
A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

Mark scheme

June 2020

Version: 1.0 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.
















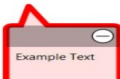




You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Annotating Scripts

Please use the following annotations:

eMarker-2 symbol	Use of symbol
	Analysis (all questions)
	Application (for use of the item in 10 mark Analyse question answers)
	AO1 – knowledge and understanding e.g. sociological concepts, theories, names of sociologists
	AO2 – application
	AO3 – analysis and evaluation
	Correct/good point
	Evaluation
	Example
	Underlining tool– use this or AO1 for concepts etc or for any point deserving credit
	Incorrect
	Knowledge and understanding
	Unclear
	Missing
	Not answering question
	No response (use e.g. if candidate has put question number in margin but not written anything)
	Text box. Please include a brief text box comment for each question, and other text boxes as appropriate.
	Red rectangle. Can be used for highlighting.
	Seen. Use for any substantial part of an answer when no other annotation is appropriate.
	Way 1. Use in 10 mark analyse question answers for the first way (or factor, reason etc) identified
	Way 2. Use in 10 mark analyse question answers for the second way (or factor, reason etc) identified

Section A
Topic A1 Culture and Identity

Qu	Marking guidance	Total marks
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01	Outline and explain two ways in which social class may have become less important in shaping identities.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which social class may have become less important in shaping identities.</p> <p>There will be two applications of relevant material, eg socialisation into class-based subcultures influencing values; middle class concepts of taste providing a sense of difference and superiority.</p> <p>There will be appropriate analysis, eg of the extent to which social class is important in shaping identities.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which social class may have become less important in shaping identities.</p> <p>There will be one or two applications of relevant material, eg ways in which income and wealth enable or limit choices about lifestyle and consumption.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussion of identities in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- economic aspects of social class such as income and wealth
- cultural aspects of social class such as leisure activities, interests and tastes
- social and cultural capital and identities
- association of high culture with higher classes and mass/popular culture with working class
- class differences in attitudes eg to the value of education
- decline of traditional working class identities
- class subcultures.

Sources may include the following or other relevant ones:

Bourdieu; Bradley; Carter and Coleman; Giddens and Diamond; Goldthorpe; Lash and Urry; Mackintosh and Mooney; Marx; McKenzie et al; Murray; Palkulski and Waters; Roberts; Saunders; Savage; Scott; Skeggs.

Qu	Marking guidance	Total marks
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02	Applying material from Item A , analyse two ways in which mass culture may prevent social change.	10
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Item A

Mass culture is usually seen as commercially produced by businesses for profit rather than being created by ordinary people or reflecting their experiences. Mass culture is also seen as oversimplified, requiring little thought or evaluation.

Mass culture may prevent social change.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which mass culture prevents social change.</p> <p>There will be two developed applications of material from the item, eg mass culture involves businesses persuading people that want and need trivial products; mass culture promotes conformity and passive acceptance of the way things are.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which mass culture can educate and inform about important social issues.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which mass culture prevents social change.</p> <p>There will be some successful application of material from the item eg mass culture makes people less likely to challenge those in power.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which mass culture prevents social change.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into descriptive accounts of mass culture.</p> <p>There will be limited or no analysis/evaluation.</p>

0	No relevant points.
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Sources may include the following or other relevant ones:

Adorno; Bourdieu; Giddens; Gramsci; Leavis; Livingstone; MacDonald; Marcuse; Strinati.

Qu	Marking guidance	Total marks
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03	Applying material from Item B and your knowledge, evaluate feminist views of the extent to which the socialisation process reinforces patriarchy.	20
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Item B

Feminist sociologists often emphasise the ways in which the socialisation process encourages people to conform to hegemonic masculine and feminine identities that reinforce patriarchy.

However, other sociologists have argued that people actively construct their gender identities, and that gender identities have become much more fluid.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on feminist views on how the socialisation process reinforces patriarchy. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through comparing different theoretical perspectives on socialisation. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of different definitions of types of feminist explanations and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some feminist views on how the socialisation process reinforces patriarchy. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p>

	<p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about gender and socialisation. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about socialisation in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

agencies of socialisation; sex and gender; gender roles; gender codes; stereotype; hegemonic masculinity; hegemonic femininity; expressive and instrumental roles; manipulation; canalisation; appellations; heterosexuality; sexual orientation; hidden curriculum; 'new man'; metrosexuals; crisis of masculinity; lads and ladettes.

Sources may include the following or other relevant ones:

Billington et al; Coleman-Fountain; Collier; Connell; Connolly; de Beauvoir; Dorais; Jackson; Lees; Mac an Ghail; Mead; Mort; Oakley; Ortner; Taylor; Walby; Walter; Weeks; Wilkinson; Willis.

Topic A2 Families and Households

Qu	Marking guidance	Total marks
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04	Outline and explain two ways in which changing childbearing patterns may have influenced gender roles and relationships within families and households.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which changing childbearing patterns may have influenced gender roles and relationships within families and households.</p> <p>There will be two applications of relevant material, eg the increase in women remaining childfree influencing women's involvement in the labour market; how smaller families may encourage men's involvement in childcare and an increase in joint conjugal roles.</p> <p>There will be appropriate analysis, eg feminist arguments around women now taking on dual burden/triple burden; the extent to which gender roles have changed.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which changing childbearing patterns may have influenced gender roles and relationships within families and households.</p> <p>There will be one or two applications of relevant material, eg changes in division of domestic labour.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussion of reasons for changing childbearing patterns.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- decision making
- power relationships
- increase in women's involvement in the labour market
- increase in joint conjugal roles
- men taking on expressive role
- financial control
- dual shift/triple shift.

Sources may include the following or other relevant ones: Boulton; Braun, Vincent and Ball; Dex and Warde; Duncome and Marsden; Ganley and Schechter; Gershuny; Laurie and Gershuny; McRobbie; Pahl; Warde and Hetherington.

Qu	Marking guidance	Total marks
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05	Applying material from Item C , analyse two ways in which globalisation may influence families and households.	10
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Item C

Globalisation involves the growing inter-connectedness between countries through increased travel opportunities. It enables more freedom of choice in terms of lifestyles and personal relationships.

Globalisation may influence families and households.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which globalisation may influence families and households.</p> <p>There will be two developed applications of material from the item, eg increase in migration may mean families live in different parts of the world; freedom of choice creating more complex family and household structures, such as divorce extended families, negotiated families.</p> <p>There will be appropriate analysis/evaluation of the two ways, eg the extent of the freedom and choice over lifestyles/personal relationships in postmodern society.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which globalisation may influence families and households.</p> <p>There will be some successful application of material from the item, eg wider choice of partners.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which globalisation may influence families and households.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of family diversity.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Beck; Chambers; Cheal; Ehrenreich and Hochschild; Einasdotir; Eriksen; Giddens; Morgan; Shutes; Smart; Stacey; Vertovec; Weeks; Weston.

Qu	Marking guidance	Total marks
06	Applying material from Item D and your knowledge, evaluate the view that UK society has become more child-centred.	20

Item D

Some sociologists argue that UK society has become more child-centred. Children today are more privileged than they have ever been. There are a large range of laws and policies in place to protect them and there is an increasing emphasis now placed on children's rights.

However, other sociologists argue that the extent of child-centredness is exaggerated, and that childhood can be a negative experience for some children.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on UK society becoming more child-centred. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a discussion of the extent to which society has become more child centered, or through a debate between different perspectives (eg Marxist, feminist, postmodernist, personal life etc). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of inequalities between children based on gender/social class/ethnicity, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some of the ways in which UK society has become more child-centred. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p>

	<p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about childhood in general. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about childhood in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear; policies restricting child labour; exclusion of children from paid work; compulsory education; growth of children's rights; declining family size; lower infant mortality rate; increased medical knowledge around child development; child protection and welfare policies; age patriarchy; child neglect and abuse; control over children's space, time and bodies; information hierarchy; toxic childhood; disappearance of childhood; impact of divorce; march of progress; conflict view.

Sources may include the following or other relevant ones: Ariés; Bhatti; Bonke; Brannen; Cunningham; Firestone and Holt; Garber; Gittins; Howard; Jenks; Opie; Palmer; Pilcher; Postman; Rees; Wagg; Womack.

Topic A3 Health

Qu	Marking guidance	Total marks
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07	Outline and explain two reasons for social class differences in consumer choices of health care.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons for differences between social classes in taking advantage of consumer choice in health care.</p> <p>There will be two applications of relevant material, eg social classes have different levels of access to the information needed to make informed choices; working class may place greater trust in the advice of professionals and not seek alternative views.</p> <p>There will be appropriate analysis, eg of different choices available within health care.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons for differences between social classes in taking advantage of consumer choice in health care.</p> <p>There will be one or two applications of relevant material, eg higher classes are able to afford private health care.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussion of gender or ethnic differences in health care choices.</p> <p>There will be little or no analysis</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- middle class are able to afford private care, medical tourism etc
- working class lack knowledge and expertise to make informed choices
- middle class have greater access to knowledge of available choices
- different levels of social and cultural capital
- availability of choices by region/location
- class differences in attitudes to the construction of bodies and identities through consumption and lifestyle

- different levels of trust in health professionals
- class differences in attitudes to complementary and alternative medicine.

Sources may include the following or other relevant ones:

Cattrell; Conrad; Ernst; Giddens; Goldacre; Law; Lunt et al; Lyotard; Nettleton; Senior; Shaw et al; Skountridaki; Stevenson et al; Swayne; Wilkinson and Pickett.

Qu	Marking guidance	Total marks
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08	Applying material from Item E , analyse two reasons for inequalities between ethnic groups in their health chances.	10
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Item E

Black and other minority ethnic groups in the UK are more likely than the majority to experience low incomes and live in disadvantaged areas. The cultural values of these groups often prioritise support from the family and community rather than outside support.

There are inequalities between ethnic groups and their health chances.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons for inequalities between ethnic groups in their health chances.</p> <p>There will be two developed applications of material from the item eg fewer and less easily accessible healthcare services in deprived areas; some groups may think they should not seek healthcare until their condition is serious.</p> <p>There will be appropriate analysis/evaluation of two ways eg differences between minority ethnic groups.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons for inequalities between ethnic groups in their health chances.</p> <p>There will be some successful application of material from the item, eg low income associated with poor diet and unhealthy lifestyle.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two reasons for inequalities between ethnic groups in their health chances.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg social class differences in health chances.</p>

	There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Balarajan; Davey Smith et al; Moriarty; Nazroo; Nettleton; Parry et al; Sproston and Mindell; Wilkinson.

Qu	Marking guidance	Total marks
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09	Applying material from Item F and your knowledge, evaluate sociological explanations of the differences in rates of mental illness between social groups.	20
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Item F

Rates of mental illness vary between different social groups, such as those based on social class, gender and ethnicity. Some explanations of mental illness point to social issues such as racism, sexism, poor housing and poverty as contributing factors.

Others argue that mental illness is a label applied to deviant behaviour. Mental illness is socially constructed through interpretations made by others.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of the differences in rates of mental illness between social groups. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between social realist and social constructionist models of mental illness applied to different social groups. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of reasons for apparent differences in rates of mental illness and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of labelling approaches to mental illness applied to different social groups. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about mental illness and different social groups. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about mental illness in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

biomedical approaches; social realist and structuralist approaches; interactionism; labelling; social constructionism; feminism; social class; gender; ethnicity; discrimination; stigma; spurious interaction; mortification of self; total institution; cognitive therapy.

Sources may include the following or other relevant ones:

Appignanensi; Becker; Brown and Harris; Busfield; Chesler; Foucault; Goffman; Laing; Mackenzie et al; Mallet et al; Moncrieff; Morrison; Nazroo; Pickett et al; Rehman and Owen; Rosenhan; Scheff; Shaw and Ward; Szasz.

Topic A4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
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10	Outline and explain two ways in which government policies have affected the distribution of income in the UK.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which government policies have affected the distribution of income in the UK.</p> <p>There will be two applications of relevant material, eg stopping/reducing benefits has led to more poverty; taxation policies have reduced income of some groups more than others.</p> <p>There will be appropriate analysis, eg of the extent to which policies have affected the distribution of income in the UK.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which government policies have affected the distribution of income in the UK.</p> <p>There will be one or two applications of relevant material, eg welfare state policies have not led to redistribution of income.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussion of poverty in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- social democratic/welfare state policies intended to be redistributive
- New Right policies eg sanctioning, tackling alleged dependency culture
- means testing/selective benefits vs universal benefits
- wages policies e.g. minimum wage
- policies limiting the ability of trade unions to campaign for higher incomes for their members
- tax policies – progressive and regressive taxes, tax evasion and avoidance

Sources may include the following or other relevant ones:

Abel-Smith and Townsend; Blackman; Craine; Davis and Moore; Foucault; Gans; Lister et al; Marsland; Miliband; Murray; Saunders; Weber; Westergaard and Resler.

Qu	Marking guidance	Total marks
11	Applying material from Item G , analyse two reasons why some social groups are more likely than others to experience poverty.	10

Item G

The values and attitudes of some members of the working class may lead to them accepting their position in society. Patriarchal values mean that females can be disadvantaged.

Some social groups are more likely than others to experience poverty.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why some social groups are more likely than others to experience poverty.</p> <p>There will be two developed applications of material from the item, eg that fatalistic attitudes may lead working class people to accept their social position so that some experience poverty; that patriarchal values lead to social arrangements such as the unequal distribution of caring roles, contributing to the feminisation of poverty.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which the experience of poverty may differ between social groups.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why some social groups are more likely than others to experience poverty. There will be some successful application of material from the item, eg that economic circumstances explain poverty better than attitudes.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two criticisms of cultural explanations of poverty.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg definitions of poverty.</p> <p>There will be limited or no analysis/evaluation</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Baumberg, Bell and Gaffney; Blanden and Gibbons; Coates and Silburn; Field; Lewis; Marsland; Murray; Rutter and Madge; Shildrick et al.

Qu	Marking guidance	Total marks
12	Applying material from Item H and your knowledge, evaluate sociological explanations of the effects of worklessness on people's lives and life chances.	20

Item H

Worklessness affects retired people and those unable to work as well as unemployed people. People without work are more likely to be disadvantaged than those in work. They are excluded from some aspects of social life and their life chances are diminished. There are others who do not work because they have sufficient wealth.

However, some sociologists argue that work is now less important as a source of identity and that worklessness has become less significant.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of the significance of worklessness for people's lives and life chances. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through the debates between different explanations of the relationship between worklessness and people's lives and life chances (eg Marxism, postmodernism, feminism). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of the significance of worklessness for different life chances and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some types of worklessness. Understands some limited but significant aspects of the question; superficial understanding of the presented</p>

	<p>material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about worklessness. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about worklessness in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

unemployment; underemployment; economically active; claimant count; retirement; disability; poverty; labour market; NEETs; deindustrialisation; marginalisation; disengagement theory; stigmatisation; stereotype; repression; social exclusion; consumer society; reserve army of labour; alienation; anomie.

Sources may include the following or other relevant ones:

Bauman; Craine; Cumming and Henry; Dahrendorf; Dorling; Durkheim; Fagin and Little; Garrod; Gini; Gulliford et al; Harper; Hockey and James; MacDonald, Sheldrake and Furlong; Marx; Riach and Loretto.

Section B
Topic B1 Beliefs in Society

Qu	Marking guidance	Total marks
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13	Outline and explain two reasons why women are more likely than men to participate in New Age movements.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why women are more likely than men to participate in New Age movements.</p> <p>There will be two applications of relevant material, eg women are more associated with spirituality; New Age movements allow women to break away from the patriarchal gender roles encouraged by traditional religion.</p> <p>There will be appropriate analysis, eg the extent to which men may also participate in New Age movements.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why women are more likely than men to participate in New Age movements.</p> <p>There will be one or two applications of relevant material, eg New Age movements appeal to expressive role of women rather than instrumental role of men.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into a general discussion of gender patterns and religious participation and/or other religious organisations such as sects.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- socialisation of women into expressive role
- patriarchal gender roles within traditional religion – loss of faith in traditional religion
- emphasis on personal experience
- emphasis on autonomy and authenticity
- women more likely to be in part-time employment/full-time carers
- women closer to nature and cycle of life/death

- emphasis on celebrating nature and healing role of women
- higher status of traditional female qualities in New Age movements
- individual sphere of New Age movements.

Sources may include the following or other relevant ones: Armstrong; Brown; Bruce; Davie; Drane; El Saadawi; Greeley; Heelas; Heelas and Woodhead; Miller and Hoffman.

Qu	Marking guidance	Total marks
14	Applying material from Item I , analyse two reasons why the extent of secularisation may have been exaggerated.	10

Item I

Secularisation theory explains the decline in religious participation across parts of Europe, but it does not explain why religion continues to be popular in other parts of the world. It also fails to recognise that religion may be changing rather than declining.

The extent of secularisation may have been exaggerated.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why the extent of secularisation may have been exaggerated.</p> <p>There will be two developed applications of material from the item, eg high levels of religion in countries such as the USA linked to supply and demand and the diversity of beliefs and practices that are on offer; apparent decline of traditional religion but change in the way people practice, believing without belonging.</p> <p>There will be appropriate analysis/evaluation of two ways, eg religious diversity not always leading to higher levels of religion; extent of belief without belonging.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why the extent of secularisation may have been exaggerated.</p> <p>There will be some successful application of material from the item, eg religious belief now changing to a more spiritual focus.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two reasons why the extent of secularisation may have been exaggerated.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of secularisation theory.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Berger; Bruce; Davie; Day; Finke; Gill and Lundegarde; Hadaway; Heelas and Woodhead; Hervieu-Leger; Lyon; Norris and Inglehart; Stark and Bainbridge; Vasquez; Voas and Crockett.

Qu	Marking guidance	Total marks
15	Applying material from Item J and your knowledge, evaluate the view that religion acts as a force for social change.	20

Item J

Some sociologists argue that religion acts as a force for social change. It can be used to challenge mainstream beliefs and values, and inspire protest against the existing social order.

However, other sociologists suggest that the relationship between religion and social change is not straightforward and that religion can even prevent social change.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on religion acting as a force for social change. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through the debates between religion acting as a force for change and/or theoretical perspectives on religion acting as a conservative force (eg Marxism, feminisms, functionalism). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of the extent of social change, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some aspects of religion acting as a force for social change. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>

5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about religion and social change. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about religion in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

religion as an ideological resource; hegemony; counter hegemony; organic intellectuals; principle of hope; millenarian movements; cargo cults; Liberation Theology; religious feminism; religious fundamentalism; televangelism; the spirit of capitalism; religion as a conservative force; traditional beliefs and values; stabilising society; conservative beliefs; patriarchal ideology; bourgeois ideology.

Sources may include the following or other relevant ones: Armstrong; Billings; Bruce; Brusco; Casanova; Durkheim; El Saadawi; Gramsci; Maduro; Marx; Lowy; Weber; Woodhead; Worsley.

Topic B2 Global Development

Qu	Marking guidance	Total marks
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16	Outline and explain two ways in which development can lead to demographic changes.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which development can lead to demographic changes.</p> <p>There will be two applications of relevant material, eg development can lead to the demographic transition from high birth and death rates to low birth and death rates; development can lead to increased migration from rural to urban areas.</p> <p>There will be appropriate analysis, eg of different types of demographic change.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which development can lead to demographic changes.</p> <p>There will be one or two applications of relevant material, eg women may have fewer children.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussion of demography in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- the demographic transition
- falling birth rates
- falling mortality rates
- increase in life expectancy
- lower fertility rates
- smaller family sizes
- changing age structure – ageing population
- increased migration.

Sources may include the following or other relevant ones:

Adamson; Chrispin and Jegede; Cohen and Kennedy; Eberstadt; Ehrlich; Harrison; Hewitt and Smith; Kaplan; Malthus; Richards; Robey et al; Rosling; Webster.

Qu	Marking guidance	Total marks
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17	Applying material from Item K , analyse two ways in which development can affect gender inequalities.	10
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Item K

Development can lead to new ways for previously exploited groups to improve their situation. It can also cause powerful groups to feel threatened by changes and lead them to assert what are seen as traditional attitudes and practices.

Development can affect gender inequalities.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which development can affect gender inequalities.</p> <p>There will be two developed applications of material from the item, eg women have been able to make progress towards greater equality with men; progress towards equality has led to a backlash reasserting patriarchal values.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which development reduces gender inequalities.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which development can affect gender inequalities.</p> <p>There will be some successful application of material from the item, eg education for girls has led to greater employment opportunities.</p> <p>There will be some analysis/evaluation</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which development can affect gender inequalities.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of inequalities in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Boserup; Cohen and Kennedy; Ehrenreich and Hochschild; Foster-Carter; Hunt; Leonard; Mies; Pearson; Seager; Shiva; van der Gaag; Van Zeijl.

Qu	Marking guidance	Total marks
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18	Applying material from Item L and your knowledge, evaluate the view that aid is essential for development.	20
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Item L

According to some sociologists, aid is essential for development because it helps countries reach take-off and industrialise.

However, other sociologists are critical of aid and point out that many countries receiving aid have made little progress. Others argue that the real purpose of aid is to ensure a free market system that creates underdevelopment.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that aid is essential for development. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between dependency and modernisation or other theories. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of different types of aid and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some aid projects. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about aid. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about development in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

ODA (Official Development Assistance); NGOs; World Bank and International Monetary Fund; structural adjustment programmes; multilateral and bilateral aid; emergency aid and development aid; tied aid and conditionality; grass roots development; dependency; modernisation; gender inequalities; transparency and accountability; aid as imperialism; aid as business; debt; trade.

Sources may include the following or other relevant ones:

Alibhai-Brown; Bauer; Calderisi; Collier; Easterley; Erixon; Hancock; Hayter; Moyo; Norberg; Riddell; Sachs; Samura.

Topic B3 The Media

Qu	Marking guidance	Total marks
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19	Outline and explain two ways in which new media may have affected the selection and presentation of news.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which new media may have affected the selection and presentation of news.</p> <p>There will be two applications of relevant material, eg citizen journalism enables members of the public to report and spread news stories; news media have to provide more immediacy through instantaneous coverage of events.</p> <p>There will be appropriate analysis, eg of ways new media change news values.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which new media may have affected the selection and presentation of news.</p> <p>There will be one or two applications of relevant material, eg traditional news media have become more accountable because of audience responses using new media.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussions of media in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- proliferation of fake news stories, lack of regulation
- new media becoming the news eg a tweet by Trump
- changes in the traditional news flow cycle
- heightened accountability
- participatory culture – news producers and consumers no longer have separate roles
- citizen journalism – citizens more able to contribute eg uploading video footage
- wider range of sources and of opinion on news, easily available
- changes in news values eg greater emphasis on immediacy, celebrity.

Sources may include the following or other relevant ones:

Bivens; Boyle; Curran and Seaton; Dutton and Blank; Itzoe; Jenkins; MacKinnon; McNair; Philo.

Qu	Marking guidance	Total marks
20	Applying material from Item M , analyse two ways in which media corporations may contribute to a growth in global culture.	10

Item M

Media corporations have the power to produce images of lifestyles through which people form their identities. The wide reach of these corporations has led to local cultures becoming less important.

Media corporations may contribute to a growth in global culture.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which media corporations may contribute to a growth in global culture.</p> <p>There will be two developed applications of material from the item, eg Western/American media spread an ideology of consumerism so that people around the world aspire to the same ideas, values and products; global brands are promoted and recognised around the world, weakening local cultures.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which local cultures absorb and transform external influences.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which media corporations may contribute to a growth in global culture.</p> <p>There will be some successful application of material from the item eg the same media products are available around the world.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which media corporations may contribute to a growth in global culture.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of media effects.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Bagdikian; Baudrillard; Compaine; Fenton; Flew; Herman and Chomsky; Kellner; Putnam; Rosenau; Schiller; Sklair; Strinati; Thompson; Thussu.

Qu	Marking guidance	Total marks
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21	Applying material from Item N and your knowledge, evaluate the view that the media reflect the views of their audiences.	20
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Item N

Some sociologists argue that audiences control media content through their choices as consumers. They claim that competition between media for audiences means that owners and companies have limited power over content.

However, other sociologists argue that those who own and work in the media control the content. This means that the content can be biased and reflect dominant ideologies.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that the media reflect the views of their audiences. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through comparing different theoretical perspectives on the relationship between the media and their audiences (eg Marxism, pluralism, feminisms). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of audiences for different media and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some explanations of the relationship between the media and their audiences. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about media audiences. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about the media. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

Pluralism; hegemonic Marxism/neo-Marxism; manipulative/instrumental Marxism; feminism; competition and choice; ideology; bias; media diversity; media conglomerates; agenda setting; propaganda model; active and passive audiences; uses and gratifications; cultural effects; reception analysis; hypodermic syringe model; two-step flow model.

Sources may include the following or other relevant ones:

Bagdikian; Blumer and McQuail; Chomsky; Couldry et al; Curran; Davies; Edwards and Cromwell; Fisk; Glasgow University Media Group; Hall; Herman and Chomsky; Katz and Lazarsfeld; McChesney; Philo; Whale.

Topic B4 Stratification and Differentiation

Qu	Marking guidance	Total marks
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22	Outline and explain two factors which may lead to some members of the working class achieving upward social mobility.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two factors which may lead to some members of the working class achieving upward social mobility.</p> <p>There will be two applications of relevant material, eg educational policies enable some members of the working class to gain qualifications and go to university; changes in the occupations and structure may create opportunities for upward social mobility.</p> <p>There will be appropriate analysis, eg the extent to which there has been working class upward mobility.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two factors which may lead to some members of the working class achieving upward social mobility.</p> <p>There will be one or two applications of relevant material, eg acquiring capital through being able to buy property.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into descriptions of class.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- meritocratic education –working class pupils can gain qualification
- positive discrimination policies e.g. university admissions
- parental aspirations
- changes in the occupational structure
- compensatory education
- marrying up
- acquisition of wealth e.g home ownership, shares

Sources may include the following or other relevant ones:

Blanden et al; Davis and Moore; Dorling et al; Glass; Goldthorpe; Heath and Brittan; Marshall et al; McKnight; Payne; Roberts; Saunders; Savage; Sutton Trust.

Qu	Marking guidance	Total marks
23	Applying material from Item O , analyse two ways in which age may affect an individual's status.	10

Item O

Sociologists have increasingly recognised age as a dimension of inequality. For example, young people do not have all the same rights that adults do. Many older people are no longer in paid employment.

Age may affect an individual's status.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which age may affect an individual's status</p> <p>There will be two developed applications of material from the item, eg for young people, not having the right to work full time reduces income and independence; for older people, retirement can mean loss of status associated with employment.</p> <p>There will be appropriate analysis/evaluation of two problems eg of the extent to which age can be separated from other factors such as social class and gender.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which age may affect an individual's status.</p> <p>There will be some successful application of material from the item, eg reduced income in old age.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which age may affect an individual's status.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be a drift into discussion of age generally.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Abercrombie and Warde; Binner et al; Blaikie; Bradley; Bulman; Butler; Campbell; Davidson; Greengross; Pilcher; Ray et al; Scase and Scales.

Qu	Marking guidance	Total marks
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24	Applying material from Item P and your knowledge, evaluate the view that gender is the most important dimension of inequality today.	20
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Item P

Feminist sociologists argue that gender is the most important dimension of inequality today. This is despite some improvements in the social position of women.

However, other sociologists see gender inequalities as natural and inevitable, or argue that other dimensions of inequality are more important.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that gender is the most important dimension of inequality today. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through debates over the relative importance of gender compared to other dimensions of inequality such as ethnicity and social class. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of different explanations of inequalities and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some gender inequalities. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>

5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about gender inequality today. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about gender in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

Gender; feminisms; postfeminism; patriarchy; gender socialisation; discrimination; feminisation of poverty; expressive role; instrumental role; dual burden; triple shift; domestic division of labour; dual labour market; reserve army of labour; glass ceiling; genderquake; hegemonic femininity and hegemonic masculinity; crisis of masculinity; gender regimes.

Sources may include the following or other relevant ones:

Ansley; Benston; Bradley; Bryson; Delamont; Delphy; Firestone; Hakim; Hills et al; Mead; Mirza; Oakley; Ortner; Pilcher and Whelehan; Platt; Pollert; Sharpe; Walby.

Assessment objective grid

	AO1	AO2	AO3	Total
Section A				
Q01, Q04, Q07, Q10	5	3	2	10
Q02, Q05, Q08, Q11	3	4	3	10
Q03, Q06, Q09, Q12	8	6	6	20
Section B				
Q13, Q16, Q19, Q22	5	3	2	10
Q14, Q17, Q20, Q23	3	4	3	10
Q15, Q18, Q21, Q24	8	6	6	20
Totals	32	26	22	80



A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

Mark scheme

June 2021

Version: 1.0 Final Mark Scheme

216a7192/2/MS

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

01	Outline and explain two reasons why consumption may be affected by social class.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why consumption may be affected by social class.</p> <p>There will be two applications of relevant material, eg conspicuous consumption of luxury goods by higher classes to demonstrate status; limited consumption choices for lower classes because of lack of financial resources.</p> <p>There will be appropriate analysis, eg of the extent to which consumption of different types of goods or resources may be affected by social class.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why consumption may be affected by social class.</p> <p>There will be one or two applications of relevant material, eg consumption of high culture associated with higher social classes.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussion of social class in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- popular, mass and folk cultures and social class
- differences between social classes in leisure opportunities and choices
- financial resources for consumption
- time considerations because of work commitments
- expectations about what it is acceptable for different social classes to consume
- conspicuous consumption
- taste as a symbol of identity.

Sources may include the following or other relevant ones:

Adorno; Bauman; Bourdieu; Davis; Dittmar; Lury; Marcuse; Savage et al; Scraton and Watson; Veblen.

Qu	Marking guidance	Total marks
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02	Applying material from Item A , analyse two ways an individual's identity may be affected by being labelled as disabled.	10
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Item A

The choices people make about their identities are constrained by how others see them and interpret their behaviour. However, they can also choose to reject how others see them.

An individual's identity may be affected by being labelled as disabled.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways an individual's identity may be affected by being labelled as disabled.</p> <p>There will be two developed applications of material from the item, eg being seen and treated as different may lead to learned helplessness in people with disabilities; people with disabilities may assert a positive collective identity.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which more disabled-friendly social environments are changing attitudes.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways an individual's identity may be affected by being labelled as disabled.</p> <p>There will be some successful application of material from the item eg experience of prejudice and discrimination may lead to negative self-images among people with disabilities.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one to two ways an individual's identity may be affected by being labelled as disabled.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into descriptive accounts of a disability.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Antle; Becker; Best; Goffman; Lippmann; Marsh and Keating; Mead; Oliver; Olney and Kim; Parsons; Shakespeare; Tisdall; Watson.

Qu	Marking guidance	Total marks
03	Applying material from Item B and your knowledge, evaluate the view that globalisation is increasingly shaping people's identities.	20

Item B

Globalisation involves greater connections between different parts of the world, and these have made people more aware of how others live. This may help people create new identities, for example by using social media.

Some sociologists argue that this weakens the strong sense of identity that many people used to have, for example based on family and community. Other sociologists point out that not everyone can afford to be part of a global culture based on consumerism, brands and fashions.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that globalisation is increasingly shaping people's identities. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through comparing different theoretical perspectives on globalisation and on identities such as postmodernism, Marxism and feminisms. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of different definitions and explanations of globalisation and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some ways in which globalisation is increasingly shaping people's identities. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about globalisation. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about globalisation or identities in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

globalisation; homegenisation; heterogenisation; global culture; consumerism; localisation; glocalisation; diversity; hybrid identities; transnational corporations; cultural imperialism; hegemony; commodification; cosmopolitanism; McDonaldisation; postmodernism; interactionism; social media; new media; fundamentalism; green identities; Marxism; feminisms.

Sources may include the following or other relevant ones:

Bauman; Bocock; Castells; Cooley; Eriksen; Giddens; Goffman; Hall; Klein; Lyotard; Mead; Pilkington; Sen.

Topic A2 Families and Households

Qu	Marking guidance	Total marks
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04	Outline and explain two ways in which the functions of the family may have been affected by changes to its structure.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which the functions of the family may have been affected by changes to its structure.</p> <p>There will be two applications of relevant material, eg increase in single parent families who may be less able to perform the economic function adequately and rely on the state for economic support; increase in symmetrical families with both parents being in paid employment, affects socialisation function due to lack of role model in the home to perform this function.</p> <p>There will be appropriate analysis, eg theoretical debate around the extent to which functions have been affected.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which the functions of the family may have been affected by changes to its structure..</p> <p>There will be one or two applications of relevant material, eg changes in division of domestic labour.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg drift into an account of functions of the family.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- increase in same sex families changing the way children are socialised
- changing attitudes to non-monogamous relationships reducing the sexual function
- increase in amount of childless couples reducing the reproductive function
- increase in divorce suggesting a loss of the stabilisation of adult personalities
- decline of traditional nuclear family reducing the extent to which the family unit supports capitalism
- increase in same sex lesbian couples reducing the family's ability to reproduce patriarchal ideology.

Sources may include the following or other relevant ones:

Ansley; Chester; Engels; Fletcher; Murdock; Murray; Oakley; Parsons; Somerville; Wilmott and Young; Zaretsky.

Qu	Marking guidance	Total marks
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05	Applying material from Item C , analyse two ways in which family diversity in the UK has been influenced by government policies.	10
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Item C

In the UK, there has been an increase in divorce since the 1960s. There are also more same sex couples than in the past.

Family diversity in the UK has been influenced by government policies.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which family diversity in the UK has been influenced by government policies.</p> <p>There will be two developed applications of material from the item, eg; welfare policies support the growth of divorce, increasing the amount of single parent families; policies have been introduced which allow for same sex civil partnerships and marriages, therefore increasing family diversity.</p> <p>There will be appropriate analysis/evaluation of two ways in which family diversity in the UK has been influenced by government policies, eg the extent to which government policy has influenced family diversity compared to other factors.</p>

4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which family diversity in the UK has been influenced by government policies.</p> <p>There will be some successful application of material from the item, eg since the 1960s divorce policies have made divorce more accessible, increasing different family types such as reconstituted families.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which family diversity in the UK has been influenced by government policies.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on examples of social policy or family diversity.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Almond; Bernard; Crow; Einasdotir; Fletcher; Hochschild; Leonard; Mitchell and Goody; Murray; Sigle-Rushton; Weeks; Weston.

Qu	Marking guidance	Total marks
06	Applying material from Item D and your knowledge, evaluate the view that gender roles and relationships within the family are still unequal in society today.	20

Item D

Despite many changes in society, some feminist sociologists argue that gender roles and relationships within the family remain unequal. Women still take responsibility for housework and childcare, and men still dominate in terms of power and financial control.

However, other sociologists argue that there is evidence that gender roles and relationships are becoming more equal. For example, men now take on a more domestic role.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that gender roles and relationships within the family are still unequal in society today. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by</p>

	<p>the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a discussion of the level of inequality that still persists, or by developing a theoretical debate (eg feminisms, functionalism, Marxism, post-modernism). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg criticisms of the view that gender roles and relationships are still unequal and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some of the ways in which gender roles and relationships within the family are still unequal in society today. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about some of the ways in which gender roles and relationships within the family are still unequal in society today. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about gender roles and relationships in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

double burden; triple burden; domestic violence; decision making; financial control; pooling; allowance system; nuclear family; traditional gender roles; expressive role; instrumental role; symmetrical family; neo conventional family; the impact of feminism; patriarchy; joint conjugal roles; segregated conjugal roles; single parent families; same sex families; the new man.

Sources may include the following or other relevant ones:

Allan; Arber and Ginn; Barrett and McIntosh; Bott; Boulton; Braun, Vincent and Ball; Crompton and Lyonette; Dex and Ward; Dobash and Dobash; Dunne; Edgell; Elliott; Ferri and Smith; Finch; Firestone; Gershuny; Hardill; Hochschild; Kan; Kempson; Millett; Oakley; Pahl and Vogler; Ramos; Smart; Southerton; Sullivan; Warde and Hetherington; Weeks; Willmott and Young.

Topic A3 Health

Qu	Marking guidance	Total marks
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07	Outline and explain two ways in which health professionals may affect social class inequalities in health and illness.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which health professionals may affect social class inequalities in health and illness.</p> <p>There will be two applications of relevant material, eg health professionals in private health care are part of a system that widens social class inequalities; health professionals may give preferential treatment to middle-class patients due to their language code and level of education.</p> <p>There will be appropriate analysis, eg of the extent to which health professionals increase or reduce social class inequalities.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which health professionals may affect social class inequalities in health and illness.</p> <p>There will be one or two applications of relevant material, eg long waiting lists for free health care restricts working-class patients' access to medical treatments.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg accounts of the role of health professionals in general.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- middle-class patients can afford private health care which provides higher quality services
- reduction of class inequalities by focusing on the needs of working-class patients
- restriction of working-class patients' access to the sick role in the interests of maintaining the capitalist workforce
- health professionals may choose to work in more prosperous areas

- confident, educated, middle-class patients are given higher quality treatment and care
- health professionals performing an ideological function, providing a medical diagnosis which disguises the structural causes of working-class illness
- middle class culture of health professionals may prevent working-class patients from seeking help.

Sources may include the following or other relevant ones:

Abraham and Goldacre; Althusser; Cartwright and O'Brien; Doyal; Le Grand; Madeley; Marx; McKinley; Navarro; Parsons; Pell; Tudor Hart.

Qu	Marking guidance	Total marks
08	Applying material from Item E , analyse two ways in which gender may affect how the body is socially constructed.	10

Item E

Males may be socialised to be tough and strong in order to achieve masculinity. Females may be socialised into the importance of having a feminine identity.

Gender may affect how the body is socially constructed.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which gender may affect how the body is socially constructed.</p> <p>There will be two developed applications of material from the item, eg males may be socialised from an early age to be strong which may lead them to engage in body projects such as body-building and use of growth hormones to achieve a masculine identity; females may be influenced by media images of feminine beauty and as such modify their bodies through the use of makeup and cosmetic surgery.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the radical feminist view of female beauty as a form of oppression.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which gender may affect how the body is socially constructed.</p> <p>There will be some successful application of material from the item, eg in western societies females may be encouraged to modify their bodies through diet products and services which present thinness as the ideal female body image.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which gender may affect how the body is socially constructed.</p>

	<p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on the social construction of the body in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Chernin; Featherstone; Foucault; Fox and Ward; Giddens; Gill; Goffman; Hesse-Biber; Kirk; Lorber and Martin; Shilling; Turner; Wolf.

Qu	Marking guidance	Total marks
09	Applying material from Item F and your knowledge, evaluate sociological explanations of differences in health and illness between ethnic groups in the UK.	20

Item F

Some ethnic groups in the UK are at a greater risk of illness and early death than others. There are various explanations for these differences. Many sociologists believe language barriers and cultural values are the main causes of inequalities in health and illness between ethnic groups.

However, other sociologists suggest the differences between ethnic groups are a consequence of racism in society or of their positions in the class structure.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of differences in health and illness between ethnic groups in the UK. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example by discussing the relative importance of material versus cultural factors for the differences in health and illness between ethnic groups in the UK. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg the extent of institutional racism and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some cultural factors for differences in health and illness between ethnic groups in the UK. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about ethnicity. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about health inequalities in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

Black, Asian and minority ethnic (BAME); institutional racism; discrimination; ethnocentric values; behavioural and cultural factors; language barriers; family size; religion; material factors; ethnicity in relation to class; housing; health effects of migration; genetic factors in relation to specific illnesses; access to health professionals; physical and mental health and illness.

Sources may include the following or other relevant ones:

Alcock; Andrews and Jewson; Davey Smith; Helman; Littlewood and Lipsedge; Nazroo; Nettleton; Sproston and Mindell; Townsend; Whitehead; Zubin and Spring.

Topic A4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
10	Outline and explain two ways in which poverty amongst women may be caused by their experience of work.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which poverty amongst women may be caused by their experience of work.</p> <p>There will be two applications of relevant material, eg how patriarchy in the workplace has created a gender pay gap placing women at a higher risk of poverty; women are more likely to face job insecurity which could result in loss of earnings.</p> <p>There will be appropriate analysis, eg the liberal feminist view of patriarchy in the workplace.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which poverty amongst women may be caused by their experience of work.</p> <p>There will be one or two applications of relevant material, eg women are more likely to compromise work patterns to support their children.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg reasons for gender differences in poverty not applied to the workplace.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- women are more likely to engage in routine non-manual work which may result in poverty
- women may experience challenges finding work due to family commitments
- women have less access to employment benefits and pension funds than men
- women are more likely to have gaps in employment which affects promotions at work
- women are marginalised from the labour market due to traditional gender roles
- lone parent families are mainly headed by women affecting time available to work.

Sources may include the following or other relevant ones:

Brinkley; Gardiner and Evans; Lansley and Mack; Middleton; Spencer.

Qu	Marking guidance	Total marks
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11	Applying material from Item G , analyse two ways in which globalisation has affected employment in the UK.	10
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Item G

Globalisation has led to an increase in international migration because of easier access to transport. It has also changed the way corporations operate, contributing to greater profits.

Globalisation has had effects on employment in the UK.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which globalisation has affected employment in the UK..</p> <p>There will be two developed applications of material from the item, eg rise in migration has increased the number of low paid unskilled workers in the UK; how large corporations may move manufacturing overseas to increase profits leading to a rise in unemployment in the UK.</p> <p>There will be appropriate analysis/evaluation of two ways, eg extent to which globalisation has increased job insecurity such as a rise in the gig economy.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which globalisation has affected employment in the UK..</p> <p>There will be some successful application of material from the item, eg how a growth in the number of large corporations has led to increased job opportunities in the service sector.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which globalisation has affected employment in the UK..</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on employment in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Bauman; Blauner; Braverman; Brynjolfsson and McAfee; Dex and McCulloch; Foucault; Frey and Osbourne; Hochschild; Klein; Leidner; Pollert; Ritzer; Standing; Taylor; Thompson; Weber; Winlow.

Qu	Marking guidance	Total marks
12	Applying material from Item H and your knowledge, evaluate the impact of welfare state policies on reducing poverty in the UK.	20

Item H

The welfare state was created to improve the lives and life chances of people in the UK. It has provided significant support to disadvantaged groups such as the poor. For example, various welfare state policies have been implemented to assist with housing and employment.

New Right sociologists argue that people may become dependent on welfare support if it is too generous. Other sociologists argue that welfare state policies have not reduced poverty in the UK.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the impact of welfare state policies on reducing poverty in the UK. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (eg functionalism, New Right, Social Democrat perspective, Marxism, feminisms) on the effectiveness of different welfare state policies on reducing poverty in the UK. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg the effectiveness of welfare benefits and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some welfare state policies reducing poverty in the</p>

	<p>UK. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about welfare state policies. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about poverty in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

health; education; housing; employment; social services; poverty cycle; poverty trap; inverse care law; exploitation; capitalism; patriarchy; feminisation of poverty; dependency culture; underclass; nanny state; social exclusion; socialisation; low wages; taxation; social housing; universal/selective benefits; welfare to work policies; tax credits; pensions; benefit capping; two tier system; welfare pluralism.

Sources may include the following or other relevant ones:

Abel-Smith and Townsend; Bartholomew; Beveridge Report; Black Report; Foucault; Hills; Le Grand; Marsland; Middleton; Murray; Rowntree; Walker and Walker.

Section B
Topic B1 Beliefs in Society

Qu	Marking guidance	Total marks
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13	Outline and explain two ways that globalisation may have influenced the way in which religion acts as a force for change.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways that globalisation may have influenced the way in which religion acts as a force for change.</p> <p>There will be two applications of relevant material, eg technological advances creating new ways for religious organisations to campaign for change; society is now rapidly changing and based on uncertainty, creating an increase in fundamentalist groups aiming to return to traditional values.</p> <p>There will be appropriate analysis, eg the extent to which globalisation may prevent religion being used as a force for change.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways that globalisation may have influenced the way in which religion acts as a force for change.</p> <p>There will be one or two applications of relevant material, eg social media providing examples of religious protest for people to follow.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into a discussion of religion acting as a force for change with no link to globalisation.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- internet being used by some religious organisations to radicalise
- free movement of people in a globalised society facilitating religious protest
- multi-cultural society creating conflict
- global media exposing inequality and driving religious groups to campaign for change
- increase of western non-religious world views contributes to a rise in secularisation which reduces the role of religion in promoting social change.

Sources may include the following or other relevant ones:

Almond; Bauman; Beyer; Billings; Bruce; Castells; Davie; Giddens; Gramsci; Huntington; Inglehart and Norris; Maduro; Weber; Worsley.

Qu	Marking guidance	Total marks
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14	Applying material from Item I , analyse two ways in which the characteristics of churches are different from those of New Age movements.	10
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Item I

Churches are generally seen as traditional and conservative in their beliefs. They also tend to have a strict hierarchy of power.

The characteristics of churches are different from those of New Age movements.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which the characteristics of churches are different from those of New Age movements.</p> <p>There will be two developed applications of material from the item, eg churches are traditional and conservative whereas New Age movements are more spiritual, offering beliefs that are connected to natural healing and self-improvement; churches tend to have a strict hierarchy of power whereas New Age movements have a more informal and fluid structure.</p> <p>There will be appropriate analysis/evaluation of two ways in which churches and New Age movements differ in their religious beliefs and practices, eg churches now adapting their beliefs to appeal to a postmodern society.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which the characteristics of churches are different from those of New Age movements.</p> <p>There will be some successful application of material from the item, eg churches are traditional and conservative whereas New Age movements offer a more modern set of beliefs.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which the characteristics of churches are different from those of New Age movements.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on New Religious Movements.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Brown; Bruce; Drane; Heelas; Niebuhr; Robertson; Troeltsch; Wallis; Weber; Woodhead.

Qu	Marking guidance	Total marks
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15	Applying material from Item J and your knowledge, evaluate the view that the UK is becoming increasingly secular.	20
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Item J

Secularisation is the declining importance of religion. Some sociologists argue that within the UK, religious beliefs and organisations are losing significance. Fewer people are attending churches than ever before and there are smaller numbers of religious ceremonies such as weddings.

However, others argue that religion is not losing importance. This only appears to be the case because the way people interact with religion is changing over time.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that the UK is becoming increasingly secular. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate about the extent of secularisation across parts of the UK and/or through different perspectives eg postmodernism, feminisms. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg criticisms of secularisation theory and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the view that the UK is becoming increasingly secular. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance</p>

	<p>to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about the UK becoming increasingly secular. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about secularisation in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

church attendance figures; religious affiliation; rationalism; disenchantment; technological worldview; structural differentiation; social diversity; cultural diversity; religious diversity; sacred canopy; disengagement; privatisation; secularisation from within; re-enchantment; belief without belonging; vicarious religion; spiritual shopping; holistic milieu; religious consumerism; televangelism; spirituality; traditional religion; spiritual revolution; compensators; supply led religion; religious fundamentalism; cyber religion; dechristianisation; disembedding; religious market theory.

Sources may include the following or other relevant ones:

Aldridge; Ammerman; Beckford; Berger; Bruce; Cowan; Davie; Day; Finke; Gill and Lundegarde; Hadaway; Hadden and Shupe; Heelas and Woodhead; Helland; Hervieu-L  ger; Hoover; Lynd and Lynd; Lyon; Parsons; Stark and Bainbridge; Vasquez; Voas and Crockett; Weber; Wilson.

Topic B2 Global Development

Qu	Marking guidance	Total marks
16	Outline and explain two ways in which gender inequalities in developing countries may be influenced by non-governmental organisations (NGOs).	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which gender inequalities in developing countries may be influenced by non-governmental organisations (NGOs).</p> <p>There will be two applications of relevant material, eg NGOs may reduce gender inequalities through projects supporting girls and women; NGOs may increase gender inequalities through projects which do not take account of the views or needs of women.</p> <p>There will be appropriate analysis, eg of different types of NGOs.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which gender inequalities in developing countries may be influenced by NGOs.</p> <p>There will be one or two applications of relevant material, eg NGOs supporting education for girls.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussion of gender inequalities in general.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- marginalisation of women in NGO projects
- NGOs and reproductive rights/women's health care
- community projects run by NGOs are likely to involve both sexes
- role of men and women as staff and in decision making in NGOs
- NGOs responding to demands of donors and/or governments
- people-centred and grass roots development

- patriarchal gender relations in some developing countries.

Sources may include the following or other relevant ones:

Boserup; Cohen and Kennedy; Ehrenreich and Hochschild; Foster-Carter; Gender Development Report; Leonard; Mies; van der Gaag.

Qu	Marking guidance	Total marks
17	Applying material from Item K , analyse two ways in which globalisation may bring about economic changes in developing countries.	10

Item K

Globalisation can lead to opportunities for some developing countries to start new industries. It can also lead to changes in the ways people can support themselves and their families.

Globalisation can bring about economic changes in developing countries.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which globalisation may bring about economic changes in developing countries.</p> <p>There will be two developed applications of material from the item, eg new industries such as tourism can be a source of economic growth and employment; people may be able to take up new employment and training opportunities with transnational corporations.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which globalisation leads to economic growth in developing countries.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which globalisation may bring about economic changes in developing countries.</p> <p>There will be some successful application of material from the item, eg more production of goods for export.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which globalisation may bring about economic changes in developing countries.</p>

	<p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of globalisation in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Cohen and Kennedy; Froebel et al; Kernaghan; Klein; Ritzer.

Qu	Marking guidance	Total marks
18	Applying material from Item L and your knowledge, evaluate modernisation theory explanations of development.	20

Item L

According to modernisation theorists, undeveloped countries should try to copy what today's developed countries did in the past. This will allow them to achieve economic growth and 'take off' to a modernised economy and society.

However, others argue that this will lead to underdeveloped countries being unable to escape from poverty.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on modernisation theory explanations of development. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between modernisation and dependency or other theories. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p>

	Some limited explicit evaluation, eg a discussion of different explanations of development and/or some appropriate analysis, eg clear explanations of some of the presented material.
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some factors that may promote modernisation. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about development. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about development in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

modernisation; take-off; stages of economic growth; traditional and modern values; evolutionary universals; immediate and deferred gratification; particularism and universalism; collectivism and individualism; need for achievement; functionalism; urbanisation; mass consumption; dependency theory; underdevelopment; imperialism; colonialism; neo-colonialism; chain of dependency; cash crops; world systems theory; sustainability; Marxism; feminisms; post development.

Sources may include the following or other relevant ones:

Chang; Durkheim; Escobar; Frank; Hoselitz; Huntington; Ingelhart and Baker; Inkeles; Lerner; McClelland; Parsons; Rodney; Rostow; Sklair; Tönnies; Warren.

Topic B3 The Media

Qu	Marking guidance	Total marks
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19	Outline and explain two ways that new media may be changing popular culture.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways that new media may be changing popular culture.</p> <p>There will be two applications of relevant material, eg popular culture has become more participatory through interactivity and consumer creation of content in new media; popular culture has been globalised by new media, undermining local and national cultures.</p> <p>There will be appropriate analysis, eg of ways in which popular culture differs from high culture or mass culture.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways that new media may be changing popular culture.</p> <p>There will be one or two applications of relevant material, eg new media enable ideas and images to spread quickly.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussions of media in general.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- participatory culture – producers and consumers no longer have separate roles
- distinction between popular culture and high culture less clear
- importance of influencers
- wider range of sources and of opinion easily available
- greater emphasis on immediacy and/or celebrity
- speed with which memes etc spread through new media
- control of new media by global culture industry.

Sources may include the following or other relevant ones:

Bivens; Boyle; Dutton and Blank; Jenkins; Li and Kirkup; Lister et al; McNair; Philo; Ritzer; Sklair; Strinati.

Qu	Marking guidance	Total marks
20	Applying material from Item M , analyse two ways that globalisation may have affected the relationship between the media and their audiences.	10

Item M

Globalisation has led large corporations to operate on a global scale and have consumers around the world. Many of these consumers now have more choice than in the past when they were limited to what was produced locally.

Globalisation has affected the relationship between the media and their audiences.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that globalisation may have affected the relationship between the media and their audiences.</p> <p>There will be two developed applications of material from the item, eg global media corporations control what content audiences have access to; audiences have greater choice so that corporations need to produce what audiences want.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which local and national media are still important.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that globalisation may have affected the relationship between the media and their audiences.</p> <p>There will be some successful application of material from the item eg choice limits the power of the media to influence audiences.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways globalisation has affected the relationship between the media and their audiences.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of media effects.</p>

	There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Bagdikian; Baudrillard; Compaine; Eldridge; Hall; Herman and Chomsky; Kellner; McLuhan; Philo; Thussu.

Qu	Marking guidance	Total marks
21	Applying material from Item N and your knowledge, evaluate Marxist views of the relationship between ownership and control of the media.	20

Item N

Marxist sociologists argue that the concentration of media ownership gives the owners considerable power including the ability to manipulate opinions. The growth of new media raises further concerns about the importance of ownership and control of the media.

Other sociologists argue that to remain profitable, the media have to produce what their audiences want. They also argue that the media carry a wider range of opinions than Marxists recognise.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on Marxist views of the relationship between ownership and control of the media. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through comparing different theoretical perspectives on the relationship between ownership and control of the media, such as different types of Marxism, pluralism and feminism. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p>

	Some limited explicit evaluation, eg of the extent of changes in ownership and control and/or some appropriate analysis, eg clear explanations of some of the presented material.
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some explanations of the relationship between ownership and control. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about ownership and/or control. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about the media. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

Hegemonic Marxism/neo-Marxism; manipulative/instrumental Marxism; pluralism; new media; competition and choice; ideology; ideological state apparatus; bias; news values; agenda setting; gatekeeping; concentration of ownership; horizontal and vertical integration; synergy; technological convergence; media diversity; media conglomerates; propaganda model; active and passive audiences; neophiliacs; citizen journalism; feminisms; postmodernism.

Sources may include the following or other relevant ones:

Althusser; Bagdikian; Curran and Seaton; Eldridge; Hall; Herman and Chomsky; Kitzinger; McChesney; Miliband; Philo; Whale.

Topic B4 Stratification and Differentiation

Qu	Marking guidance	Total marks
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22	Outline and explain two ways in which occupation may affect life chances.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which occupation may affect life chances.</p> <p>There will be two applications of relevant material, eg hazardous occupations increase morbidity and mortality; professional occupations provide benefits including higher income which can be used to improve life chances.</p> <p>There will be appropriate analysis, eg the extent to which other factors affect life chances.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which occupation may affect life chances.</p> <p>There will be one or two applications of relevant material, eg irregular and casual work increases risks and reduces life chances.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into descriptions of occupations.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- fewer health and safety risks in non-manual occupations
- risks of developing illnesses from work eg silicosis
- zero hours contracts and the gig economy – low job security
- low paid work and poverty may reduce life chances
- ages for retirement and pensions
- health insurance and other benefits of higher occupations improve life chances
- some occupations have greater opportunities for upward social mobility.

Sources may include the following or other relevant ones:

Bottero; Dorling; Feinstein et al; Furlong et al; Giddens and Diamond; Marmot et al; Savage et al; Sutton Trust; Wilkinson.

Qu	Marking guidance	Total marks
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23	Applying material from Item O , analyse two factors that may help members of higher social classes avoid downward social mobility.	10
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Item O

Members of higher social classes have resources that give them more opportunities than those with fewer resources. Members of higher social classes also have the ability to manipulate situations so that they and their families do not lose their advantage.

Factors such as these may help members of higher social classes avoid downward social mobility.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two factors that may help members of higher social classes avoid downward social mobility.</p> <p>There will be two developed applications of material from the item, eg members of higher classes have economic capital that helps them maintain their social class position; opportunity hoarding means that children are unlikely to fall through the glass floor.</p> <p>There will be appropriate analysis/evaluation of two factors eg of the extent to which there is downward mobility.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two factors that may help members of higher social classes avoid downward social mobility.</p> <p>There will be some successful application of material from the item, eg being able to afford to send children to private school increases the probability that they will not be downwardly mobile.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two factors that may help members of higher social classes avoid downward social mobility.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be a drift into discussion of disadvantages.</p>

	There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Bourdieu; Bradley; Jones; McKnight; Savage et al; Social Mobility and Child Poverty Commission; Sullivan; Sutton Trust; Westergaard and Resler.

Qu	Marking guidance	Total marks
24	Applying material from Item P and your knowledge, evaluate the view that age is an increasingly important dimension of inequality.	20

Item P

Some sociologists argue that in this period of rapid change, age is an increasingly important dimension of inequality. For example, there are generation gaps in economic opportunities and in values and attitudes. There is also ageism, which affects both young and old people.

However, many sociologists still see social class, gender and ethnicity as the most important dimensions of inequality.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that age is an increasingly important dimension of inequality. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through debates between Marxists, feminists and others about the relative importance of age compared to other dimensions of inequality such as gender, ethnicity and social class. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg a discussion of different explanations of inequalities and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some age inequalities. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>

5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about age. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about stratification in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

Age; generation; cohort; discrimination; prejudice; ageism; generation gaps; poverty; social exclusion; social capital; social construction of age; NEETs; grey power; grey pound; ageing population; millennials; functionalism; feminisms; postmodernism; life chances; social class; ethnicity; gender; disability; Marxism; age patriarchy.

Sources may include the following or other relevant ones:

Aldridge et al; Berthoud; Bradley; Bynner et al; Davidson; Hobbs et al; Postman; Putnam; Ray et al; Resolution Foundation; Scase and Scales; Taylor-Gooby.

Assessment objective grid

	AO1	AO2	AO3	Total
Section A				
Q01, Q04, Q07, Q10	5	3	2	10
Q02, Q05, Q08, Q11	3	4	3	10
Q03, Q06, Q09, Q12	8	6	6	20
Section B				
Q13, Q16, Q19, Q22	5	3	2	10
Q14, Q17, Q20, Q23	3	4	3	10
Q15, Q18, Q21, Q24	8	6	6	20
Totals	32	26	22	80

A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

Mark scheme

June 2022

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A
Topic A1 Culture and Identity

Qu	Marking guidance	Total marks
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01	Outline and explain two ways people may be socialised into ethnic identities.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways people may be socialised into ethnic identities.</p> <p>There will be two applications of relevant material, eg families transmitting norms, values and traditions; the media providing ethnic role models, images and ideas used to develop identities.</p> <p>There will be appropriate analysis, eg of the extent to which ethnicity is an important source of identity.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways people may be socialised into ethnic identities.</p> <p>There will be one or two applications of relevant material, eg ways in which ideas about ethnicity are transmitted through schooling.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussion of identities in general.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- ethnicity and cultural distinctiveness
- cultural defence
- ethnic differences in attitudes eg to family life or education
- role of cultural or political organisations linked to an ethnic identity
- the relationship between ethnic and religious identities
- consumption of ethnically targeted products eg cosmetics, food, media
- role of peer groups which may include or exclude based on ethnicity.

Sources may include the following or other relevant ones:

Bhatti; Bielewska; Bradley; Dench, Gavron and Young; Durkheim; Ghuman; Mead; Modood; Parsons; Seward.

Qu	Marking guidance	Total marks
02	Applying material from Item A , analyse two ways in which globalisation may affect people's identities.	10

Item A

One aspect of globalisation is increased migration of people between countries. Globalisation also involves growth in trade and so there is a wider range of products for people to consume.

Globalisation may affect people's identities.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which globalisation may affect people's identities.</p> <p>There will be two developed applications of material from the item, eg international migrants may construct hybrid identities in the host country; people have greater choice to consume products that allow them to identify with trends and fashions.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which globalisation affects identities.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which globalisation may affect people's identities.</p> <p>There will be some successful application of material from the item eg immigration may lead to an assertion of majority ethnic or national identity.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one to two ways in which globalisation may affect people's identities.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into descriptive accounts of globalisation.</p>

	There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Bauman; Bocock; Bourn; Bradley; Castells; Dittmar; Eriksen; Featherstone; Giddens; Hall; Lury; Lyotard; Miller et al; Pilkington; Ray; Strinati.

Qu	Marking guidance	Total marks
03	Applying material from Item B and your knowledge, evaluate sociological explanations of subcultures.	20

Item B

Subcultures are groups within a society whose lifestyle, attitudes and values are different to some extent from those in wider society. Subcultures can be based on gender, ethnicity, taste or other factors.

Youth subcultures, for example, are seen by functionalists as giving young people ways to cope with the transition to adulthood. However, they are seen by other sociologists as expressing resistance against the dominant culture.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of subcultures. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through comparing different theoretical perspectives such as functionalism, Marxism, and feminisms on subcultures. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p>

	Some limited explicit evaluation, eg discussion of different definitions and explanations of subcultures and/or some appropriate analysis, eg clear explanations of some of the presented material.
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some sociological explanations of subcultures. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about subcultures. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about subcultures. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

subcultures; dominant culture; norms and values; socialisation; social control; rewards and sanctions; conformity; deviance; interactionism; labelling; stereotypes; peer group; youth subcultures; ethnic subcultures; gay subcultures; folk devils; discrimination.

Sources may include the following or other relevant ones:

Bourdieu; A. Cohen; S. Cohen; Downes; Durkheim; Eisenstadt; Hall et al; Hebidge; Mac an Ghail; Merton; Miller; Muggleton; Thornton; Willis.

Topic A2 Families and Households

Qu	Marking guidance	Total marks
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04	Outline and explain two ways in which increased life expectancy may have affected the experience of childhood.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which increased life expectancy may have affected the experience of childhood.</p> <p>There will be two applications of relevant material, eg government policies now focused on older age groups therefore leading to a lack of funding available for child services; grandparents now being used for childcare leading to stronger relationships with grandchildren compared to the past.</p> <p>There will be appropriate analysis, eg whether increased life expectancy has had a positive or negative effect on the experience of childhood.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which increased life expectancy may have affected the experience of childhood.</p> <p>There will be one or two applications of relevant material, eg social policies are less focused on children.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg drift in to discussion of the reasons for increased life expectancy or experience of childhood without linking to increased life expectancy.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- focus on older age groups leads to a lower status for children
- increase in age patriarchy creating discrimination of children
- funding and state policies centred around older age groups
- grandparents being a reserve army of labour
- changes to family structure - creation of beanpole family
- changes to relationships - stronger grandparent/grandchild relationships
- experience of childhood affected by having older parents.

Sources may include the following or other relevant ones:

Aries; Gittens; Hillman; Hirsch; Holt; Jenks; Morrow; Opie; Palmer; Shorter; Pilcher; Pugh; Wagg.

Qu	Marking guidance	Total marks
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05	Applying material from Item C , analyse two effects that increased choice in personal life has on family structures in the UK today.	10
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Item C

People have more choice than in the past over who they can be in a personal relationship with. They also have more choices when a relationship ends.

This increased choice in personal life has affected family structures in the UK today.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two effects that increased choice in personal life has on family structures in the UK today.</p> <p>There will be two developed applications of material from the item, eg more choice over who people can be in a personal relationship with leading to an increase in same sex families; more choice in terms of divorce, when a relationship ends, leading to different family structures such as reconstituted families and divorce extended families.</p> <p>There will be appropriate analysis/evaluation of two effects, eg the extent to which individuals have more choice in their personal relationships.</p>

4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two effects that increased choice in personal life has on family structures in the UK today.</p> <p>There will be some successful application of material from the item, eg divorce leading to increase in single parent families.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two effects that increased choice in personal relationships has on family structures in the UK today.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on family diversity.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Beck; Brannen; Castells; Einasdotir; Finch and Mason; Giddens; Luscher; May; Morgan; Murray; Smart; Stacey; Weeks; Weston.

Qu	Marking guidance	Total marks
06	Applying material from Item D and your knowledge, evaluate Marxist explanations of the role of families in society today.	20

Item D

Marxist sociologists argue that families continue to perform a key role in maintaining capitalism. Families support the economy and play an important part in transmitting ideology that helps to legitimise the capitalist system.

However, some sociologists argue that Marxists place too much importance on the role of families in supporting capitalism and that families are beneficial to individuals and society as a whole.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on Marxist explanations of the role of families in society today. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate around how far families in today's society still support capitalism,</p>

	or by contrasting Marxism to other perspectives such as functionalism, feminisms or post-modernism. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg of different Marxist explanations such as traditional Marxism and Marxist-feminist and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of Marxist explanations of the role of families in society today. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about Marxism. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about the family in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

economic function; ideology; ideological control; ideological state apparatus; monogamy; nuclear family; inheritance of property; private property; unit of consumption; social control; class conflict; hierarchy; power; bourgeoisie; proletariat; legitimisation; primary socialisation; inequality;

exploitation; reserve army of labour; reproduction; patriarchy; stabilisation of adult personalities; stabilisation of sex drive; gender roles; family diversity.

Sources may include the following or other relevant ones:

Althusser; Ansley; Benston; Engels; Murdock; Oakley; Parsons; Somerville; Zaretsky.

Topic A3 Health

Qu	Marking guidance	Total marks
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07	Outline and explain two reasons why some ethnic groups may be more likely than others to be diagnosed as mentally ill.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why some ethnic groups may be more likely than others to be diagnosed as mentally ill.</p> <p>There will be two applications of relevant material, eg racism in society contributing to increased pressure and stress leads some ethnic groups to seek medical support; diagnosis based on ethnocentric values of health professionals.</p> <p>There will be appropriate analysis, eg the extent to which differences in diagnosis between ethnic groups are social constructs or social facts.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why some ethnic groups may be more likely than others to be diagnosed as mentally ill.</p> <p>There will be one or two applications of relevant material, eg cultural differences meaning certain ethnic groups may be less likely to report symptoms.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into accounts of mental illness in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- social inequalities (eg poverty, diet, marginalisation) amongst some ethnic groups may lead to mental illness
- lack of social integration
- cultural expectations may affect access to mental health services
- institutional racism leads to more referrals eg from criminal justice system
- ethnocentric medical profession

- discrimination in wider society eg employment may lead to mental illness
- access to services/unable to report symptoms.

Sources may include the following or other relevant ones:

Chalal and Julienne; Dorling and Davey Smith; Foucault; Latif; Lipsedge and Littlemore; McCrone; Nazroo; Scheff; Shaw; Szasz; Virdee.

Qu	Marking guidance	Total marks
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08	Applying material from Item E , analyse two ways in which models of health and illness explain disability.	10
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Item E

The social model of health suggests that society defines what is normal, which affects the way a person's health is viewed. The biomedical model of health focuses on whether an individual is physically able to carry out day to day activities.

Models of health and illness are used to explain disability.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which models of health and illness explain disability.</p> <p>There will be two developed applications of material from the item, eg the social model's view that disability is caused by environmental and social factors that disable a person; the biomedical model's view of disability as a biological abnormality that prevent a person with a disability from carrying out day to day activities.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which a person with a disability is restricted by the environment and social factors more so than their impairment.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of ways in which models of health and illness explain disability.</p>

	<p>There will be some successful application of material from the item, eg the social model's view that disability is the outcome of the way that people are treated by society.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which models of health and illness explain disability.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on the models of health in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Aiden and McCarthy; Best; Finkelstein; Friedson; Goffman; Longmore; Oliver; Olney and Kim; Shakespeare.

Qu	Marking guidance	Total marks
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09	Applying material from Item F and your knowledge, evaluate the functionalist view of the role of health professionals.	20
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Item F

Functionalists argue that health professionals perform an important role in helping society remain stable. They also suggest that health professionals, such as doctors, possess the expert knowledge to diagnose and provide treatment in the interests of patients.

Other sociologists argue that functionalists fail to consider that health professionals may operate in the interests of powerful groups.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the functionalist view of the role of health professionals. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed by comparing different sociological perspectives eg feminisms, Marxism, Weberian theory, postmodernism, on the role of health professionals. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, a discussion of alternative views on the role of health professionals and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account on the functionalist view of the role of health professionals. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about functionalism or health professionals. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about functionalism in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

professionalism; universalistic standards; affective neutrality; altruism; occupational domination; policing the sick role; social distance; social closure; ideology; feminisms; patriarchy; Marxism; capitalism; iatrogenesis; Weberian; de-professionalisation; proletarianization; complementary alternative medicines; marketisation; privatisation.

Sources may include the following or other relevant ones:

Barber; Dillner; Doyal; Elston; Friedson; Giddens; Haug and Lavin; Illich; Jones and Green; Lupton; Lyotard; McKinley and Arches; Millerson; Navarro; Oakley; Parry and Parry; Parsons; Weber; Witz.

Topic A4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
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10	Outline and explain two ways in which voluntary and informal welfare providers may have affected the extent of poverty.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which voluntary and informal welfare providers have affected the extent of poverty.</p> <p>There will be two applications of relevant material, eg how voluntary and/or informal welfare providers are increasing welfare provision in society which helps to reduce poverty; how voluntary providers operate on low levels of funding and minimal resources which may lead to minimal support for the poor.</p> <p>There will be appropriate analysis, eg the extent to which a mixed economy of welfare provision can improve the quality of welfare services overall.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which voluntary and informal welfare providers have affected the extent of poverty.</p> <p>There will be one or two applications of relevant material, eg how voluntary welfare providers are less bureaucratic which increases their overall response rate to those in need.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into support provided by the Welfare State.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- increases choice of support which may help to reduce poverty
- pressure groups such as Shelter play a major role in the accountability of the welfare state
- expert knowledge in specialised areas increasing support for the poor
- unequal access to providers based on location

- provision not guaranteed which may increase poverty rates
- voluntary/informal support means the government does not have to assume responsibility.

Sources may include the following or other relevant ones:

Bartholomew; Bradshaw; Hickey and Bracking; Hills; Leon and Walt; Lister; Townsend.

Qu	Marking guidance	Total marks
11	Applying material from Item G , analyse two ways in which changes in the organisation of the labour process may affect people's satisfaction with their work.	10

Item G

Advances in technology have led to changes in the labour process. The way workers are managed has also changed.

Changes in the organisation of the labour process may affect people's satisfaction with their work.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which changes in the organisation of the labour process may affect people's satisfaction with their work.</p> <p>There will be two developed applications of material from the item, eg how advances in technology have led to the de-skilling of workers which has increased the sense of alienation; how changes to the way workers are managed has increased autonomy at work, making workers feel empowered and more satisfied.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent of alienation being shaped by personal expectations and meanings applied to work.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which changes in the organisation of the labour process may affect people's satisfaction with their work.</p> <p>There will be some successful application of material from the item, eg how advances in technology have increased surveillance of the labour process reducing the autonomy of workers.</p> <p>There will be some analysis/evaluation.</p>

1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which changes in the organisation of the labour process may affect people's satisfaction with their work.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on the labour process in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Blauner; Braverman; Durkheim; Gallie; Marx; Nichols and Beynon; Piore and Sabel; Taylor; Thompson; Weber; Zuboff.

Qu	Marking guidance	Total marks
12	Applying material from Item H and your knowledge, evaluate the view that poverty is caused by structural factors.	20

Item H

Some sociologists suggest poverty exists because of structural factors. This means the organisation of society creates inequality. For example, Marxist sociologists argue that governments often operate in the interests of the wealthy by protecting private property and failing to provide support to those living in poverty.

Other sociologists suggest that it is the attitudes and behaviour of individuals that lead to poverty.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that poverty is caused by structural factors. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives on the causes of poverty (eg Marxism, Social Democratic, New Right, functionalism, feminisms). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>

13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg of the Marxist view from a New Right perspective and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some structural factors as the main causes of poverty. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about causes of poverty. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about poverty in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

structural constraints; capitalism; patriarchy; discrimination; marginalisation; reserve army of labour; poverty trap; social exclusion; socialisation; fatalism; underclass; culture of poverty; dependency culture; the role of the welfare state; cycle of deprivation; globalisation.

Sources may include the following or other relevant ones:

Alcock; Barry; Blanden and Gibbons; Byrne; Dean and Taylor-Gooby; Field; Kempson; Kincaid; Le Grand; Lewis; Marsland; Marx; Miliband; Murray; Townsend; Walker; Weber.

Section B
Topic B1 Beliefs in Society

Qu	Marking guidance	Total marks
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13	Outline and explain two ways in which globalisation may have influenced religious beliefs and practices of minority ethnic groups in the UK.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which globalisation may have influenced religious beliefs and practices of minority ethnic groups in the UK.</p> <p>There will be two applications of relevant material, eg increase in migration due to globalisation with ethnic minority immigrants using religion as a cultural transition mechanism; migrants moving in to the UK facing a hostile environment turning to religion for emotional support.</p> <p>There will be appropriate analysis, eg the extent to which globalisation may have influenced the religious beliefs and practices of the majority population in contrast to minority ethnic groups.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which globalisation may have influenced religious beliefs and practices of minority ethnic groups in the UK.</p> <p>There will be one or two applications of relevant material, eg religion providing a sense of community in a rapidly changing world.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg drift in to a general discussion of ethnicity or globalisation.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- minority ethnic groups renouncing faith (apostasy) to fit in with hostile environment
- religion as a form of cultural defence in a rapidly changing society
- minority ethnic groups rejecting change - reverting to traditional beliefs
- movement of people globally - cultural transition

- migrants with low paid work leading to poverty - religion becoming more appealing
- religious infrastructure providing a sense of social solidarity for minority ethnic groups
- minority ethnic groups in the UK being influenced by global religious changes.

Sources may include the following or other relevant ones:

Bird; Brierley; Bruce; Butler; Chryssides; Davie; Herberg; Jacobson; Johal; Modood; Pryce; Stark and Bainbridge.

Qu	Marking guidance	Total marks
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14	Applying material from Item I , analyse two ways in which social change may lead to the growth of sects.	10
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<p style="text-align: center;">Item I</p> <p>Social change can involve periods of increased poverty and higher numbers of people living in such conditions. Individuals may have feelings of uncertainty in times of rapid social change.</p> <p>Social change may lead to the growth of sects.</p>		
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Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which social change may lead to the growth of sects.</p> <p>There will be two developed applications of material from the item, eg the poor and those living in poverty feeling marginalised and disprivileged, turn to sects for a religious justification for their suffering; periods of rapid social change create anomie, leads individuals to sects as a solution to this uncertainty.</p> <p>There will be appropriate analysis/evaluation of two ways for the growth of sects, eg more recent social change creating a decline of sects in the postmodern world due to the high level of commitment needed.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which social change may lead to the growth of sects.</p> <p>There will be some successful application of material from the item, eg sects recruiting the poor due to their vulnerability.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which social changes may have led to the growth of sects.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on the characteristics of sects or other religious organisations.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Bruce; Drane; Heelas; Holden; Niebuhr; Stark and Bainbridge; Troeltsh; Wallis; Weber; Wilson.

Qu	Marking guidance	Total marks
15	Applying material from Item J and your knowledge, evaluate the problems that sociologists may face when defining and measuring religious belief and practice.	20

Item J

Defining religious belief and practice often creates problems. Some sociologists argue that religion should be defined in terms of its belief in a higher power. However, others argue that it should instead be defined in terms of the social role the belief system plays.

Measuring religious belief and practice can also pose problems. Whilst many individuals may claim to hold religious beliefs, the way they practise these beliefs may be difficult for sociologists to measure.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the problems sociologists may face when defining and measuring religious belief and practice. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate around why it is important for sociologists to be able to define religion in terms of assessing the role/impact of religion or the link to the secularisation debate when measuring religious belief and practice. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg criticisms of different definitions of religion/criticisms of different forms of data used to measure religious belief and practice and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the problems sociologists may face when defining and/or measuring religious belief and practice. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance</p>

	<p>to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about defining or measuring religious belief and practice. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about religion and religiosity in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

functional; substantive; social construction; inclusive; exclusive; social function; psychological function; ultimate questions; civil religion; collective conscience; cognitive functions; totemism; belief system; higher power; subjectivity; role of religion; functional alternatives; sacred; profane; supernatural force; secularisation; belief without belonging; Western bias; bogus baptisms; attendance gap; vicarious religion.

Sources may include the following or other relevant ones:

Aldridge; Bellah; Bruce; Crockett; Davie; Durkheim; Hadaway; Malinowski; Maus; Mestrovic; Parsons; Taylor; Voas and Crockett; Weber; Wilson; Woodhead; Worsley; Yinger.

Topic B2 Global Development

Qu	Marking guidance	Total marks
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16	Outline and explain two ways in which globalisation may affect health in developing countries.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which globalisation may affect health in developing countries.</p> <p>There will be two applications of relevant material, eg globalisation makes medicines and health care more available to people in developing countries; globalisation changes lifestyle and diet which may affect health.</p> <p>There will be appropriate analysis, eg the extent to which health is changing as a result of globalisation.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which globalisation may affect health in developing countries.</p> <p>There will be one or two applications of relevant material, eg products of pharmaceutical companies become available in developing countries.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussion of globalisation in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- increase in developing countries of diseases of affluence such as diabetes
- health effects of more sedentary lifestyle as work changes in the globalised economy
- medical and health care knowledge spread globally
- international NGOs such as Médecins sans Frontières contribute to improved health
- effects of trade, aid and debt on health
- reduction of infectious diseases through global immunisation programmes
- diseases able to spread more quickly around the world eg COVID-19.

Sources may include the following or other relevant ones:

Cohen and Kennedy; Frank; Giddens; Klein; MacDonald; Ritzer; Rostow; Sutcliffe; World Health Organisation.

Qu	Marking guidance	Total marks
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17	Applying material from Item K , analyse two ways that urbanisation may affect the process of development.	10
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Item K

Urbanisation in developing countries often involves the growth of shanty towns with poor living conditions. Urbanisation also brings about cultural change by exposing city dwellers to Western values and practices.

Urbanisation may affect the process of development.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that urbanisation may affect the process of development.</p> <p>There will be two developed applications of material from the item, eg conditions in shanty towns keep people in poverty and hold back development; adopting Western values and practices are seen as essential to economic growth by modernisation theorists.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which shanty towns foster self-help and innovation, contributing to development.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that urbanisation may affect the process of development.</p> <p>There will be some successful application of material from the item, eg poverty and poor health in shanty towns take up resources that could be used for development.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways that urbanisation may affect the process of development.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of globalisation in general.</p>

	There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Cohen and Kennedy; Cross; Fanon; Handzic; Parsons; Peace; Perlman; Rostow; Saunders; Slatterthwaite.

Qu	Marking guidance	Total marks
18	Applying material from Item L and your knowledge, evaluate sociological explanations of the relationship between development and the environment.	20

Item L

Early theorists of development assumed that industrialisation and economic growth were essential. They paid little attention to the possible environmental impacts of development.

Today, there is much greater concern about the environment. Some sociologists argue that development can and should be sustainable so that there is less impact on the environment.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of the relationship between development and the environment. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between early theorists of development such as dependency and modernisation and those who focus on sustainability. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p>

	Some limited explicit evaluation, eg discussion of different explanations of the relationship between the environment and development and/or some appropriate analysis, eg clear explanations of some of the presented material.
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some sociological explanations of the relationship between development and the environment. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about the environment. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about development in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

economic growth; modernisation; dependency; neo-liberalism; industrialisation; climate change; deforestation; desertification; pollution; non-renewable resources; urbanisation; energy security; environmentalism; ecology; sustainability; population growth; future generations; people-centred development; alternative/appropriate technology; grass roots development; top down/bottom up development; consumerism; ecological footprints; technological fixes.

Sources may include the following or other relevant ones:

Beck; Brundtland Commission; Combarous and Bonnett; Doyle and McEachern; Elkington; Ellwood; Frank; Giddens; Kingsbury; Korten; Malthus; Monbiot; Parsons; Rostow; Saunders.

Topic B3 The Media

Qu	Marking guidance	Total marks
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19	Outline and explain two ways in which the ownership of the media can affect the content of the news.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which the ownership of the media can affect the content of the news.</p> <p>There will be two applications of relevant material, eg owners may act as agenda setters and control content; concentration of ownership narrows the range of sources and of news.</p> <p>There will be appropriate analysis, eg the extent to which effects may depend on type of media.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways on which the ownership of the media can affect the content of the news.</p> <p>There will be one or two applications of relevant material, eg state ownership of media in some countries means state control of news.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussions of media content in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- use of media for propaganda and to influence opinion
- selection of news to suit business and class interests of owners
- owners may require staff such as editors to follow their instructions about news content
- concentration of ownership, conglomeration, vertical and horizontal integration
- public service broadcasting and state control of media
- ideology and bias
- tabloidisation and churnalism.

Sources may include the following or other relevant ones:

Bagdikian; Couldry et al; Curran; Davies; Doyle; Eldridge; Hall; Herman and Chomsky; Miliband; Philo; Schlesinger; Tunstall and Palmer; Whale.

Qu	Marking guidance	Total marks
20	Applying material from Item M , analyse two reasons why the content of the mass media sometimes represents young people in negative ways.	10

Item M

The content of the mass media is often produced and controlled by professionals who are middle aged or older. It also concentrates on exciting stories and sensational headlines to attract audiences.

The content of the mass media sometimes represents young people in negative ways.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why the content of the mass media sometimes represents young people in negative ways.</p> <p>There will be two developed applications of material from the item, eg media professionals may represent young people in stereotyped ways because they have limited experience of youth cultures; the mass media exaggerate occasional deviant behaviour of a minority of young people.</p> <p>There will be appropriate analysis/evaluation of two reasons eg the extent to which negative ways can be countered through young people's use of new media.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why the content of the mass media sometimes represents young people in negative ways.</p> <p>There will be some successful application of material from the item eg media professionals do not see young people as an important audience.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two reasons why the content of the mass media sometimes represents young people in negative ways.</p>

	<p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of representations of other groups.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Cohen; Curran; Eldridge; Goode and Ben-Yehuda; Hall et al; Philo; Sutton Trust; Thornton; Wayne et al; White et al.

Qu	Marking guidance	Total marks
21	Applying material from Item N and your knowledge, evaluate the usefulness of early media theories in explaining the role of the new media in contemporary society.	20

Item N

The growth of new media in contemporary society has led some sociologists to reconsider some of the issues they study, such as the relationship between the media and their audiences and the importance of ownership and control of the media. They argue that new explanations are needed because new media are different from old media, such as television and newspapers.

However, others argue that the early theories about old media, such as pluralism and Marxism, can also be applied to new media.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the usefulness of early media theories in explaining the role of the new media in contemporary society. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through comparing different theoretical perspectives such as pluralism and different types of Marxism with theories of new media such as digital optimism and pessimism. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the</p>

	<p>presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg of the extent to which new media differ from old media and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some explanations of new media. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about new media. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about new media. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

cultural optimists/neophiliacs; cultural pessimists; pluralism; Marxism; cultural convergence; digital divide; interactivity; participatory culture; collective intelligence; hypertextuality; dispersal; virtuality; citizen journalism; prosumers; globalisation; global village; ownership and control; news cycle; news values; agenda setting; infotainment; churnalism; censorship; choice; surveillance.

Sources may include the following or other relevant ones:

Baudrillard; Bivens; Boyle; Curran and Seaton; Dutton and Blank; Helsper; Jenkins; Li and Kirkup; Lister et al; MacKinnon; McLuhan; McNair; Newman and Levy; Philo; Preston.

Topic B4 Stratification and Differentiation

Qu	Marking guidance	Total marks
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22	Outline and explain two ways in which globalisation may affect social mobility.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which globalisation may affect social mobility.</p> <p>There will be two applications of relevant material, eg migrating to another country for work may lead to either upward or downward social mobility; workers may become unemployed and downwardly mobile because of foreign competition to their place of work.</p> <p>There will be appropriate analysis, eg the extent to which globalisation leads to new opportunities for employment.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which globalisation may affect social mobility</p> <p>There will be one or two applications of relevant material, eg remittances sent by international migrants to their families may improve their standard of living and help them be upwardly mobile.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into descriptions of globalisation or social mobility without linking them.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- international migration to take up employment
- migrant workers may reduce wages and employment opportunities in host country
- undocumented migrant workers join underclass in host country (downward mobility)
- loss of employment in UK through foreign competition
- new employment through companies expanding globally
- lack of upward mobility for those without skills needed in global economy
- access to opportunities in other countries that may increase upward mobility eg education.

Sources may include the following or other relevant ones:

Davis and Moore; Dorling; Giddens; Goldthorpe; Savage et al; Sklair; Stanworth; Sutton Trust.

Qu	Marking guidance	Total marks
23	Applying material from Item O , analyse two ways in which women may lack power in the UK today.	10

Item O

Despite the Equal Pay Act and other measures, women earn less on average than men do in the UK today. At work women may encounter barriers to achieving the same positions as men.

Women may lack power in the UK today.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which women lack power in the UK today.</p> <p>There will be two developed applications of material from the item, eg women's lower average income compared to men means less power within families and in household decision-making; discrimination prevents women reaching senior executive and management positions which would give them power within companies.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which women have broken through the glass ceiling.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which women lack power in the UK today.</p> <p>There will be some successful application of material from the item, eg men are in positions of power to hire or fire women or ignore complaints of harassment.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one to two ways in which women lack power in the UK today.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be a drift into discussion of social class and power.</p> <p>There will be limited or no analysis/evaluation.</p>

0	No relevant points.
Sources may include the following or other relevant ones: Adkins; Barron and Norris; Beishon et al; Bhatti; Brah; Edgell; Hakim; Miller; Oakley; Pahl; Platt; Pringle; Redfern and Aune; Stanko; Walby; Young and Willmott.	

Qu	Marking guidance	Total marks
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24	Applying material from Item P and your knowledge, evaluate functionalist explanations of stratification.	20
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Item P

Functionalists argue that stratification exists because it is necessary for social order. Members of society share a value consensus which means that they accept stratification as good for society.

However, other sociologists argue that stratification is neither necessary nor beneficial. It creates inequality, is unfair and can lead to conflict.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on functionalist explanations of stratification.</p> <p>Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through debates between different theories of stratification such as functionalism, Marxism and feminisms. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of different explanations of inequalities and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some class inequalities. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about stratification. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about stratification in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

functionalism; division of labour; value consensus; ascribed and achieved status; social class; role allocation; socialisation; dysfunctions; meritocracy; inequality; life chances; Marxism; capitalism; bourgeoisie and proletariat; class conflict; means of production; surplus value; alienation; ideological apparatuses; neo-Marxism; Weberianism; feminisms; patriarchy.

Sources may include the following or other relevant ones:

Bottero; Davis and Moore; Durkheim; Giddens; Marshall et al; Marx; Platt; Saunders; Savage et al; Tumin; Weber; Westergaard and Resler; Wilkinson and Pickett; Wright.

Assessment objective grid

	AO1	AO2	AO3	Total
Section A				
Q01, Q04, Q07, Q10	5	3	2	10
Q02, Q05, Q08, Q11	3	4	3	10
Q03, Q06, Q09, Q12	8	6	6	20
Section B				
Q13, Q16, Q19, Q22	5	3	2	10
Q14, Q17, Q20, Q23	3	4	3	10
Q15, Q18, Q21, Q24	8	6	6	20
Totals	32	26	22	80

A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

Mark scheme

June 2023

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Topic A1 Culture and Identity

Qu	Marking guidance	Total marks
01	Outline and explain two ways that consumption may be related to sexuality.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways that consumption may be related to sexuality.</p> <p>There will be two applications of relevant material, eg consumption as a way of symbolising or creating sexual identity; limited consumption choices for sexual minorities as a result of dominance of heteronormative discourses.</p> <p>There will be appropriate analysis, eg of the extent to which consumption of different types of goods or resources may be related to sexuality.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways that consumption may be related to sexuality.</p> <p>There will be one or two applications of relevant material, eg consumption of products aimed at sexual minorities.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussion of gender in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- consumption as a symbol of sexual identity eg LGBTQ+ rainbow
- consumption related to hegemonic and alternative masculine and feminine identities
- constraints on consumption choices related to traditional stereotypes
- companies market some new products and services based on sexuality eg holiday destinations
- sexual minorities may have higher spending power - the pink pound
- legal changes mean that there cannot be discrimination based on sexuality in the provision of products and services eg weddings.

Sources may include the following or other relevant ones:

Archer; Beasley; Butler; Connell; Edwards; Epstein; Foucault; Goffman; McRobbie; Mulvey; Rahman and Jackson; Rutherford and Chapman; Walby; Weekes; Wharton.

Qu	Marking guidance	Total marks
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02	Applying material from Item A , analyse two ways that individuals may be socialised into identities based on age.	10
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Item A

Wanting to be accepted by peer groups can be a socialising influence on individuals. The media contribute to the socialisation of individuals by being sources of information, norms and values.

Individuals may be socialised into identities based on age.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways individuals may be socialised into identities based on age.</p> <p>There will be two developed applications of material from the item, eg friendship networks influence identities based on age through peer pressure; media present age groups with stereotypical role expectations seen as appropriate to them.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which identities are based on age.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways individuals may be socialised into identities based on age.</p> <p>There will be some successful application of material from the item eg globalised media images of lifestyle influence the values and behaviour of young people.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways individuals may be socialised into identities based on age.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into descriptive accounts of socialisation.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Arber and Attias-Donfut; Archer; Bradley; Cohen, A.; Cohen, S.; Gillespie; Goffman; Hall and Jefferson; Hebdige; McRobbie; Mead; Muggleton; Parsons; Pilcher; Thornton; Willis.

Qu	Marking guidance	Total marks
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03	Applying material from Item B and your knowledge, evaluate the extent to which the self is socially constructed.	20
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Item B

Interactionists argue that an individual's sense of self develops through social interaction. The self is socially constructed through individuals actively interpreting the social world around them and seeing themselves from the point of view of others.

Other sociologists argue that agencies of socialisation provide individuals with an identity. For example, functionalists say that socialisation makes sure that people internalise shared cultural values, leading to consensus and conformity.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the extent to which the self is socially constructed. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different theoretical perspectives eg interactionism, functionalism, Marxism, postmodernism and feminisms. Analysis will show clear explanation.</p> <p>Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of different definitions and explanations of the self and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth eg a broadly accurate, if basic, account of some sociological explanations of the self. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about the self. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about the self. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: Interpretivism; the self; identity; primary and secondary identities; the “I” and the “me”; looking-glass self; self-fulfilling prophecy; socialisation; agencies of socialisation and social control; internalisation; interaction; impression management; presentation of the self; reflexive self; master status; labelling; stigma and stigmatised identities; social and collective identities; multiple identities; social class; ethnicity; gender; nationality; fluidity; diversity.

Sources may include the following or other relevant ones:

Althusser; Bauman; Baumeister; Becker; Chodorow; Cooley; Elias; Giddens and Sutton; Gilligan; Goffman; Handel; Lawler; Mead; Morgan; Parsons; Piaget; Woodward.

Topic A2 Families and Households

Qu	Marking guidance	Total marks
04	Outline and explain two ways that social change may affect patterns of marriage.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways that social change may affect patterns of marriage.</p> <p>There will be two applications of relevant material, eg declining stigma around divorce due to changing social attitudes and secularisation leading to high rates of remarriage and serial monogamy; social policy changes allowing for alternatives to traditional marriage and the increase in same sex marriages.</p> <p>There will be appropriate analysis, eg the extent to which social change has affected patterns of marriage.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways that social change may affect patterns of marriage.</p> <p>There will be one or two applications of relevant material, eg influence of feminisms encouraging women to choose alternatives to traditional marriage.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be a drift into a general account of patterns of marriage.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- declining stigma around cohabitation creating a decline in marriage
- secularisation leading to increase in alternatives to traditional marriage
- social policy changes creating an increase in same sex marriage
- influence of feminisms encouraging women to focus on education and career, before or instead of marriage
- changing social attitudes around divorce leading to an increase in remarriage and serial monogamy
- breakdown of traditional norms around monogamy, leading individuals to pursue alternatives to traditional marriage

- higher cost of living and overall expense of marriage today leading to a decline in marriage and increase in cohabitation.

Sources may include the following or other relevant ones:

Allan and Crow; Beck; Bejin; Coast; Fletcher; Giddens; Mitchell and Goody; Smart; Weeks; Weston.

Qu	Marking guidance	Total marks
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05	Applying material from Item C , analyse two ways that globalisation may affect domestic labour in the UK.	10
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Item C

Globalisation has increased the movement of people around the world. It has also led to wider access in the UK to technological developments.

Globalisation may affect domestic labour in the UK.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that globalisation may affect domestic labour in the UK.</p> <p>There will be two developed applications of material from the item, eg an increase in the availability of migrant workers for childcare and housework; wider access to a range of labour-saving devices that reduce the time spent on domestic labour.</p> <p>There will be appropriate analysis/evaluation of two ways that globalisation may affect domestic labour in the UK, eg the extent to which globalisation has affected domestic labour.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that globalisation may affect domestic labour in the UK.</p> <p>There will be some successful application of material from the item, eg easier for middle-class households in the UK to employ cleaners.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways that globalisation may affect domestic labour in the UK.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on globalisation.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Arber and Ginn; Ehrenreich and Hochschild; Gershuny; Kan; Shutes; Silver and Schor; Vertovec.

Qu	Marking guidance	Total marks
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06	Applying material from Item D and your knowledge, evaluate sociological views on the impact of demographic changes on families and households in the UK.	20
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Item D

Recent demographic changes in the UK include a declining birth rate, increased immigration and an ageing population. Some sociologists, such as the New Right, argue that these changes may have a negative impact on families and households as they undermine the traditional nuclear family.

However, other sociologists, such as postmodernists, argue that these changes have had a range of different impacts on families and households in the UK.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological views of the impact of demographic changes on families and households in the UK. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a discussion of the different ways in which demographic changes have had an impact on families and households, and/or by developing a theoretical debate eg New Right, feminisms, Marxism, postmodernism, personal life perspective, functionalism. Analysis will show clear explanation.</p> <p>Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg criticisms of the New Right view that the traditional nuclear family has been undermined and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some of the sociological views of the impact of demographic changes on families and households in the UK. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about some of the sociological views of the impact of demographic changes on families and households in the UK. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about demographic changes in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: birth rate; death rate; ageing population; immigration; emigration; total fertility rate; dependency ratio; infant mortality rate; life expectancy; super diversity; transnational identities; symmetrical family; nuclear family; instrumental role; expressive role; neo-conventional family; individualism; connectedness; divorce; families of choice.

Sources may include the following or other relevant ones:

Beck; Chester; Eriksen; Giddens; Harper; Hirsch; Hunt; May; Murray; Philipson; Smart; Stacey; Vertovec; Walker.

Topic A3 Health

Qu	Marking guidance	Total marks
07	Outline and explain two ways in which the globalised health industry may affect health chances in the UK.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which the globalised health industry may affect health chances in the UK.</p> <p>There will be two applications of relevant material, eg global medical research increases the availability of medicine and treatments in the UK; medical tourism enables people in the UK to avoid NHS waiting lists.</p> <p>There will be appropriate analysis, eg the extent to which the globalised health industry contributes to inequalities in health chances in the UK.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which the globalised health industry may affect health chances in the UK.</p> <p>There will be one or two applications of relevant material, eg the globalised health industry may promote treatments of limited value to people's health in the UK.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into a discussion of health chances in the UK in general.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- the industry's focus on medicines and treatments for diseases of affluence may improve health chances in the UK
- availability and/or affordability of health services and products may increase health chances of working classes in the UK
- medical tourism may provide a wider range of services and treatments to improve health chances
- people in the UK who go abroad for affordable treatment may not be able to access good post-operative care
- accessing treatments abroad that are illegal and/or restricted in the UK may affect health chances

- the industry's development of new medical technology such as cosmetic surgery may affect health chances.

Sources may include the following or other relevant ones:

Abraham; Goldacre; Hilton; Law; Lunt; Madeley; Shah; Turner; Williams et al; World Health Organisation (WHO).

Qu	Marking guidance	Total marks
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08	Applying material from Item E , analyse two ways in which regional differences may affect health care provision.	10
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Item E

Regions are areas with their own characteristics. The UK consists of some regions that have high levels of prosperity, and other regions which are relatively deprived. There are also urban areas that are densely populated in comparison to rural areas.

Regional differences may affect health care provision.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which regional differences may affect health care provision.</p> <p>There will be two developed applications of material from the item, eg people in prosperous regions may have access to more services, such as private health care, in comparison to more deprived regions; there is likely to be better access to hospitals and treatments in urban areas compared to rural areas.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which regional differences may affect health care provision.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which regional differences may affect health care provision.</p> <p>There will be some successful application of material from the item, eg deprived regions may have longer waiting lists.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which regional differences may affect health care provision.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on health care provision in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Bartley; Black Report; Hacking et al; Marmot; Mitchell, Shaw and Dorling; Putnam; Shaw et al; Shettleston.

Qu	Marking guidance	Total marks
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09	Applying material from Item F and your knowledge, evaluate the view that mental illness is socially constructed.	20
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Item F

Interactionists argue that mental illness is socially constructed. They suggest that society applies a label of mental illness to people whose behaviours are seen as deviant. Certain groups, such as medical professionals, have the power to impose a label which may become the individual's master status.

However, other sociologists argue that mental illness is caused by various factors such as social deprivation and inequality.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that mental illness is socially constructed. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a discussion of the relative importance of labelling versus structural and/or cultural factors in explaining mental illness, or by locating the debate between different perspectives, eg interactionism, the biomedical approach, feminisms, Marxism. Analysis will show clear explanation.</p> <p>Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg the extent to which labelling theorists' views of mental illness are deterministic and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of interactionist views of mental illness. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about mental illness or labelling theory. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about mental illness in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: labelling; stereotyping; self-fulfilling prophecy; primary and secondary deviance; identity; institutionalisation/typologies of patient responses; social control; master status; patriarchy; male gaze; determinism; doctor-patient interactions; manipulation of symptoms; material deprivation; institutional racism; white eye; ethnocentrism; stress and psycho-social pathways; biomedical model; social model; structural and cultural factors; social inequality; integration.

Sources may include the following or other relevant ones:

Backer and McPherson; Becker; Braginski and Braginski; Brown; Busfield; Dunham and Faris; Foucault; Goffman; Gove; Laing; Lemert; Littlewood and Lipsedge; Moncrieff; Myers; Nazroo; Rosenhan; Scheff; Szasz; Sedgwick; Turner; Wilkinson.

Topic A4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
10	Outline and explain two ways that changes in technology at work may affect people's life chances.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways that changes in technology at work may affect people's life chances.</p> <p>There will be two applications of relevant material, eg the development of new technology leads to a rise in unemployment as old skills are no longer required, reducing life chances; new technology requires re-skilling and creates new job opportunities, improving life chances.</p> <p>There will be appropriate analysis, eg the extent to which technology may affect people's life chances.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways that changes in technology at work may affect people's life chances.</p> <p>There will be one or two applications of relevant material, eg management technology reduces autonomy and increases alienation among employed people.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be a drift into an account of some technological changes.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- rise in surveillance technology in the workplace dehumanises workers
- new technology may lead to unemployment, reducing life chances
- changes in technology require less decision-making which reduces job satisfaction
- enables flexible working arrangements which may increase leisure choices
- creates increased career opportunities and higher income with a rise in living standards
- new technology requires multi-skilled workers, increasing job satisfaction
- enables working from home which may increase alienation.

Sources may include the following or other relevant ones:

Braverman; Brynjolfsson and McAfee; Friedman; Gallie; Piore and Sabel; Ritzer; Taylor; Thompson.

Qu	Marking guidance	Total marks
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11	Applying material from Item G , analyse two ways that the state has responded to worklessness in the UK.	10
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Item G

The state provides various educational opportunities. It also supports businesses to benefit the economy.

The state has responded to worklessness in the UK.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that the state has responded to worklessness in the UK.</p> <p>There will be two developed applications of material from the item, eg the state has responded to worklessness by extending educational opportunities such as raising the school leaving age; the state has created incentives for businesses to recruit unemployed and support underemployed people.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which the state has been successful in responding to worklessness.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that the state has responded to worklessness in the UK.</p> <p>There will be some successful application of material from the item, eg policies encouraging more young people to take apprenticeships.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways that the state has responded to worklessness in the UK.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on worklessness in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Bartholomew; Bradshaw; Giddens; Hills; Marsland; Murray; Page; Townsend.

Qu	Marking guidance	Total marks
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12	Applying material from Item H and your knowledge, evaluate sociological explanations for the distribution of poverty between different social groups.	20
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Item H

Some sociologists suggest that poverty is the outcome of structural inequalities in society. Certain social groups, such as women, are at greater risk of poverty than other social groups. Marxists argue that capitalism leads to working-class poverty.

However, New Right sociologists argue that attitudes and behavioural differences are the most important factors when explaining the distribution of poverty.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations for the distribution of poverty between different social groups. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives eg Marxism, functionalism, feminisms, the New Right, and/or by discussing the relative importance of material versus cultural factors in explaining the distribution of poverty amongst different social groups, such as social class, age, gender, and ethnicity. Analysis will show clear explanation.</p> <p>Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg of the Marxist view on the distribution of poverty between different social groups and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of structural explanations for the distribution of poverty between different social groups. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about the distribution of poverty. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about poverty in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: Marxism; feminisms; functionalism; Social Democrat perspective; New Right; poverty cycle; poverty trap; culture of poverty; relative poverty; inverse care law; structural constraints; exploitation; capitalism; patriarchy; discrimination; racism; marginalisation; reserve army of labour; feminisation of poverty; dependency culture; underclass; nanny state; social exclusion; socialisation; fatalism; taxation; the role of the welfare state.

Sources may include the following or other relevant ones:

Abel-Smith and Townsend; Bartholomew; Beveridge Report; Black Report; Coates and Silburn; Davis and Moore; Flaherty; Hills; Hirsch; Kenway and Palmer; Kincaid; Le Grand; Lister; Marsland; Marx; Middleton; Miliband; Murray; Palmer; Spencer; Townsend; Walker and Walker; Weber; Wright.

Topic B1 Beliefs in Society

Qu	Marking guidance	Total marks
13	Outline and explain two ways that globalisation may affect the functions of religion.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways that globalisation may affect the functions of religion.</p> <p>There will be two applications of relevant material, eg religion may no longer legitimise the interests of powerful groups because people have access to alternative ideas through new media; religion may no longer maintain harmony due to a conflict of views that are now accessible in a global society.</p> <p>There will be appropriate analysis, eg the extent to which globalisation has affected the functions of religion.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways that globalisation may affect the functions of religion.</p> <p>There will be one or two applications of relevant material, eg lack of social solidarity due to the multi-faith nature of society.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into a general discussion of globalisation.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- new media providing examples of other beliefs and views to challenge social solidarity
- technological advances providing new ways for individuals to challenge the religious status quo
- globalisation contributing to a growth of civil religions aiding stability in society
- uncertainty of globalised world has increased the need for religion to perform psychological functions
- in a globalised world functions of cultural defence and/or cultural transition become more important
- global media exposing inequalities in religion and encouraging individuals to challenge powerful groups
- global capitalism reinforcing the need for religion acting as the opium of the people.

Sources may include the following or other relevant ones:

Armstrong; Beckford; Bellah; Berger; Bruce; Daly; Durkheim; El Saadawi; Lenin; Malinowski; Marx; Parsons; Weber; Woodhead.

Qu	Marking guidance	Total marks
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14	Applying material from Item I , analyse two reasons why religion may have a greater influence than science on some people's lives.	10
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Item I

Religion claims to provide answers to life's ultimate questions. Religion can also provide support in times of change.

Religion may have a greater influence than science on some people's lives.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why religion may have a greater influence than science on some people's lives.</p> <p>There will be two developed applications of material from the item, eg some people prefer religion because science provides less comforting answers to life's ultimate questions; unlike science, religious rituals provide a way for people to cope with times of change.</p> <p>There will be appropriate analysis/evaluation of two reasons why religion may have a greater influence than science on some people's lives, eg the extent to which religion has a greater influence than science.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why religion may have a greater influence than science on some people's lives.</p> <p>There will be some successful application of material from the item, eg religion may provide rites of passage which support people through times of change.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two reasons why religion may have a greater influence than science some on people's lives.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on the functions of religion.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Dawkins; Durkheim; Horton; Kuhn; Malinowski; Merton; Parsons; Polanyi; Popper; Stark and Bainbridge.

Qu	Marking guidance	Total marks
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15	Applying material from Item J and your knowledge, evaluate sociological explanations of the relationship between ethnicity and religious beliefs and practices.	20
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Item J

There are different sociological explanations of the relationship between ethnicity and religious beliefs and practices. Some sociologists argue that religion plays an important part in the lives of many minority ethnic groups, providing a mechanism for cultural defence and cultural transition.

However, other sociologists argue that there has been a decline in the importance of religion for most ethnic groups.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the sociological explanations of the relationship between ethnicity and religious beliefs and practices. Sophisticated understanding of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate around levels of religious beliefs and practices between different ethnic groups and/or the extent to which secularisation has an impact on different ethnic groups. Analysis will show clear explanation.</p> <p>Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg criticisms of cultural defence and cultural transition and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some of the sociological explanations of the relationship between ethnicity and religion. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about ethnicity and religion. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about religion in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: cultural defence; cultural transition; cultural hybridity; apostasy; Pentecostalism; Rastafarianism; immigration; accommodation; minority ethnic groups; social solidarity; protestant ethic; clash of civilisations; fundamentalism; social deprivation; racism; existential security; marginality; globalisation; secularisation; renewed vigour.

Sources may include the following or other relevant ones:

Bauman; Beckford; Bird; Brierley; Bruce; Butler; Chryssides; Davie; Giddens; Herberg; Huntington; Jacobson; Johal; Modood; Pryce.

Topic B2 Global Development

Qu	Marking guidance	Total marks
16	Outline and explain two ways in which education may affect global inequalities.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which education may affect global inequalities.</p> <p>There will be two applications of relevant material, eg provision of education creates a skilled workforce to help a country compete globally; extending girls' education globally reduces gender inequalities.</p> <p>There will be appropriate analysis, eg the extent to which global inequalities are affected by education.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which education may affect global inequalities.</p> <p>There will be one or two applications of relevant material, eg disadvantaged groups may be prevented from accessing education, perpetuating global inequalities.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussion of education in general.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- education for girls can help reduce global gender inequalities
- developing countries pay for educating individuals eg health professionals who then emigrate and so may not contribute to their home country's development
- education increases a developing country's human capital and helps attract foreign direct investment
- lack of education can hold back progress in eg reducing global health inequalities
- restricted access to educational opportunities may block social mobility and entrench global inequalities
- education helps to promote modern values which may accelerate modernisation, reducing inequalities
- education can be a way in which a ruling elite perpetuates and legitimises inequalities.

Sources may include the following or other relevant ones:

Boserup; Esteva; Fanon; Frank; Hoselitz; Lerner; Parsons; Richards; Rodney; Rostow; Sachs; Wallerstein.

Qu	Marking guidance	Total marks
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17	Applying material from Item K , analyse two ways in which globalisation may bring about political change in developing countries.	10
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Item K

Globalisation leads to people in developing countries becoming increasingly aware of life in other countries. Sometimes globalisation may be seen as a threat so there is a reaction against it.

Globalisation may lead to political change in developing countries.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which globalisation may bring about political change in developing countries.</p> <p>There will be two developed applications of material from the item, eg awareness of life in developed countries from globalised media may lead to protests and demands for political change in developing countries; regimes in developing countries may become more authoritarian in order to limit their people's access to globalised news and media.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which globalisation has a political impact in developing countries.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which globalisation may bring about political change in developing countries.</p> <p>There will be some successful application of material from the item, eg globalisation enables political movements in different parts of the world to act together and bring about political change .</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which globalisation may bring about political change in developing countries.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of globalisation in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Beck; Bello; Brenner; Chomsky; Giddens; Habermas; Held and McGrew; Huntington; Kaldor; Klein; Korten; Ohmae; Sklair.

Qu	Marking guidance	Total marks
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18	Applying material from Item L and your knowledge, evaluate the view that economic measures alone do not give a satisfactory picture of development.	20
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Item L

Early theories of development and underdevelopment, such as modernisation theory and dependency theory, tended to see development as economic growth measured by, for example, Gross National Product and levels of poverty.

Others have argued that development should be seen as also involving a wider range of changes, for example in health, gender equality and sustainability.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that economic measures alone do not give a satisfactory picture of development. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between those advocating economic growth as a measure of development and those who focus on eg gender or sustainability. Analysis will show clear explanation.</p> <p>Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg a discussion of different explanations of the relationship between the economy and development and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some explanations of ways of defining and/or measuring development. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about defining or measuring development. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about development in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: economic growth; modernisation; dependency; underdevelopment; neo-liberalism; industrialisation; urbanisation; inequality; poverty; gender equality; patriarchy; environmentalism; sustainability; population growth; education; health; democracy; human rights; Gross National Product/Income; Human Development Index; well-being; happiness; Millennium Development Goals and Sustainable Development Goals.

Sources may include the following or other relevant ones:

Bauman; Beck; Bello; Boserup; Chang; Cohen and Kennedy; Frank; Hoogevelt; Hoselitz; Human Development Report; Parsons; Rodney; Rostow; Sen; Stiglitz; UI Haq; Wallerstein; Wilkinson and Pickett; World Bank.

Topic B3 The Media

Qu	Marking guidance	Total marks
19	Outline and explain two ways in which the new media may affect audiences.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which the new media may affect audiences.</p> <p>There will be two applications of relevant material, eg audiences are able to interact with the new media and to produce content themselves; audiences have less privacy because the new media harvest personal data.</p> <p>There will be appropriate analysis, eg the extent to which different types of new media affect audiences.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which the new media may affect audiences.</p> <p>There will be one or two applications of relevant material, eg audiences for the new media are less passive than audiences for traditional media.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussions of media in general.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- audiences can produce content for the new media eg citizen journalism
- audiences are more active eg some become influencers
- the new media enable audience members to collaborate and contribute to collective intelligence
- data collected on audiences by the new media
- audiences have greater choice
- some audience members may become more politically active eg Black Lives Matter
- digital divide and generational divide – some people excluded.

Sources may include the following or other relevant ones:

Baudrillard; Bivens; Boyle; Cornford and Robbins; Curran and Seaton; Dutton and Blank; Helsper; Jenkins; Li and Kirkup; Lister et al; MacKinnon; McLuhan; McNair; Newman and Levy; Philo; Preston.

Qu	Marking guidance	Total marks
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20	Applying material from Item M , analyse two ways in which globalisation affects the content of the news.	10
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Item M

Globalisation increases the speed of communication to audiences around the world. Globalisation involves new technology, such as smartphones, from which many people can upload content.

Globalisation affects the content of the news.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which globalisation affects the content of the news.</p> <p>There will be two developed applications of material from the item, eg news companies globally tailor news to audiences who expect breaking news and live images; citizen journalists can shape news by uploading material that might be ignored by mainstream media.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which globalisation affects the content of the news.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which globalisation affects the content of the news.</p> <p>There will be some successful application of material from the item eg the pressure to report news as it happens reduces fact-checking.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which globalisation affects the content of the news.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into accounts of other media content.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Bagdikian; Barnett and Garber; Baudrillard; Beck; Bivens; Curran et al; Davies; Glasgow Media Group; Hall; Herman and Chomsky; Manning; McCombs; McLuhan; Philo; Philo and Berry; Strinati; Thussu.

Qu	Marking guidance	Total marks
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21	Applying material from Item N and your knowledge, evaluate sociological explanations of the ways in which the media represent gender.	20
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Item N

Many feminist sociologists argue that gender representations in the media are shaped by patriarchal ideology. This reflects the dominance of males in both the media and wider society. Representations of both men and women are often based on stereotypes which reinforce gender inequalities.

Other sociologists argue that gender stereotypes in the media help companies to make a profit. Another view is that stereotypes are being replaced by more fluid and flexible representations of gender, reflecting changes in society.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of the ways in which the media represent gender. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different theoretical perspectives eg feminisms, pluralism, Marxism, postmodernism. Analysis will show clear explanation.</p> <p>Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg of explanations of different representations and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some explanations of representations of gender. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about gender representations. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about representations. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: feminisms; intersectionality; pluralism; social construction; socialisation; social control; Marxism and neo-Marxism; postmodernism; stereotypes; under-representation; patriarchal ideology; male and female gaze; hegemonic masculinity and hegemonic femininity; symbolic annihilation; cult of femininity; beauty myth; glass ceiling; role models; imitation; metrosexuality; new man; new media; social media; ideological smokescreen.

Sources may include the following or other relevant ones:

Baudrillard; Butler; Connell; Dietz; Dill and Thill; Duncan and Messner; Easthope; Ferguson; Fiske; Gallagher; Gauntlett; Gill; Gilmore; Glasgow Media Group; Global Media Monitoring Project; Gross; Inness; Knight; Leveson Inquiry; McRobbie; Mort; Mulvey; Orbach; Rutherford; Tebbel; Tuchmann; Tunstall; Whannel; Wilkinson; Wolf.

Topic B4 Stratification and Differentiation

Qu	Marking guidance	Total marks
22	Outline and explain two ways in which an individual's disability may affect their chances of social mobility.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which an individual's disability may affect their chances of social mobility.</p> <p>There will be two applications of relevant material, eg upward social mobility is limited by institutionalised forms of discrimination in work, education etc against individuals with a disability; studying and working online at home may improve chances of upward social mobility for individuals with a disability.</p> <p>There will be appropriate analysis, eg the extent to which an individual's disability may affect their chances of social mobility.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which an individual's disability may affect their chances of social mobility.</p> <p>There will be one or two applications of relevant material, eg state policies such as the Equality Act 2010 give people with disabilities access to the same opportunities for social mobility as people without disabilities.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into descriptions of stereotypes of people with disabilities.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- people with disabilities may face discrimination when applying for promotion at work
- people with disabilities may face restricted access to some types of occupations
- working from home may allow greater access to work for people with disabilities
- diagnosis, treatment and alleviation may be limited by access to healthcare (eg inverse care law) restricting social mobility
- cuts to welfare and care for people with disabilities which may reduce social mobility

- people with disabilities may have extra support in education helping them succeed and be socially mobile
- laws have been introduced to protect people with disabilities against discrimination so that they have equal opportunities for social mobility.

Sources may include the following or other relevant ones:

Barnes and Mercer; Davies; Dorling; Finkelstein; Hyde; Longhi et al; Morris; Oliver; Platt; Reay; Shakespeare; Stanworth; Sutton Trust; Tudor-Hart.

Qu	Marking guidance	Total marks
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23	Applying material from Item O , analyse two ways in which the transnational capitalist class may have affected inequalities in the UK.	10
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Item O

The transnational capitalist class includes owners and controllers of transnational corporations, which move operations between countries in search of profit. London is a base for many of the super-rich from around the world.

The transnational capitalist class may have affected inequalities in the UK.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which the transnational capitalist class may have affected inequalities in the UK.</p> <p>There will be two developed applications of material from the item, eg TNCs create opportunities for upward social mobility in the UK; inequality in the UK has widened because of the presence of the global super rich.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which the transnational capitalist class may have affected inequalities in the UK.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which the transnational capitalist class may have affected inequalities in the UK.</p> <p>There will be some successful application of material from the item, eg TNCs have outsourced low and unskilled work abroad, creating unemployment and fewer work opportunities for the working class in the UK.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which the transnational capitalist class may have affected inequalities in the UK.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be a drift into discussion of inequalities in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Amin; George; Goldsmith; Hardt and Negri; Harvey; Khor; Lasch; Savage; Shiva; Sklair.

Qu	Marking guidance	Total marks
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24	Applying material from Item P and your knowledge, evaluate Marxist theories of stratification.	20
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Item P

Marxists argue that the basis of stratification in capitalist society is the division into two social classes, the bourgeoisie who own the means of production and the proletariat who have to sell their labour power. The difference in interests between these two classes leads to class conflict, which affects all areas of life.

However, functionalists argue that stratification is necessary and beneficial. Others argue that social class is less important, or that factors such as ethnicity or gender are more important than social class.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on Marxist theories of stratification. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different theories of stratification eg Marxism, neo-Marxism, Weberianism, functionalism, postmodernism, feminisms. Analysis will show clear explanation.</p> <p>Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg a discussion of different explanations of stratification and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some class inequalities. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about stratification. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about Marxism in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: Marxism; capitalism; social class; bourgeoisie and proletariat; class conflict; means of production; surplus value; alienation; ideological and repressive state apparatuses; class consciousness; reserve army of labour; hegemony; proletarianisation; class polarisation; neo-Marxism; Weberianism; status; power; embourgeoisement; feminisms; patriarchy; division of labour; functionalism; value consensus; ascribed and achieved status; role allocation; socialisation; dysfunctions; meritocracy; inequality; life chances; hybridity; consumerism; racism.

Sources may include the following or other relevant ones:

Althusser; Bauman; Beck; Bottero; Bourdieu; Davis and Moore; Durkheim; Engels; Giddens; Goldthorpe and Lockwood; Gramsci; Hardt and Negri; Marshall et al; Marx; Piketty; Platt; Saunders; Savage et al; Tumin; Weber; Westergaard and Resler; Wilkinson and Pickett; Wright.

Assessment objective grid

	AO1	AO2	AO3	Total
Section A				
Q01, Q04, Q07, Q10	5	3	2	10
Q02, Q05, Q08, Q11	3	4	3	10
Q03, Q06, Q09, Q12	8	6	6	20
Section B				
Q13, Q16, Q19, Q22	5	3	2	10
Q14, Q17, Q20, Q23	3	4	3	10
Q15, Q18, Q21, Q24	8	6	6	20
Totals	32	26	22	80