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A-LEVEL  
**SOCIOLOGY**  
**7192/2**

Paper 2 Topics in Sociology

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**Mark scheme**

June 2021

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Version: 1.0 Final Mark Scheme

*\*216a7192/2/MS\**

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

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

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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.

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

**Indicative content**

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

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

**Sources may include the following or other relevant ones:**  
 Adorno; Bauman; Bourdieu; Davis; Dittmar; Lury; Marcuse; Savage et al; Scraton and Watson; Veblen.

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

**Item A**

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

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

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

**Sources may include the following or other relevant ones:**

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

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

<p><b>Item B</b></p> <p>Globalisation involves greater connections between different parts of the world, and these have made people more aware of how others live. This may help people create new identities, for example by using social media.</p> <p>Some sociologists argue that this weakens the strong sense of identity that many people used to have, for example based on family and community. Other sociologists point out that not everyone can afford to be part of a global culture based on consumerism, brands and fashions.</p>
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Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that globalisation is increasingly shaping people's identities. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through comparing different theoretical perspectives on globalisation and on identities such as postmodernism, Marxism and feminisms. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg discussion of different definitions and explanations of globalisation and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some ways in which globalisation is increasingly shaping people's identities. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

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

**Indicative content**

Concepts and issues such as the following may appear:

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

**Sources may include the following or other relevant ones:**

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

**Topic A2 Families and Households**

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



**Indicative content**

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

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

**Sources may include the following or other relevant ones:**

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

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

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

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

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

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

**Sources may include the following or other relevant ones:**

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

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

**Item D**

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

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

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

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

**Indicative content**

Concepts and issues such as the following may appear:

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

**Sources may include the following or other relevant ones:**

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

**Topic A3 Health**

Qu	Marking guidance	Total marks
<b>07</b>	Outline and explain <b>two</b> ways in which health professionals may affect social class inequalities in health and illness.	<b>10</b>

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

**Indicative content**

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

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

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

**Sources may include the following or other relevant ones:**

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

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

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

Gender may affect how the body is socially constructed.

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

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

**Sources may include the following or other relevant ones:**

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

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

**Item F**

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

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

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



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

**Indicative content**

Concepts and issues such as the following may appear:

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

**Sources may include the following or other relevant ones:**

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

**Topic A4 Work, Poverty and Welfare**

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

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

**Indicative content**

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

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

**Sources may include the following or other relevant ones:**

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

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

**Item G**

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

Globalisation has had effects on employment in the UK.

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

**Sources may include the following or other relevant ones:**

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

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

**Item H**

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

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

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

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

**Indicative content**

Concepts and issues such as the following may appear:

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

**Sources may include the following or other relevant ones:**

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

**Section B**  
**Topic B1 Beliefs in Society**

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

**Indicative content**

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

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

**Sources may include the following or other relevant ones:**

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

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



**Sources may include the following or other relevant ones:**

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

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

**Item J**

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

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

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

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

### Indicative content

Concepts and issues such as the following may appear:

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

### Sources may include the following or other relevant ones:

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

**Topic B2 Global Development**

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

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

**Indicative content**

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

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

- patriarchal gender relations in some developing countries.

**Sources may include the following or other relevant ones:**

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

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

**Item K**

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

Globalisation can bring about economic changes in developing countries.

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

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

**Sources may include the following or other relevant ones:**

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

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

**Item L**

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

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

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

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

**Indicative content**

Concepts and issues such as the following may appear:

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

**Sources may include the following or other relevant ones:**

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

**Topic B3 The Media**

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

**Indicative content**

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

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

**Sources may include the following or other relevant ones:**

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

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

**Item M**

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

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

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



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

**Sources may include the following or other relevant ones:**

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

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

**Item N**

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

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

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

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

**Indicative content**

Concepts and issues such as the following may appear:

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

**Sources may include the following or other relevant ones:**

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

**Topic B4 Stratification and Differentiation**

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

**Indicative content**

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

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

**Sources may include the following or other relevant ones:**

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

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

**Item O**

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

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

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

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

**Sources may include the following or other relevant ones:**

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

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

**Item P**

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

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

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

5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about <b>age</b>. 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 <b>stratification in general</b>. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear:

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

**Sources may include the following or other relevant ones:**

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

**Assessment objective grid**

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