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# A LEVEL SOCIOLOGY

7192/2 Topics in Sociology  
Report on the Examination

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7192  
November 2020

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## **General Introduction to the November Series**

This has been an unusual exam series in many ways. Entry patterns have been very different from those normally seen in the summer, and students had a very different experience in preparation for these exams. It is therefore more difficult to make meaningful comparisons between the range of student responses seen in this series and those seen in a normal summer series. The smaller entry also means that there is less evidence available for examiners to comment on.

In this report, senior examiners will summarise the performance of students in this series in a way that is as helpful as possible to teachers preparing future cohorts while taking into account the unusual circumstances and limited evidence available.

## **Overview of Entry**

Although the entry was very small in comparison to a normal entry, the range of work produced by the students this series was comparable. The choice of topics was also similar to that expected in a normal series, with Families and Households being by far the most popular topic in Section A and Beliefs in Society the most popular topic in Section B. In the comments below, only questions on these topics are considered, because of the small number of answers on other topics.

## **Comments on Individual Questions**

### **Families and Households**

#### **Question 4**

Answers tended to be significantly stronger on gender roles and relationships than on ways in which these might be derived from changes in childbearing patterns. Some students wrote only about changes in gender roles without mentioning changes in childbearing patterns. Better answers often considered how having fewer children and having the first child later had enabled women to engage in paid work more and, importantly, went on to discuss how this might have affected roles and relationships within families.

#### **Question 5**

While there were some very good answers to this question, others focused on changes arising from mid-twentieth century immigration rather than more recent ways globalisation may have influenced families and households.

#### **Question 6**

Better answers here recognised the need to discuss the idea of a “child-centred society” rather than only child-centred families.

### **Beliefs**

#### **Question 13**

There was a tendency for answers to focus on general points about gender and religion (such as women being excluded from the priesthood) without explaining why these might or might not apply

in the case of New Age movements. Some answers confused New Age movements with sects and cults or with New Religious movements.

#### **Question 14**

Many students were able to answer this question well, applying ideas in the item to make relevant points about, for example, the strength of religion in many countries and changes towards religious beliefs and practices being less visible and so harder to measure.

#### **Question 15**

There was some good knowledge shown in answers both for and against the view that religion acts as a force for social change. Examples were sometimes well evaluated (eg the extent to which religion was important in the US Civil Rights movement) but there were noticeably few contemporary examples. This was often the last question students attempted, and answers were sometimes brief, suggesting students still find time management for this paper difficult.

#### **Concluding Remarks**

The 10-mark “outline and explain” questions produced variable answers. A common fault was to focus on one element of the question only, rather than recognising that the question required connections to be made between different elements. Students need guidance from their teachers to appreciate that these questions may require them to bring together learning from different sections of the specification within the topic. Students also need to be aware that there are no marks available for evaluation on this question.

The 10-mark “analyse” questions require use of the item, which will provide a starting point for answers. Answers which do not use the item will be unable to access higher marks.

For 20-mark questions, the item will provide useful starting points for answers but students should be encouraged to bring into their answers other points and ideas from their own knowledge. It is understandable that because of time pressure many answers lack a conclusion, but a conclusion weighing up arguments and evidence to reach a judgement will show analytical and evaluative skills that will be credited.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.