



A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 A 7 1 9 2 / 2 / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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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
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01	Outline and explain two reasons why gender may affect consumption choices.	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 gender affects consumption choices.</p> <p>There will be two applications of relevant material, eg gender role socialisation shapes different tastes in toys, fashion and activities for both males and females which impacts upon their consumption patterns; pressure from media images to conform to certain gender identities such as males seeking to appear more macho has created a market of products to help create these identities.</p> <p>There will be appropriate analysis, eg the extent to which gender affects consumption choices.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why gender affects consumption choices.</p> <p>There will be one or two applications of relevant material, eg lower pay of women restricts 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 drift into account of gender identities.</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:

- process of canalisation shaping desire for certain toys and interest in certain activities
- women may have less free time due to their domestic role which reduces consumption choice
- women's consumption and leisure activities linked to their domestic role and often involve childcare obligations
- lower pay of women restricts their disposable income, limiting access to leisure activities
- social expectations about what sort of leisure activities are appropriate for males and females
- patriarchal values of society mean that women are subject to higher levels of social control in public spaces affecting consumption patterns

- media images pressuring men to appear more macho creates a market for fashion and weight loss products.

Sources may include the following or other relevant ones:

de Beauvoir; Bocock; Butler; Collier; Connell; Deem; Lury; Lyotard; McRobbie; Mort; Oakley; Roberts; Statham; Susman; Whelehan.

Qu	Marking guidance	Total marks
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02	Applying material from Item A , analyse two ways that popular culture may affect an individual's sense of self.	10
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Item A

Popular culture is easily accessible and enjoyed by many people. Popular culture broadly reflects mainstream norms and values of society, which some people may reject.

Popular culture may affect an individual's sense of self.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that popular culture may affect an individual's sense of self.</p> <p>There will be two developed applications of material from the item, eg as popular culture is easily accessible and enjoyed by many people, it enables individuals to see themselves as part of society and identify with others; popular culture inspires a rebellion against mainstream values, creating the development of youth subcultures and identities such as Punk.</p> <p>There will be appropriate analysis/evaluation of two ways that popular culture may affect an individual's sense of self, eg the extent to which popular culture may affect an individual's sense of self and/or the impact of other forms of culture on sense of self such as high culture or folk culture.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that popular culture may affect an individual's sense of self.</p> <p>There will be some successful application of material from the item, eg by accessing popular culture individuals feel that they fit into 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 that popular culture may affect an individual's sense of self.</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 popular culture, such as entertainment, fashion or leisure activities.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Becker; Bourdieu; Clarke et al; Cooley; Giddings; Goffman; Hall; Handel; Jenkins; Livingstone; Macdonald; Storey; Strinati.

Qu	Marking guidance	Total marks
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03	Applying material from Item B and your knowledge, evaluate the view that social class is the most important factor in shaping identity.	20
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Item B

Social class refers to a group of people who share a socio-economic status. Some sociologists argue that social class is the most important factor in shaping identity. Social class affects life chances, leisure activities and consumption patterns, as well as values and beliefs.

Other sociologists disagree and suggest that other factors such as gender and ethnicity are more important than social class in shaping identity.

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 social class is the most important factor in shaping identity. 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 developing a theoretical debate (eg, Marxism, feminisms, postmodernism, functionalism) and/or the importance of other factors in shaping identity such as age, gender, ethnicity, disability and sexuality. 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 the extent to which social class is the most important source of identity 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 the view that social class is the most important factor in shaping identity. 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 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 social class being the most important factor in shaping identity. 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 social class 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: working class; middle class; upper class; underclass; socialisation; meritocracy; negative self-identity; socio-economic status; cultural capital; economic capital; social capital; high culture; low culture; life chances; gender; hyper-sexuality; hyper-femininity; hegemonic masculinity; kinship; habitus; chavs; professionals; bourgeoisie; proletariat; project identity; fragmentation; fluidity; ethnic identity; sexual identity; age identity; national identity; disability.

Sources may include the following or other relevant ones:

Archer; Bennett; Bradley; Brah; Bourdieu; Charlesworth; Connell; Engels; Goldthorpe; Hoggart; Jordan; Lash and Urry; Lawler; Marx; McKenzie; Murray; Pakulski and Waters; Roberts; Savage; Saunders; Scott; Skeggs; Weber.

Topic A2 Families and Households

Qu	Marking guidance	Total marks
04	Outline and explain two ways that falling birth rates may affect gender roles and relationships within families.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways that falling birth rates may affect gender roles and relationships within families.</p> <p>There will be two applications of relevant material, eg decline in birth rate allows women to focus on careers, creating more dual earner households leading to more equal relationships; more women choosing not to have children creates a rise in joint conjugal roles as both partners take on instrumental roles.</p> <p>There will be appropriate analysis, eg the extent to which falling birth rates may affect gender roles and relationships.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways that falling birth rates may affect gender roles and relationships within families.</p> <p>There will be one or two applications of relevant material, eg falling birth rates reduce the expressive role for women.</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 reasons for falling birth rates.</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:

- smaller families mean that men are more likely to help with childcare
- more women taking on paid employment leads to increase in dual earner households
- change in power relationships eg women having more financial independence
- women having more input in decision making process due to higher income
- changing attitudes to women who do not have children
- more women taking on paid employment leads to an increase in joint conjugal roles and symmetrical families.

Sources may include the following or other relevant ones:

Boulton; Chamberlain and Gill; Crompton; Ferri and Smith; Gillespie; Kan; Laurie and Gershuny; Oakley; Pahl and Vogler; Sullivan; Wilmott and Young.

Qu	Marking guidance	Total marks
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05	Applying material from Item C , analyse two ways that social policies may have affected the status of children.	10
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Item C

In the UK today there are a range of social policies aimed at protecting vulnerable groups. There are also social policies which impose age restrictions on certain activities such as paid employment.

It can be argued that social policies may have affected the status of children.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that social policies may have affected the status of children.</p> <p>There will be two developed applications of material from the item, eg policies aimed at protecting vulnerable groups, such as child protection and safeguarding policies, have created a child-centred society; social policies which prevent children from doing paid work mean that children cannot become financially independent.</p> <p>There will be appropriate analysis/evaluation of two ways that social policies may have affected the status of children, eg the extent to which children are protected by social policies.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that social policies may have affected the status of children.</p> <p>There will be some successful application of material from the item, eg social policies aimed at protecting children mean that they have a special status.</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 social policies may have affected the status of children.</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 social policies not linked to the status of children.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Brooks; Donzelot; Firestone; Fletcher; Gittens; Holt; Jenks; Opie; Palmer; Pilcher; Postman; Uhlenberg; Wells.

Qu	Marking guidance	Total marks
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06	Applying material from Item D and your knowledge, evaluate sociological explanations of the nature and extent of family diversity in the UK today.	20
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Item D

Some sociologists argue that there is growing family diversity in the UK today. They argue that there are now more family types and structures. They also claim that these changes bring greater individual choice.

However, some functionalist sociologists argue that there is limited evidence to support family diversity. They suggest the conventional nuclear family is still the dominant family type and the one that best fits society's needs.

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 nature and extent of family diversity in the UK 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 discussion of the extent of family diversity in society today, and/or by developing a theoretical debate eg functionalism, New Right, feminisms, postmodernism, personal life perspective. 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 extent of family diversity 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 sociological explanations of the nature and extent of family diversity in the UK 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>

	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 the nature and extent of family diversity in the UK 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 families 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 fit; dysfunctional; neo-conventional family; pluralistic society; instrumental role; expressive role; symmetrical family; fragmentation; divorce extended families; cohabitation; lone parent families; individualism; life course; singletons; risk society; serial monogamy; pure relationship; connectedness; negotiated family; families of choice; zombie family; LATs; beanpole family; polyamory; globalisation; nuclear family.

Sources may include the following or other relevant ones:

Beck; Beck-Gernsheim; Benson; Budgeon; Cheal; Chester; Duncan and Phillips; Einasdottir; Giddens; May; Morgan; Oakley; Parsons; Rapoport and Rapoport; Smart; Stacey.

Topic A3 Health

Qu	Marking guidance	Total marks
07	Outline and explain two ways in which use of health care provision may vary between ethnic groups.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which use of health care provision may vary between ethnic groups.</p> <p>There will be two applications of relevant material, eg members of some ethnic groups may be more likely to live in areas with poor health care provision which restricts use; members of some ethnic groups may use health care provision less because of language and communication problems.</p> <p>There will be appropriate analysis, eg of the extent to which use of health care provision varies between 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 use of health care provision may vary between ethnic groups.</p> <p>There will be one or two applications of relevant material, eg members of some ethnic groups may have values that may mean they do not seek support unless very ill.</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 an account of health care provision 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:

- location of health care: some ethnic groups more likely to live in areas with good provision
- difficulties in accessing health care vary between ethnic groups eg working long hours
- some ethnic groups may not seek help because they think that health care professionals are unfamiliar with their religious, cultural and dietary practices
- some ethnic groups may have difficulty in explaining symptoms because of language differences
- ethnicity of health care staff eg members of some groups may prefer to be seen by professionals from a similar ethnic background

- some ethnic groups may stigmatise some health problems (eg mental health) and not want to seek help
- disadvantaged ethnic minority groups may distrust health services as part of a system seen as against them.

Sources may include the following or other relevant ones:

Balarajan; Davey Smith et al; Fernando; Latif; Nazroo; Parry et al; Sproston and Mindell.

Qu	Marking guidance	Total marks
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08	Applying material from Item E , analyse two reasons for gender differences in health chances.	10
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Item E

Men are more likely to be in full-time employment than women. Women are socialised into performing a caring role which prioritises family life.

There are gender differences in 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 gender differences in health chances.</p> <p>There will be two developed applications of material from the item, eg men have worse health chances as a result of demands of the workplace; gender role socialisation leads women to have better health chances as they are likely to have more interaction with health services for family members and themselves.</p> <p>There will be appropriate analysis/evaluation of two reasons for gender differences in health chances, eg the extent to which gender role socialisation affects health chances.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons for gender differences in health chances.</p> <p>There will be some successful application of material from the item, eg men are more likely to work in occupations that may be harmful to their health.</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 gender differences in 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 there may be some drift into material on health chances 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:

Annandale; Arber and Thomas; Bernard; Busfield; Duncombe and Marsden; Frost; Graham; Oakley; O'Brien; Palmer; Platt; Scambler; Weaver.

Qu	Marking guidance	Total marks
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09	Applying material from Item F and your knowledge, evaluate the extent to which powerful groups control health and illness.	20
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Item F
<p>Conflict sociologists argue that powerful groups contribute to inequalities in health and illness. For example, Marxists claim that the medical profession and health care industries reinforce class inequalities in health and illness.</p> <p>Other sociologists argue that the medical profession has lost power. Individuals now have increased choice when monitoring health and treating illness.</p>

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 powerful groups control health and illness.</p> <p>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 debate between different perspectives eg functionalist, Marxist, Weberian, feminisms, interactionism, postmodernism. 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 of the Marxist view of the role of health care industries in controlling health and 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 a broadly accurate, if basic, account of the functionalist view of the medical profession. 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 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 role of doctors. 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 and 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: capitalism; patriarchy; 'Big Pharma'; the health industry; transnational corporations; globalisation; iatrogenesis; gatekeepers; the sick role; labelling; professionalism; de-professionalisation; proletarianisation; institutional racism; the male gaze; the white eye; surveillance; social closure strategies; altruism; complementary and alternative medicines; metanarrative.

Sources may include the following or other relevant ones:

Abraham and Goldacre; Barber; Crinson; Dillner; Doyal and Pennell; Foucault; Giddens; Haug and Lavin; Illich; Lupton; Lyotard; McKinley; Navarro; Oakley; Parry and Parry; Parsons; Shah; Szasz; Weber; Witz.

Topic A4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
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10	Outline and explain two reasons why rates of unemployment vary between social groups.	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 rates of unemployment vary between social groups.</p> <p>There will be two applications of relevant material, eg manual work has been replaced by technology, affecting the employment of lower social classes; racism in the workplace may restrict access to employment for some ethnic groups.</p> <p>There will be appropriate analysis, eg the extent to which rates of unemployment may vary between social groups.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why rates of unemployment vary between social groups.</p> <p>There will be one or two applications of relevant material, eg physical barriers affecting the employment of disabled 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 discussion of unemployment 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:

- males are more likely to be unemployed due to a decline in manufacturing industries
- language difficulties affecting employment of some ethnic groups with English as a second language
- the north has higher rates of unemployment due to a decline in traditional industries
- underclass in a dependency culture of welfare state support
- disability discrimination in the workplace
- refugees recent arrival to the UK
- young people may lack work experience.

Sources may include the following or other relevant ones:

Alcock; Byrne; Castles and Kosack; Craine; Flaherty et al; Levitas et al; Lister; Murray; Pilkington; The Rowntree Foundation; Wilson.

Qu	Marking guidance	Total marks
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11	Applying material from Item G , analyse two ways that changes in technology may affect skills required in the workplace.	10
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Item G

Changes in technology have led to an increase in production lines. There have also been developments in information and communication technology (ICT).

Changes in technology may affect skills required in the workplace.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that changes in technology may affect skills required in the workplace.</p> <p>There will be two developed applications of material from the item, eg an increase in production lines contributes to the deskilling of workers; workers whose skills are no longer needed may be able to acquire new skills in ICT which lead to new job roles.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which changes in technology affect skills required in the workplace.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that changes in technology may affect skills required in the workplace.</p> <p>There will be some successful application of material from the item, eg the expansion of ICT has led to the upskilling of workers where they learn additional skills.</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 changes in technology may affect skills required in the workplace.</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 workplace 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; Frey and Osbourne; Friedman; Gallie; Nichols and Beynon; Piore; Pollert; Taylor; Thompson; Zuboff.

Qu	Marking guidance	Total marks
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12	Applying material from Item H and your knowledge, evaluate the view that poverty is functional and inevitable in society today.	20
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Item H

Functionalists suggest that poverty has various functions in society today. For example, one function is that the fear of poverty encourages people to work hard to achieve upward social mobility. They also argue that poverty is inevitable as some individuals lack the skills and work ethic to perform higher earning jobs.

However, other sociologists argue that poverty is a source of conflict and the outcome of inequalities 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 the view that poverty is functional and inevitable in society today.</p> <p>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 between different perspectives such as functionalist, Marxist, feminisms, Weberian and New Right. 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 the extent to which poverty is dysfunctional in society 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 the functionalist view that poverty is functional or inevitable 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 the view that poverty is functional 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 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: poverty cycle; social exclusion; poverty trap; culture of poverty; relative poverty; meritocracy; role allocation; welfare state; 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 & Moore; Gans; Hills; Hirsch; Kenway and Palmer; Kincaid; Le Grand; Lewis; Lister; Marsland; Marx; Middleton; Miliband; Murray; Palmer; Schwartz; Spencer; Townsend; Walker and Walker; Weber; Wright.

Topic B1 Beliefs in Society

Qu	Marking guidance	Total marks
13	Outline and explain two ways in which social change may contribute to secularisation.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways social change may contribute to secularisation. .</p> <p>There will be two applications of relevant material, eg industrialisation and urbanisation may lead to the decline of communities which upheld religious belief; rationalisation may lead to disenchantment with religious belief.</p> <p>There will be appropriate analysis, eg the extent to which social change may contribute to secularisation.</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 change may contribute to secularisation. .</p> <p>There will be one or two applications of relevant material, eg growth of religious diversity may lead to a crisis of credibility.</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 account of patterns of religious belief.</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 of individualism leads to a decline of practicing religious communities
- breakdown of a single sacred canopy undermines the plausibility structure of religion
- process of structural differentiation leads to privatisation of religion; religious belief becomes a personal choice and not an obligation
- growth of a technological worldview replaces religious explanations
- increased acceptance of different views in society such as LGBTQ+ community leads to secularisation from within
- increase in alternative belief systems such as spirituality leads to decline in traditional religious belief
- changes in laws which now undermine religious belief and practice.

Sources may include the following or other relevant ones:

Beckford; Berger; Bruce; Crockett; Davie; Hadaway; Heelas and Woodhead; Lynd and Lynd; Lyon; Parsons; Shakespeare; Weber; Wilson.

Qu	Marking guidance	Total marks
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14	Applying material from Item I , analyse two ways in which religion may be seen as an ideology.	10
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Item I
<p>Ideologies can be oppressive forces that protect the interests of powerful groups in society. Ideologies can also inspire protest and social change.</p> <p>Religion may be seen as an ideology.</p>

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which religion may be seen as ideology.</p> <p>There will be two developed applications of material from the item, eg religious belief creates a false class consciousness protecting the interests of the ruling class; religious fundamentalist beliefs radicalising individuals into the belief system and protesting for change.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which religion may be seen as an ideology.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which religion may be seen as an ideology.</p> <p>There will be some successful application of material from the item, eg religious belief may act as a form of patriarchal ideology.</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 religion may be seen as an ideology.</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 ideologies not linked to 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:

Almond; Althusser; Armstrong; Anderson; de Beauvoir; Bruce; Castells; El Saadawi; Gellner; Giddens; Gramsci; Hawley; Holm; Maduro; Mannheim; Marx; Polanyi.

Qu	Marking guidance	Total marks
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15	Applying material from Item J and your knowledge, evaluate sociological views on the relationship between religion and globalisation.	20
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Item J

Globalisation refers to the increased interconnectedness of the world involving technological and cultural changes. Postmodernists suggest that this has changed the ways in which we interact with religious organisations, as well as allowing new types of beliefs to emerge.

However, other sociologists disagree and believe that globalisation has resulted in the rise of religious fundamentalism. It is also claimed that the process of globalisation has led to the decline of religious belief in some areas.

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 on the relationship between religion and globalisation. 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 developing different sociological views of the extent to which the relationship is positive or negative eg postmodernism, late modernism, Marxism. 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 the postmodernist view of the relationship between religion and 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 broadly accurate, if basic, account of some of sociological views of the relationship between religion and globalisation. 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 relationship between religion and 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 religion and/or globalisation 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: spiritual shopping; clash of civilisations; religious fundamentalism; modernity; postmodernity; televangelism; New Age movements; holistic milieu; belief without belonging; re-enchantment; re-sacralisation; disembedded; obligation; consumption; spirituality; universal truths; cultural amnesia; religious marketplace; pilgrims; converts; electronic church; secularisation; cosmopolitanism; westernisation; cultural defence; cultural transition; Neo-Marxism.

Sources may include the following or other relevant ones:

Almond; Armstrong; Bauman; Berger; Bruce; Casanova; Castells; Davie; Giddens; Heelas and Woodhead; Hervieu-Leger; Huntington; Lyon; Lyotard; Nanda; Norris and Inglehart.

Topic B2 Global Development

Qu	Marking guidance	Total marks
16	Outline and explain two ways in which industrialisation may affect employment in developing countries.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which industrialisation may affect employment in developing countries.</p> <p>There will be two applications of relevant material, eg industrialisation leads to more people being employed in the formal sector; there are new opportunities for women to work outside the home and become more independent.</p> <p>There will be appropriate analysis, eg the extent to which industrialisation has affected 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 industrialisation may affect employment in developing countries.</p> <p>There will be one or two applications of relevant material, eg transnational corporations may provide better pay and conditions for their workers 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 industrialisation 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:

- more people work in workshops and factories eg for transnational corporations
- women have more opportunities for paid work, often in countries where this was not previously possible
- more opportunities through employment for training, career development and social mobility
- fewer people work in farming, fishing etc
- more people in permanent and secure employment
- industrialisation leads to a more specialised division of labour in developing countries.

Sources may include the following or other relevant ones:

Castells; Collier; Ellwood; Frank; Frobel; Harris; Klein; Korten; Leonard; Marx; McGiffen; Mies; Parsons; Pearson; Ritzer; Rostow; Wield and Chataway.

Qu	Marking guidance	Total marks
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17	Applying material from Item K , analyse two ways that transnational corporations may harm the environment.	10
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Item K

Most transnational corporations (TNCs) need raw materials and resources to produce goods. They are not usually concerned with what happens to the goods after they have been sold.

TNCs may harm the environment.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that transnational corporations may harm the environment.</p> <p>There will be two developed applications of material from the item, eg mining by TNCs for raw materials for production causes pollution; products made by TNCs lead to waste such as e-waste and plastics which cannot easily be recycled or disposed of.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which TNCs harm the environment.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that transnational corporations may harm the environment.</p> <p>There will be some successful application of material from the item, eg production by TNCs contributes to global heating.</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 transnational corporations may harm the environment.</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 TNCs 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; Dennis and Urry; Dicken; Giddens; Harvey; Hirst and Thompson; Kernaghan; Klein; Monbiot; Robinson and Harris; Sklair.

Qu	Marking guidance	Total marks
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18	Applying material from Item L and your knowledge, evaluate sociological views of gender differences in the experience of development and underdevelopment.	20
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Item L

There are gender differences in the experience of development and underdevelopment. For example, the process of development often provides women with more opportunities for education, better health and paid employment.

Early theories of development such as modernisation theory often saw gender issues as unimportant. However, feminists have emphasised that gender is central to development and underdevelopment.

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 gender differences in the experience of development and underdevelopment. 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 such as modernisation theory, dependency theory 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 of different explanations of gender differences in the experience of development and underdevelopment 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 gender and 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 gender or 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 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: development; underdevelopment; dependency theory; modernisation theory; feminisms; Marxism; post development; postmodernism; grass roots development; patriarchy; gender hierarchy; gendered division of labour; global care chains; care deficit; maternal health and mortality; TNCs; eco feminism; black feminism; southern feminism.

Sources may include the following or other relevant ones:

Boserup; Chant; Ehrenreich; Elwood; Enloe; Harcourt and Escobar; Hochschild; Leonard; Maathai; Nardi; Raworth; Rowbotham; Shiva; van der Gaag.

Topic B3 The Media

Qu	Marking guidance	Total marks
19	Outline and explain two ways in which the ownership and control of the media may have been affected by the growth of the new media.	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 affect the ownership and control of the media.</p> <p>There will be two applications of relevant material, eg the rise in citizen journalists using new media has reduced the control that owners of the media have over content; new media has increased the power of dominant media conglomerates such as Meta.</p> <p>There will be appropriate analysis, eg the extent to which the new media affects the ownership and control of the media.</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 affect the ownership and control of the media.</p> <p>There will be one or two applications of relevant material, eg the way in which the new media have increased audience control of content such as through streaming and catch-up services.</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 discussion of the ownership of the 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:

- increased power of corporations over users through data harvesting
- new media roles have increased opportunities for women to control the media
- older news sources have new competition eg Tiktok
- consumer choice at a global level reduces control of the media
- digital media have made it harder for owners to regulate as information can be spread easily and quickly
- active audience through interactive journalism reduces control of media owners
- globalisation of new media has increased international control.

Sources may include the following or other relevant ones:

Bivens; Boyle; Cornford and Robins; Curran and Seaton; Fenton; Garrod; Itzoe; Jenkins; McLuhan; McNair; Philo; Storey; Strinati.

Qu	Marking guidance	Total marks
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20	Applying material from Item M , analyse two reasons why the media may not always have a direct influence on their audiences.	10
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Item M

There is now a very wide range of different media available. The media may also be less trusted sources of information than they used to be.

The media may **not** always have a direct influence on their audiences.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why the media may not always have a direct influence on their audiences.</p> <p>There will be two developed applications of material from the item, eg audiences use a variety of media for different purposes so the media have limited effects; audiences question the media, decoding and filtering media messages.</p> <p>There will be appropriate analysis/evaluation of two reasons eg the extent to which the media may influence their audiences.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why the media may not always have a direct influence on their audiences.</p> <p>There will be some successful application of material from the item eg audiences may have negotiated or oppositional readings of the media.</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 media may not always have a direct influence on 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 types of media.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Bandura et al; Blumler; Buckingham; Curran; Dworkin; Gauntlett; Glasgow Media Group; Hall; Katz and Lazarsfeld; Klapper; Lull; Marcuse; McQuail; Morley; Park et al; Philo; Strinati; Thompson.

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

Item N

Some sociologists suggest the media have often presented stereotypical representations of social classes. For example, working class people are often represented negatively in comparison to other social classes. Marxists suggest the ruling class use the media to present ideas that suit their interests.

However, others argue that new media platforms are being used to challenge stereotypes presented by the mass media.

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 people from different social classes. 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, neo-Marxism, pluralism, feminisms, postmodernism). 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 Marxist views on media representations of social class 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 media representations of social class. 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 media representations of working class people. 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 social class 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: stereotypes; media gaze; folk devils; moral panics; news values; ideology; meritocracy; hegemony; capitalism; patriarchy; hierarchy; diversity; agenda setting; stigmatised identity; symbolic annihilation; male gaze; interactivity; social media; new media; diversification; fragmentation; metanarrative; classism; ethnocentric; male stream.

Sources may include the following or other relevant ones:

Altman; Butsch; Cumberbatch; Curran and Seaton; Glasgow Media Group; Hall; Jones; Lawler; Malik; McKendrick et al; Newman; Philo; Shildrick; Weltman; White.

Topic B4 Stratification and Differentiation

Qu	Marking guidance	Total marks
22	Outline and explain two ways that globalisation may affect the life chances of working-class people.	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 life chances of working class people.</p> <p>There will be two applications of relevant material, eg globalisation leads to more precarious employment for many working class people which may adversely affect health and cause other problems; globalisation can lead to unemployment when companies move production because of global competition, reducing life chances of working class people.</p> <p>There will be appropriate analysis, eg the extent to which life chances of working class people are affected by other factors.</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 life chances of working class people.</p> <p>There will be one or two applications of relevant material, eg emerging global markets may create new employment opportunities for working class 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 some drift into descriptions of globalisation 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:

- loss of traditional employment leads to sections of the working class being pushed into the underclass
- globalisation means that working class people have increased access to a wide range of cheaper consumer goods which may improve living standards
- much working class employment has become more precarious: deskilling, low wages, part time and short term or zero hours contracts
- increased risk of poverty for working class people reduces life chances
- globalisation has reduced the power of trade unions so that they are less effective in protecting working class people's life chances
- globalisation has increased job opportunities improving life chances for those who migrate.

Sources may include the following or other relevant ones:

Bauman; Crompton and Jones; Dench et al; Dorling; Fulcher and Scott; Gallie; Goldthorpe; Lockwood; Murray; Piketty; Stewart et al.

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

Females are more likely to take time off paid work to look after children. Males are more likely to be in senior positions in the workplace.

Gender 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 gender may affect an individual's status.</p> <p>There will be two developed applications of material from the item, eg females are less likely to work full time due to responsibilities at home, such as childcare, which may reduce their income and financial independence; males have senior positions in their occupation which contribute to their higher social prestige.</p> <p>There will be appropriate analysis/evaluation eg the extent to which gender may affect an individual's status.</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 an individual's status.</p> <p>There will be some successful application of material from the item, eg on average women are paid less than men affecting their socio-economic status.</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 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 some drift into material on gender 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:

Ansley; Barron and Norris; Bradley; Bryson; Delphy; Faludi; Firestone; Hakim; Hochschild; Oakley; Piore; Sharpe; Walby.

Qu	Marking guidance	Total marks
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24	Applying material from Item P and your knowledge, evaluate sociological explanations of the significance of social mobility in the UK.	20
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Item P

For functionalists, social mobility shows that a society is open, and that people with the right levels of talent and ability are allocated to appropriate occupational roles. However, Marxists argue that those already high on the social scale are able to pass on their advantages to their children, and that opportunities for upward mobility for those lower down are limited.

Research suggests that social mobility in the UK has been low for the last 50 years. Chances of social mobility are different for women compared to men, and some ethnic groups have been more socially mobile than 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 significance of social mobility 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 theories of social mobility eg Marxism, functionalism, New Right, Weberianism, 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 a discussion of different sociological explanations of social mobility 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 aspects of social mobility. 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 social mobility. 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 social class 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: Ascription and achievement; intragenerational and intergenerational social mobility; absolute and relative social mobility; upward and downward social mobility; social class; social closure; migration; occupational scales; relative hope; glass ceiling; glass floor; opportunity hoarding; old boy networks; social, economic and cultural capital; Marxism; functionalism; Weberianism; postmodernism; New Right; meritocracy; discrimination; feminisms; gender; genderquake; patriarchy; ethnicity; racism.

Sources may include the following or other relevant ones:

Abbott; Allen; Blanden, Greg and Machin; Davis and Moore; Dorling; Glass; Goldthorpe; Gorard; Heath and Britten; Kay; Kellner and Wilby; Marshall; Marx; McKnight; Murray; Oxford Mobility Study; Payne and Abbott; Platt; Reay; Roberts; Saunders; Savage et al; Stanworth; Social Mobility and Child Poverty Commission; Strinati; Sutton Trust; Weber; Wilkinson.

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