence people will stay calm and not rebell. Thus, they are still in false class consciousness. As ^{for} Marxist, he argued only 'by achieving communism, people will ^{religion} masteries will not exist. However, this theory has many flaws. In Latin America, Otto Maduro used religion as a way to make a force of change through liberation theology ^{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 ^{ruling class} ideology may be transmitted?</p>

	<p>On the other hand, feminist sees religion as a^{as} a mean to promote patriarchal ideology. Men will always use religion to legitimize their positions and their actions. As Jean Holms showed in her studies about gender inequality in religion. For Hindus, only male Brahmin can be the priest and monk which is made in Buddhism, monk who is a^{men} women will be the leader ^{for} nuns who are usually women. However, this situation does not necessarily to show the true the meanings of religion. Some feminist might have different theory of religion. Nawal el Saada Badawi said that, it men who misused religion to legitimize their positions. This is supported by Letta Badawi who highlights the positive aspects of women in Islam. It shows that religion is not only about supporting the patriarchal ideology.</p> <p>In conclusion, functionalist believes that religion is based upon sacred things that promote social solidarity. However, for marxist the social solidarity is seen as a social control by the capitalist. Feminist on the other hand sees the values transmitted through religion is a patriarchal values. Functionalist might have explained that the basic idea of religion is to promote peace in a very beneficial way such as through reducing the stress and a^{justify} an unexpected events.</p>
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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

Total mark awarded = 18 out of 25

Example candidate response – grade C

8)	(a)	<p>There are many factors which can influence the level of religiosity of different groups: for instance, class background, gender, ethnicity are among the factors:</p> <p>Women are more likely to engage in religious practices in contrast to men. According to Miller and Hoffman, this is due to differential socialisation. Structural location of women and their attitude to risk. In the socialisation process, girls are taught to be caring and loving, which are largely attributes of religion. Besides, the structural location of women is at home, while men are the breadwinners outside. Hence, without a job to give women personal identity, they gain sense of identity through participating in religious practices. However The most important factor, however, is attitude to risk by women. As this is not a factor in the process of religion, as not participating in religious activities are considered risk-taking behaviour, women are more likely to engage in these practices.</p> <p>Ethnicity of a group is also one of the factors. Bird claims that the minority ethnic groups usually are are more likely to engage in religious practices, as this helps them to face oppression than wider society, gives them sense of identity. Bruce also says ^{thinks that} minority ethnic groups are more likely to involve in religious activities, but he thinks that the major ^{reasons for this are to help} the ^{for} cultural defence and cultural transition. For example, an Asian who has migrated to United Kingdom involves in religion to help cope with the transition between two very different cultures. Besides, if faced with oppression, religion can defend their identity against the oppressor.</p> <p>Those who come from lower, working class background are also more likely to engage in religious practices. According to Marxist, the working class practices ^{as their} religion is makes their oppression on earth more bearable. On the other hand, according to Bruce, women who are from working class background are more likely to engage in religion, to help cope with oppression.</p>
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(b)	<p>Functionalists see religion as serving a positive contribution to the society. For example, Durkheim, Malinowski and Parson, all think that religion help contribute positively to the society. However, their views receive wide criticisms, especially from marxists, who think that they ignore the dysfunctional aspects of religion.</p>
	<p>Durkheim thinks that religion serves to maintain social solidarity in the society. In his study of aboriginal society, the members of that aboriginal society group together to worship a totem, which is sacred. Totemism As their religious ritual involves collective worship of totem, this strengthens ^{strengthens} collective conscience among them. Besides, Durkheim thinks that as totem represents ancestors, worship of totem is actually worship of ancestors and the society. The members will think that the society is more important than individual and this contributes to conformity of norms and values ^{of society}. Durkheim thinks that religion is anything which is sacred and which contributes to collective conscience. Hence, he also sees civil activities like the Commemoration of France as civil religion.</p>
	<p>Durkheim's view has been criticized. Some claim that it is hard to distinguish between ^{the} between sacred and profane. Besides, it is said that religion does not necessarily transmit societal norms and values. Some conflicts are caused by religion. For example, the bombing of Boston marathon in America by an Islamist extremists shows that the ^{there is} there is conflict between religious values and societal values.</p>
	<p>Malinowski is another functionalist who thinks that religion plays a</p>

		and unpredictable event
		role as coping mechanism with stress and anxiety. In his study, he found that when members of a tribe are about to get involved in risky activities, such as fishing or open sea, they get together and pray. This helps them relieve anxiety. This function serves as a useful purpose in society as we are faced with many unpredictable events in life such as death. Hence, religion steps in to help us cope with it.
		Parsons, on the other hand, thinks that religion gives meaning to life. There are certain things such as life and death issues which remain unexplainable in the world. In this case, religion steps in to give meanings to these events. According to him, religion is part of the cultural and social system, where if members of society are nurtured with values and norms of society and have value consensus.
		However, the Malinowski and Durkheim views above are criticised. The functionalist views are criticised greatly: Firstly, they are criticised for ignoring the dysfunctional aspects of religion and merely focus on the positive aspects of religion. Secondly, religion does not contribute to peace all the time, conflicts can be caused by religion. For instance, this in Northern Ireland, ^{there are} conflicts between Catholics and Protestants.
		Marxists criticised functionalists, as they think that religion serves to maintain oppression of the proletariat, and work in the interests of ruling class, and not serve to contribute positively to society as what the functionalists claim. To Marxists, religion is the opium of the people, where the poor are promised eternal bliss in heaven and hence prevent any cause for rebellion, while the rich's position is justified by religion. Hence, it contributes negatively to the society.
		Marxists believe that religion oppresses the working class. Feminist theorists criticise functionalist's theory of religion as they view religion as serving to maintain patriarchal ideology in society and

		<p>maintains women's oppression - According to Simone de Beauvoir, women are oppressed by religion as a result of religion's patriarchal.</p>
		<p>Postmodernists on the other hand, do have different views than that of the functionalists on religion. They think of functionalist think that in postmodernity, where people no longer believe in an account authenticity, they lose but still are based Giddens thinks that as we approach high modernity, everything is relative and we lose sense of identity. Hence, religion steps in to provide us with an identity.</p>
		<p>In conclusion, the functionalist theory of religion is useful in terms of explaining how religion contributes to maintenance of social cohesion and solidarity. However, it ignores the dysfunctional aspects of religion. Moreover Moreover, in increasingly diverse modern societies, it is it is questionable as to the extent that religion is able to unite people, instead of divide.</p>

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

Example candidate response – grade E

8	<p>a) According to Marxist sociologists, religion is seen as a drug or opium of the people. This is because Marxists think that religion provides the padding the cushion when dealing dealing with stress by the working class. Those Those who are oppressed and ruled by the ruling class are often disillusioned ^{disillusioned by} religion and ^{and} believe that by working working hard, they would be granted a place in heaven where enjoyment awaits after life. But the padding padding padding Ruling class or the capitalist also practiced religion, but often less enthusiastically and is to affirm their positions in society. The ^{The} emergence of new age religions and cults also indicated that there were people who seek religion to reaffirm their identities. Modern people who had lost trust and hope in scientific studies like medication and traditional religion seek superstitious things that value ^{unique} personal identity in in every person.</p>
	<p style="text-align: center;">←</p> <p>✦ continues here.</p> <p>According to Weber, ^{Protestant} capitalist was demonstrated a pattern, which is was referred to as Calvinism. ^{Protestant} Capitalist practiced religion to keep them motivated to achieve a life where they spend wisely and avoid unnecessary pleasures to earn a place in the heavens in afterlife.</p>

8	-b	<p>Functionalist believed that religion are a tool used to reaffirm social control. Religion in a society is ^{usually} contains ^{moral} values and consensus which is vital in mainting order.</p>
		<p>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, the ^{by} the ^{practices} religion the some people are worshipping the society. This is based on his findings that the figure of a 'god' or 'supreme being' in totemism are not crafted by human.</p>
		<p>Durkheim's claims can also be applied to other religion. By tracing back some prominent churches and the holy bibles, many religion such as christianity and islam shared a same root of believes. However, they are later interpreted differently, and the resulted in emergence of sects among the churches. So by worshipping religion, which ^{which} were based on those interpretation of gods word to men, the people are merely worshipping themselves.</p>
		<p>Malinowsky on the other hand, sees religion as a practice for the the the society to cope with shock and unexpected incidents that causes ^{emotional} ^{together} stress. In most religion, incident are such as childbirth, death and large scale of ^{deadly} accidents. The society would often gathered around people who are in such situation to provide comfort; and keeps the bonding is strong among people in a society. This way, the society would be strong in a face of losses by keeping the values and hopes high by pructing religious practice.</p>

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 tends 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~~ ^{can be} misinterpreted and misleading people into conflicts, and ~~cults~~ ^{religious} cults such as the Boko Haram 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 secularization 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

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