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# A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

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**Mark scheme**

June 2023

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Version: 1.0 Final



2 3 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.

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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 |
|-----------|---|-------------|
| <b>01</b> | Outline and explain <b>two</b> ways that consumption may be related to sexuality. | <b>10</b>   |

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

**Indicative content**

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

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

|           |   |           |
|-----------|---|-----------|
| <b>02</b> | Applying material from <b>Item A</b> , analyse <b>two</b> ways that individuals may be socialised into identities based on age. | <b>10</b> |
|-----------|---|-----------|

**Item A**

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

Individuals may be socialised into identities based on age.

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

|           |   |           |
|-----------|---|-----------|
| <b>03</b> | Applying material from <b>Item B</b> and your knowledge, evaluate the extent to which the self is socially constructed. | <b>20</b> |
|-----------|---|-----------|

**Item B**

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

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

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

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

**Indicative content**

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

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

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



**Topic A2 Families and Households**

| Qu        | Marking guidance  | Total marks |
|-----------|---|-------------|
| <b>04</b> | Outline and explain <b>two</b> ways that social change may affect patterns of marriage. | <b>10</b>   |

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

**Indicative content**

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

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

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

|           |   |           |
|-----------|---|-----------|
| <b>05</b> | Applying material from <b>Item C</b> , analyse <b>two</b> ways that globalisation may affect domestic labour in the UK. | <b>10</b> |
|-----------|---|-----------|

| Item C  |
|---|
| <p>Globalisation has increased the movement of people around the world. It has also led to wider access in the UK to technological developments.</p> <p>Globalisation may affect domestic labour in the UK.</p> |

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

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|--|
| <p><b>Sources may include the following or other relevant ones:</b></p> <p>Arber and Ginn; Ehrenreich and Hochschild; Gershuny; Kan; Shutes; Silver and Schor; Vertovec.</p> |
|--|

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

|    |   |    |
|----|---|----|
| 06 | Applying material from <b>Item D</b> and your knowledge, evaluate sociological views on the impact of demographic changes on families and households in the UK. | 20 |
|----|---|----|

| <b>Item D</b>   |
|---|
| <p>Recent demographic changes in the UK include a declining birth rate, increased immigration and an ageing population. Some sociologists, such as the New Right, argue that these changes may have a negative impact on families and households as they undermine the traditional nuclear family.</p> <p>However, other sociologists, such as postmodernists, argue that these changes have had a range of different impacts on families and households in the UK.</p> |

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

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

**Indicative content**

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

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

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

**Topic A3 Health**

| <b>Qu</b> | <b>Marking guidance</b>  | <b>Total marks</b> |
|-----------|--|--------------------|
| <b>07</b> | Outline and explain <b>two</b> ways in which the globalised health industry may affect health chances in the UK. | <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 the globalised health industry may affect health chances in the UK.</p> <p>There will be two applications of relevant material, eg global medical research increases the availability of medicine and treatments in the UK; medical tourism enables people in the UK to avoid NHS waiting lists.</p> <p>There will be appropriate analysis, eg the extent to which the globalised health industry contributes to inequalities in health chances in the UK.</p> |
| 4–7          | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which the globalised health industry may affect health chances in the UK.</p> <p>There will be one or two applications of relevant material, eg the globalised health industry may promote treatments of limited value to people's health in the UK.</p> <p>There will be some basic analysis.</p>   |
| 1–3          | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into a discussion of health chances in the UK in general.</p> <p>There will be limited or no analysis.</p>   |
| 0            | No relevant points.   |

**Indicative content**

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

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

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

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|----|--|----|
| 08 | Applying material from <b>Item E</b> , analyse <b>two</b> ways in which regional differences may affect health care provision. | 10 |
|----|--|----|

**Item E**

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

Regional differences may affect health care provision.

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



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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

|           |   |           |
|-----------|---|-----------|
| <b>09</b> | Applying material from <b>Item F</b> and your knowledge, evaluate the view that mental illness is socially constructed. | <b>20</b> |
|-----------|---|-----------|

**Item F**

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

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

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

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

**Indicative content**

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

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

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

**Topic A4 Work, Poverty and Welfare**

| Qu        | Marking guidance   | Total marks |
|-----------|--|-------------|
| <b>10</b> | Outline and explain <b>two</b> ways that changes in technology at work may affect people’s life chances. | <b>10</b>   |

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

**Indicative content**

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

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

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|----|--|----|
| 11 | Applying material from <b>Item G</b> , analyse <b>two</b> ways that the state has responded to worklessness in the UK. | 10 |
|----|--|----|

| Item G  |
|---|
| The state provides various educational opportunities. It also supports businesses to benefit the economy. |
| The state has responded to worklessness in the UK.  |

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

|   |
|---|
| <p><b>Sources may include the following or other relevant ones:</b></p> <p>Bartholomew; Bradshaw; Giddens; Hills; Marsland; Murray; Page; Townsend.</p> |
|---|

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

|    |  |    |
|----|--|----|
| 12 | Applying material from <b>Item H</b> and your knowledge, evaluate sociological explanations for the distribution of poverty between different social groups. | 20 |
|----|--|----|

| Item H  |
|---|
| <p>Some sociologists suggest that poverty is the outcome of structural inequalities in society. Certain social groups, such as women, are at greater risk of poverty than other social groups. Marxists argue that capitalism leads to working-class poverty.</p> <p>However, New Right sociologists argue that attitudes and behavioural differences are the most important factors when explaining the distribution of poverty.</p> |

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

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

**Indicative content**

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

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

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



**Topic B1 Beliefs in Society**

| Qu | Marking guidance   | Total marks |
|----|--|-------------|
| 13 | Outline and explain <b>two</b> ways that globalisation may affect the functions of religion. | 10          |

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

**Indicative content**

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

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

|           |  |           |
|-----------|--|-----------|
| <b>14</b> | Applying material from <b>Item I</b> , analyse <b>two</b> reasons why religion may have a greater influence than science on some people’s lives. | <b>10</b> |
|-----------|--|-----------|

| Item I  |
|---|
| <p>Religion claims to provide answers to life’s ultimate questions. Religion can also provide support in times of change.</p> <p>Religion may have a greater influence than science on some people’s lives.</p> |

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

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

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

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

**Item J**

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

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

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

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

**Indicative content**

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

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

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

**Topic B2 Global Development**

| Qu        | Marking guidance   | Total marks |
|-----------|--|-------------|
| <b>16</b> | Outline and explain <b>two</b> ways in which education may affect global inequalities. | <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 education may affect global inequalities.</p> <p>There will be two applications of relevant material, eg provision of education creates a skilled workforce to help a country compete globally; extending girls' education globally reduces gender inequalities.</p> <p>There will be appropriate analysis, eg the extent to which global inequalities are affected by education.</p> |
| 4–7   | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which education may affect global inequalities.</p> <p>There will be one or two applications of relevant material, eg disadvantaged groups may be prevented from accessing education, perpetuating global inequalities.</p> <p>There will be some basic analysis.</p>   |
| 1–3   | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussion of education in general.</p> <p>There will be limited or no analysis.</p>   |
| 0     | No relevant points.  |

**Indicative content**

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

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

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

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



| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

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|----|---|----|
| 17 | Applying material from <b>Item K</b> , analyse <b>two</b> ways in which globalisation may bring about political change in developing countries. | 10 |
|----|---|----|

**Item K**

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

Globalisation may lead to political change in developing countries.

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

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|----|---|----|
| 18 | Applying material from <b>Item L</b> and your knowledge, evaluate the view that economic measures alone do <b>not</b> give a satisfactory picture of development. | 20 |
|----|---|----|

**Item L**

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

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

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

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

**Indicative content**

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

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

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

**Topic B3 The Media**

| <b>Qu</b> | <b>Marking guidance</b>  | <b>Total marks</b> |
|-----------|--|--------------------|
| <b>19</b> | Outline and explain <b>two</b> ways in which the new media may affect audiences. | <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 the new media may affect audiences.</p> <p>There will be two applications of relevant material, eg audiences are able to interact with the new media and to produce content themselves; audiences have less privacy because the new media harvest personal data.</p> <p>There will be appropriate analysis, eg the extent to which different types of new media affect audiences.</p> |
| 4–7          | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which the new media may affect audiences.</p> <p>There will be one or two applications of relevant material, eg audiences for the new media are less passive than audiences for traditional media.</p> <p>There will be some basic analysis.</p>  |
| 1–3          | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussions of media in general.</p> <p>There will be limited or no analysis.</p>  |
| 0            | No relevant points.  |

**Indicative content**

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

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

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|----|--|----|
| 20 | Applying material from <b>Item M</b> , analyse <b>two</b> ways in which globalisation affects the content of the news. | 10 |
|----|--|----|

**Item M**

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

Globalisation affects the content of the news.

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

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|----|--|----|
| 21 | Applying material from <b>Item N</b> and your knowledge, evaluate sociological explanations of the ways in which the media represent gender. | 20 |
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**Item N**

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

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

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



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

**Indicative content**

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

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

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

**Topic B4 Stratification and Differentiation**

| Qu        | Marking guidance   | Total marks |
|-----------|--|-------------|
| <b>22</b> | Outline and explain <b>two</b> ways in which an individual's disability may affect their chances of social mobility. | <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 an individual's disability may affect their chances of social mobility.</p> <p>There will be two applications of relevant material, eg upward social mobility is limited by institutionalised forms of discrimination in work, education etc against individuals with a disability; studying and working online at home may improve chances of upward social mobility for individuals with a disability.</p> <p>There will be appropriate analysis, eg the extent to which an individual's disability may affect their chances of social mobility.</p> |
| 4–7   | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which an individual's disability may affect their chances of social mobility.</p> <p>There will be one or two applications of relevant material, eg state policies such as the Equality Act 2010 give people with disabilities access to the same opportunities for social mobility as people without disabilities.</p> <p>There will be some basic analysis.</p>  |
| 1–3   | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into descriptions of stereotypes of people with disabilities.</p> <p>There will be limited or no analysis.</p>   |
| 0     | No relevant points.   |

**Indicative content**

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

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

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

|    |  |    |
|----|--|----|
| 23 | Applying material from <b>Item O</b> , analyse <b>two</b> ways in which the transnational capitalist class may have affected inequalities in the UK. | 10 |
|----|--|----|

**Item O**

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

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

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

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

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

| Qu | Marking guidance | Total marks |
|----|------------------|-------------|
|----|------------------|-------------|

|           |   |           |
|-----------|---|-----------|
| <b>24</b> | Applying material from <b>Item P</b> and your knowledge, evaluate Marxist theories of stratification. | <b>20</b> |
|-----------|---|-----------|

**Item P**

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

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

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

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

**Indicative content**

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

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

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

**Assessment objective grid**

|                           | <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           |