
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 in 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>Boales 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 one that the education system provides workers for capitalism that are elite ^{elite} 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. Boales 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 ^{note} that there was this 'myth of meritocracy' - where the system seems fair but actually ensures that the ~~dominant~~ ^{dominant} ~~power~~ ^{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. However Kelso's section was self-elimination for they ~~felt~~ ^{felt} that the dice was loaded against them and that ~~they~~ ^{they} were unlikely to succeed. Therefore according to Bowles and Gintis only 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>Bobb 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 'stamina' 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 unwilling 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 the 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 making children seem like passive robots they 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. Exams are provided with the same questions and assessment procedures. Keepie 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 getting in the needed effort for the long run and immediate gratification - only seeing short term rewards not putting in the work needed to benefit in the future. Therefore according to Sugorman 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.

Neoliberal 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 is the sub-culture is 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 as 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 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 a 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.
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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, to Stephen Ball et al 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,

	<p>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.</p>
	<p>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.</p>

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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Marxists on the other hand believes that ~~the~~ education system is used by the ~~capitalist~~ ^{bourgeoisie} ruling class / to promote their values of and beliefs into the minds of the proletariat. For instance, in schools, laws are ~~infer~~ reinforced for students, making them disciplined and obedient. Such characteristics are very much needed by the capitalist - future employees in the capitalist society. ~~It shows that~~ This proves the fact that hidden curriculum, like law reinforcements, helps the capitalists to ~~shape~~ ^{shape} the ~~desired~~ ^{desired} mental characteristics of their future ~~employees~~ workers in the children at school. This could be further supported ~~with~~ with evidence in China, whereby students who ~~go~~ went against the law were punished rather cruelly. In some schools, like having to kneel on small balls for over an hour or ~~to~~ ~~have~~ receiving caning punishments, thus making their students to be very obedient and disciplined. ~~It shows that~~ ~~the~~ ~~middle class children~~ were considered as the "perfect pupil" by the teachers ~~compared~~ ~~to~~ ~~the~~ ~~working class children~~ as they ~~were~~ ~~more~~ ~~obedient~~ ~~and~~ ~~successful~~ ~~in~~ ~~their~~ ~~studies~~ and compared ~~to~~ the working class children who have more ~~rebellious~~ ^{getting low attainment} rebellious and preferred ~~to~~ ~~question~~ ~~the~~ ~~education~~ ~~system~~ critical thinking ^{and to question the education system} / ~~to~~ ~~question~~ ~~the~~ ~~education~~ ~~system~~ which is certainly not a ~~preferable~~ preferable for the capitalists who ~~want~~ want to eliminate critical thinking in people. So, this actually portrays that middle class ^{children} has been ~~more~~ ~~to~~ ~~be~~ ~~the~~ ~~preferred~~ ~~preferable~~ ~~for~~ ~~the~~ ~~even~~ ~~in~~ ~~the~~ capitalists society due to the fact that their knowledge and behaviours are ~~more~~ ~~suited~~ ~~to~~ ~~the~~ ~~values~~ ~~and~~ ~~beliefs~~ ~~of~~ ~~the~~ ~~ruling~~ ~~class~~ ~~and~~ ~~prop~~ thus proving the question claim to be ~~the~~ true because the ~~way~~ ~~of~~ ~~construction~~ of knowledge does favour ~~the~~ ~~same~~ pupils over others.

		<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 in 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 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 as 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.
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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 not 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 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. Bijson suggests and are seen in domestic activities.</p> <p>In magazine ^{azines}, Tunstall argues that women are encouraged with femininity and pushed towards roles that fit their representatives ^{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 in advertising materials released to sell any product and are seen in a domestic activity. However now Hertzman 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 ^{still} 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 McRobbie 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 roles and domestic paid roles, it is still to being useless at something else such</p>

5	a.	<p>as house work and chores, child care miss, As well as we have rarely shown in sports, to 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 to 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 Hargreaves 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 issue, where as a child would use media for the exploration of his/her identity or for the advice 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 it 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 passive, 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 women 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, the television ^{soap} 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 audience 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 innacurate innacurate 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>

This also apply- to various media outside news broadcasters. Female tend to sport 'sexy and revealing' costume in advertisement to attract attentions. Traditional soap opera also ~~portrays~~ portrays women to be housewives which are expected to be loyal ~~to~~ and obedient housewives.

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

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

~~In conclusion, the variety of~~ ~~advertisements~~ ~~about~~ ~~the~~ ~~media~~ ~~is~~ ~~increasing~~ ~~and~~ ~~the~~ ~~effect~~ ~~of~~ ~~the~~ ~~media~~ ~~is~~ ~~becoming~~ ~~more~~ ~~and~~ ~~more~~ ~~obvious~~ ~~to~~ ~~the~~ ~~public~~ ~~and~~ ~~the~~ ~~media~~ ~~is~~ ~~becoming~~ ~~more~~ ~~and~~ ~~more~~ ~~powerful~~ ~~in~~ ~~the~~ ~~modern~~ ~~world~~.

Finally, there are groups where post modernist believed that people no longer interpreted ~~is~~ news commonly. Post-modernist believed that people nowadays interprets media.

		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 worthy. Such as extrajudicial. 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 narrated. 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 of 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 powerful 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 ^{concept} 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 hegemony} 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 rater than the tasks of the troops. Therefore journalists objectivity is largely tainted. Burer 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 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 well known 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 contributor 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
	evidence 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 ^{custom} regulations imposed such as the Official Secret Act, only 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 ^{advertising} 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 not also affect case</p> <p>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 society ^{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>Crackwatch</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. Accordingly 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 theories of media. To them, the media represents all views of people and is based on democratic principles. There is a benevolent state which controls the media to serve the interests of people. Besides, public service broadcasting such as British Broadcasting Corporation (BBC) intend to educate people. Pluralists think that journalists have professional 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 state controlled 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 radios.
		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 method 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 most 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 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 is 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 ethnics. 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 social change capitalism.</p>
		<p>Against the view, Functionalists like Durkheim believe that religion promotes value consensus which tea maintains social order, hindering social change. It 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 ~~to~~ 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 if effective if the society has ~~to~~ strong economic foundations.

7	b)	<p>The ^{Whether 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 fact, a decline in beliefs over the years but it in different ways ways such as privatisation.</p>
		<p>The Functionalists were it one of the first to oppose Marxist's claim on religion. Talcott Parsons states that the religious organization did 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, 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, resocialization. For example, the Unification Church has ~~the~~ ~~in~~ a membership wider than 3 millions, one of its members ~~are~~ 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~~ ~~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 ~~to~~ 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. 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. existence 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, it and the political leader is also known as the religious leader. MacGivie is 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>

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} g ^{then} 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 still participate 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 was 40% in 1950, decreased to 20% in 1951 and 7.5% in 2000. Hence, this is besides that Sunday school attendance dropped to 4% in 2000 from 35% 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. 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

88	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 to ^{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 ^{to} engage in religious practices do to justify their positions in society. Society where is 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 practitioners. This religion does also give sense of identity and help to reduce the stress to the practitioners. 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 maintaining social solidarity. While, Marxist, feminist 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 stay united 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 means to unexpected things which is ^{which is} almost similar to what Malmowski, as for example, pea 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 on 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 rebel. 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 on^{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 Saadawi 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 those who are 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 ^{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 ^{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 is ^{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 in open seas, 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 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 well as religion is 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 social authorities, they lose but still and 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. and Moreover, in increasingly diverse modern societies, it 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.