



A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

Mark scheme

June 2020

Version: 1.0 Final Mark Scheme

206A7192/2/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 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
03	Applying material from Item B and your knowledge, evaluate feminist views of the extent to which the socialisation process reinforces patriarchy.	20

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; Einasdottir; 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
17	Applying material from Item K , analyse two ways in which development can affect gender inequalities.	10

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

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

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