



A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

Mark scheme

June 2022

Version: 1.0 Final



2 2 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 Assessment Writer.

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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A
Topic A1 Culture and Identity

Qu	Marking guidance	Total marks
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01	Outline and explain two ways people may be socialised into ethnic identities.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways people may be socialised into ethnic identities.</p> <p>There will be two applications of relevant material, eg families transmitting norms, values and traditions; the media providing ethnic role models, images and ideas used to develop identities.</p> <p>There will be appropriate analysis, eg of the extent to which ethnicity is an important source of identity.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways people may be socialised into ethnic identities.</p> <p>There will be one or two applications of relevant material, eg ways in which ideas about ethnicity are transmitted through schooling.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussion of identities in general.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

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

- ethnicity and cultural distinctiveness
- cultural defence
- ethnic differences in attitudes eg to family life or education
- role of cultural or political organisations linked to an ethnic identity
- the relationship between ethnic and religious identities
- consumption of ethnically targeted products eg cosmetics, food, media
- role of peer groups which may include or exclude based on ethnicity.

Sources may include the following or other relevant ones:

Bhatti; Bielewska; Bradley; Dench, Gavron and Young; Durkheim; Ghuman; Mead; Modood; Parsons; Seward.

Qu	Marking guidance	Total marks
02	Applying material from Item A , analyse two ways in which globalisation may affect people's identities.	10

Item A

One aspect of globalisation is increased migration of people between countries. Globalisation also involves growth in trade and so there is a wider range of products for people to consume.

Globalisation may affect people's identities.

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 affect people's identities.</p> <p>There will be two developed applications of material from the item, eg international migrants may construct hybrid identities in the host country; people have greater choice to consume products that allow them to identify with trends and fashions.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which globalisation affects identities.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which globalisation may affect people's identities.</p> <p>There will be some successful application of material from the item eg immigration may lead to an assertion of majority ethnic or national identity.</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 in which globalisation may affect people's identities.</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 globalisation.</p>

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

Sources may include the following or other relevant ones:

Bauman; Bocock; Bourn; Bradley; Castells; Dittmar; Eriksen; Featherstone; Giddens; Hall; Lury; Lyotard; Miller et al; Pilkington; Ray; Strinati.

Qu	Marking guidance	Total marks
03	Applying material from Item B and your knowledge, evaluate sociological explanations of subcultures.	20

Item B

Subcultures are groups within a society whose lifestyle, attitudes and values are different to some extent from those in wider society. Subcultures can be based on gender, ethnicity, taste or other factors.

Youth subcultures, for example, are seen by functionalists as giving young people ways to cope with the transition to adulthood. However, they are seen by other sociologists as expressing resistance against the dominant culture.

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 subcultures. 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 such as functionalism, Marxism, and feminisms on subcultures. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p>

	Some limited explicit evaluation, eg discussion of different definitions and explanations of subcultures 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 broadly accurate, if basic, account of some sociological explanations of subcultures. 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 subcultures. 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 subcultures. 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:

subcultures; dominant culture; norms and values; socialisation; social control; rewards and sanctions; conformity; deviance; interactionism; labelling; stereotypes; peer group; youth subcultures; ethnic subcultures; gay subcultures; folk devils; discrimination.

Sources may include the following or other relevant ones:

Bourdieu; A. Cohen; S. Cohen; Downes; Durkheim; Eisenstadt; Hall et al; Hebdige; Mac an Ghail; Merton; Miller; Muggleton; Thornton; Willis.

Topic A2 Families and Households

Qu	Marking guidance	Total marks
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04	Outline and explain two ways in which increased life expectancy may have affected the experience of childhood.	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 increased life expectancy may have affected the experience of childhood.</p> <p>There will be two applications of relevant material, eg government policies now focused on older age groups therefore leading to a lack of funding available for child services; grandparents now being used for childcare leading to stronger relationships with grandchildren compared to the past.</p> <p>There will be appropriate analysis, eg whether increased life expectancy has had a positive or negative effect on the experience of childhood.</p>
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which increased life expectancy may have affected the experience of childhood.</p> <p>There will be one or two applications of relevant material, eg social policies are less focused on 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 drift in to discussion of the reasons for increased life expectancy or experience of childhood without linking to increased life expectancy.</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:

- focus on older age groups leads to a lower status for children
- increase in age patriarchy creating discrimination of children
- funding and state policies centred around older age groups
- grandparents being a reserve army of labour
- changes to family structure - creation of beanpole family
- changes to relationships - stronger grandparent/grandchild relationships
- experience of childhood affected by having older parents.

Sources may include the following or other relevant ones:

Aries; Gittens; Hillman; Hirsch; Holt; Jenks; Morrow; Opie; Palmer; Shorter; Pilcher; Pugh; Wagg.

Qu	Marking guidance	Total marks
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05	Applying material from Item C , analyse two effects that increased choice in personal life has on family structures in the UK today.	10
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Item C

People have more choice than in the past over who they can be in a personal relationship with. They also have more choices when a relationship ends.

This increased choice in personal life has affected family structures in the UK today.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two effects that increased choice in personal life has on family structures in the UK today.</p> <p>There will be two developed applications of material from the item, eg more choice over who people can be in a personal relationship with leading to an increase in same sex families; more choice in terms of divorce, when a relationship ends, leading to different family structures such as reconstituted families and divorce extended families.</p> <p>There will be appropriate analysis/evaluation of two effects, eg the extent to which individuals have more choice in their personal relationships.</p>

4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two effects that increased choice in personal life has on family structures in the UK today.</p> <p>There will be some successful application of material from the item, eg divorce leading to increase in single parent 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 effects that increased choice in personal relationships has on family structures in the UK today.</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 family diversity.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Beck; Brannen; Castells; Einasdottir; Finch and Mason; Giddens; Luscher; May; Morgan; Murray; Smart; Stacey; Weeks; Weston.

Qu	Marking guidance	Total marks
06	Applying material from Item D and your knowledge, evaluate Marxist explanations of the role of families in society today.	20

Item D

Marxist sociologists argue that families continue to perform a key role in maintaining capitalism. Families support the economy and play an important part in transmitting ideology that helps to legitimise the capitalist system.

However, some sociologists argue that Marxists place too much importance on the role of families in supporting capitalism and that families are beneficial to individuals and society as a whole.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on Marxist explanations of the role of families 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 the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate around how far families in today’s society still support capitalism,</p>

	<p>or by contrasting Marxism to other perspectives such as functionalism, feminisms or post-modernism. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg of different Marxist explanations such as traditional Marxism and Marxist-feminist 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 Marxist explanations of the role of families 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 Marxism. 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 family 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:

economic function; ideology; ideological control; ideological state apparatus; monogamy; nuclear family; inheritance of property; private property; unit of consumption; social control; class conflict; hierarchy; power; bourgeoisie; proletariat; legitimisation; primary socialisation; inequality;

exploitation; reserve army of labour; reproduction; patriarchy; stabilisation of adult personalities; stabilisation of sex drive; gender roles; family diversity.

Sources may include the following or other relevant ones:

Althusser; Ansley; Benston; Engels; Murdock; Oakley; Parsons; Somerville; Zaretsky.

Topic A3 Health

Qu	Marking guidance	Total marks
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07	Outline and explain two reasons why some ethnic groups may be more likely than others to be diagnosed as mentally ill.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why some ethnic groups may be more likely than others to be diagnosed as mentally ill.</p> <p>There will be two applications of relevant material, eg racism in society contributing to increased pressure and stress leads some ethnic groups to seek medical support; diagnosis based on ethnocentric values of health professionals.</p> <p>There will be appropriate analysis, eg the extent to which differences in diagnosis between ethnic groups are social constructs or social facts.</p>
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why some ethnic groups may be more likely than others to be diagnosed as mentally ill.</p> <p>There will be one or two applications of relevant material, eg cultural differences meaning certain ethnic groups may be less likely to report symptoms.</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 accounts of mental illness in general.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

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

- social inequalities (eg poverty, diet, marginalisation) amongst some ethnic groups may lead to mental illness
- lack of social integration
- cultural expectations may affect access to mental health services
- institutional racism leads to more referrals eg from criminal justice system
- ethnocentric medical profession

- discrimination in wider society eg employment may lead to mental illness
- access to services/unable to report symptoms.

Sources may include the following or other relevant ones:

Chalal and Julienne; Dorling and Davey Smith; Foucault; Latif; Lippedge and Littlemore; McCrone; Nazroo; Scheff; Shaw; Szasz; Virdee.

Qu	Marking guidance	Total marks
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08	Applying material from Item E , analyse two ways in which models of health and illness explain disability.	10
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Item E

The social model of health suggests that society defines what is normal, which affects the way a person's health is viewed. The biomedical model of health focuses on whether an individual is physically able to carry out day to day activities.

Models of health and illness are used to explain disability.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which models of health and illness explain disability.</p> <p>There will be two developed applications of material from the item, eg the social model's view that disability is caused by environmental and social factors that disable a person; the biomedical model's view of disability as a biological abnormality that prevent a person with a disability from carrying out day to day activities.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which a person with a disability is restricted by the environment and social factors more so than their impairment.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of ways in which models of health and illness explain disability.</p>

	<p>There will be some successful application of material from the item, eg the social model's view that disability is the outcome of the way that people are treated by society.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which models of health and illness explain disability.</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 models of health 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: Aiden and McCarthy; Best; Finkelstein; Friedson; Goffman; Longmore; Oliver; Olney and Kim; Shakespeare.

Qu	Marking guidance	Total marks
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09	Applying material from Item F and your knowledge, evaluate the functionalist view of the role of health professionals.	20
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Item F

Functionalists argue that health professionals perform an important role in helping society remain stable. They also suggest that health professionals, such as doctors, possess the expert knowledge to diagnose and provide treatment in the interests of patients.

Other sociologists argue that functionalists fail to consider that health professionals may operate in the interests of powerful 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 functionalist view of the role of health professionals. 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 by comparing different sociological perspectives eg feminisms, Marxism, Weberian theory, postmodernism, on the role of health professionals. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, a discussion of alternative views on the role of health professionals 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 on the functionalist view of the role of health professionals. 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 functionalism or health professionals. 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 functionalism 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:

professionalism; universalistic standards; affective neutrality; altruism; occupational domination; policing the sick role; social distance; social closure; ideology; feminisms; patriarchy; Marxism; capitalism; iatrogenesis; Weberian; de-professionalisation; proletarianization; complementary alternative medicines; marketisation; privatisation.

Sources may include the following or other relevant ones:

Barber; Dillner; Doyal; Elston; Friedson; Giddens; Haug and Lavin; Illich; Jones and Green; Lupton; Lyotard; McKinley and Arches; Millerson; Navarro; Oakley; Parry and Parry; Parsons; Weber; Witz.

Topic A4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
10	Outline and explain two ways in which voluntary and informal welfare providers may have affected the extent of poverty.	10

Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which voluntary and informal welfare providers have affected the extent of poverty.</p> <p>There will be two applications of relevant material, eg how voluntary and/or informal welfare providers are increasing welfare provision in society which helps to reduce poverty; how voluntary providers operate on low levels of funding and minimal resources which may lead to minimal support for the poor.</p> <p>There will be appropriate analysis, eg the extent to which a mixed economy of welfare provision can improve the quality of welfare services overall.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which voluntary and informal welfare providers have affected the extent of poverty.</p> <p>There will be one or two applications of relevant material, eg how voluntary welfare providers are less bureaucratic which increases their overall response rate to those in need.</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 support provided by the Welfare State.</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:

- increases choice of support which may help to reduce poverty
- pressure groups such as Shelter play a major role in the accountability of the welfare state
- expert knowledge in specialised areas increasing support for the poor
- unequal access to providers based on location

- provision not guaranteed which may increase poverty rates
- voluntary/informal support means the government does not have to assume responsibility.

Sources may include the following or other relevant ones:

Bartholomew; Bradshaw; Hickey and Bracking; Hills; Leon and Walt; Lister; Townsend.

Qu	Marking guidance	Total marks
11	Applying material from Item G , analyse two ways in which changes in the organisation of the labour process may affect people's satisfaction with their work.	10

Item G

Advances in technology have led to changes in the labour process. The way workers are managed has also changed.

Changes in the organisation of the labour process may affect people's satisfaction with their work.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which changes in the organisation of the labour process may affect people's satisfaction with their work.</p> <p>There will be two developed applications of material from the item, eg how advances in technology have led to the de-skilling of workers which has increased the sense of alienation; how changes to the way workers are managed has increased autonomy at work, making workers feel empowered and more satisfied.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent of alienation being shaped by personal expectations and meanings applied to work.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which changes in the organisation of the labour process may affect people's satisfaction with their work.</p> <p>There will be some successful application of material from the item, eg how advances in technology have increased surveillance of the labour process reducing the autonomy of workers.</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 changes in the organisation of the labour process may affect people’s satisfaction with their work.</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 labour process in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Blauner; Braverman; Durkheim; Gallie; Marx; Nichols and Beynon; Piore and Sabel; Taylor; Thompson; Weber; Zuboff.

Qu	Marking guidance	Total marks
12	Applying material from Item H and your knowledge, evaluate the view that poverty is caused by structural factors.	20

Item H

Some sociologists suggest poverty exists because of structural factors. This means the organisation of society creates inequality. For example, Marxist sociologists argue that governments often operate in the interests of the wealthy by protecting private property and failing to provide support to those living in poverty.

Other sociologists suggest that it is the attitudes and behaviour of individuals that lead to poverty.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that poverty is caused by structural factors. 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 on the causes of poverty (eg Marxism, Social Democratic, New Right, functionalism, feminisms). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>

13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg of the Marxist view from a New Right perspective and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some structural factors as the main causes of poverty. 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 causes 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>
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	<p>No relevant points.</p>

Indicative content

Concepts and issues such as the following may appear:

structural constraints; capitalism; patriarchy; discrimination; marginalisation; reserve army of labour; poverty trap; social exclusion; socialisation; fatalism; underclass; culture of poverty; dependency culture; the role of the welfare state; cycle of deprivation; globalisation.

Sources may include the following or other relevant ones:

Alcock; Barry; Blanden and Gibbons; Byrne; Dean and Taylor-Gooby; Field; Kempson; Kincaid; Le Grand; Lewis; Marsland; Marx; Miliband; Murray; Townsend; Walker; Weber.

Section B
Topic B1 Beliefs in Society

Qu	Marking guidance	Total marks
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13	Outline and explain two ways in which globalisation may have influenced religious beliefs and practices of minority ethnic groups in the UK.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which globalisation may have influenced religious beliefs and practices of minority ethnic groups in the UK.</p> <p>There will be two applications of relevant material, eg increase in migration due to globalisation with ethnic minority immigrants using religion as a cultural transition mechanism; migrants moving in to the UK facing a hostile environment turning to religion for emotional support.</p> <p>There will be appropriate analysis, eg the extent to which globalisation may have influenced the religious beliefs and practices of the majority population in contrast to minority ethnic groups.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which globalisation may have influenced religious beliefs and practices of minority ethnic groups in the UK.</p> <p>There will be one or two applications of relevant material, eg religion providing a sense of community in a rapidly changing world.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg drift in to a general discussion of ethnicity or 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:

- minority ethnic groups renouncing faith (apostasy) to fit in with hostile environment
- religion as a form of cultural defence in a rapidly changing society
- minority ethnic groups rejecting change - reverting to traditional beliefs
- movement of people globally - cultural transition

- migrants with low paid work leading to poverty - religion becoming more appealing
- religious infrastructure providing a sense of social solidarity for minority ethnic groups
- minority ethnic groups in the UK being influenced by global religious changes.

Sources may include the following or other relevant ones:

Bird; Brierley; Bruce; Butler; Chryssides; Davie; Herberg; Jacobson; Johal; Modood; Pryce; Stark and Bainbridge.

Qu	Marking guidance	Total marks
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14	Applying material from Item I , analyse two ways in which social change may lead to the growth of sects.	10
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Item I

Social change can involve periods of increased poverty and higher numbers of people living in such conditions. Individuals may have feelings of uncertainty in times of rapid social change.

Social change may lead to the growth of sects.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which social change may lead to the growth of sects.</p> <p>There will be two developed applications of material from the item, eg the poor and those living in poverty feeling marginalised and disprivileged, turn to sects for a religious justification for their suffering; periods of rapid social change create anomie, leads individuals to sects as a solution to this uncertainty.</p> <p>There will be appropriate analysis/evaluation of two ways for the growth of sects, eg more recent social change creating a decline of sects in the postmodern world due to the high level of commitment needed.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which social change may lead to the growth of sects.</p> <p>There will be some successful application of material from the item, eg sects recruiting the poor due to their vulnerability.</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 social changes may have led to the growth of sects.</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 characteristics of sects or other religious organisations.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Bruce; Drane; Heelas; Holden; Niebuhr; Stark and Bainbridge; Troeltsh; Wallis; Weber; Wilson.

Qu	Marking guidance	Total marks
15	Applying material from Item J and your knowledge, evaluate the problems that sociologists may face when defining and measuring religious belief and practice.	20

Item J

Defining religious belief and practice often creates problems. Some sociologists argue that religion should be defined in terms of its belief in a higher power. However, others argue that it should instead be defined in terms of the social role the belief system plays.

Measuring religious belief and practice can also pose problems. Whilst many individuals may claim to hold religious beliefs, the way they practise these beliefs may be difficult for sociologists to measure.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the problems sociologists may face when defining and measuring religious belief and practice. 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 around why it is important for sociologists to be able to define religion in terms of assessing the role/impact of religion or the link to the secularisation debate when measuring religious belief and practice. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg criticisms of different definitions of religion/criticisms of different forms of data used to measure religious belief and practice 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 problems sociologists may face when defining and/or measuring religious belief and practice. 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 defining or measuring religious belief and practice. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about religion and religiosity in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

functional; substantive; social construction; inclusive; exclusive; social function; psychological function; ultimate questions; civil religion; collective conscience; cognitive functions; totemism; belief system; higher power; subjectivity; role of religion; functional alternatives; sacred; profane; supernatural force; secularisation; belief without belonging; Western bias; bogus baptisms; attendance gap; vicarious religion.

Sources may include the following or other relevant ones:

Aldridge; Bellah; Bruce; Crockett; Davie; Durkheim; Hadaway; Malinowski; Maus; Mestrovic; Parsons; Taylor; Voas and Crockett; Weber; Wilson; Woodhead; Worsley; Yinger.

Topic B2 Global Development

Qu	Marking guidance	Total marks
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16	Outline and explain two ways in which globalisation may affect health in developing countries.	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 globalisation may affect health in developing countries.</p> <p>There will be two applications of relevant material, eg globalisation makes medicines and health care more available to people in developing countries; globalisation changes lifestyle and diet which may affect health.</p> <p>There will be appropriate analysis, eg the extent to which health is changing as a result of globalisation.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which globalisation may affect health in developing countries.</p> <p>There will be one or two applications of relevant material, eg products of pharmaceutical companies become available in developing countries.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into discussion of globalisation 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:

- increase in developing countries of diseases of affluence such as diabetes
- health effects of more sedentary lifestyle as work changes in the globalised economy
- medical and health care knowledge spread globally
- international NGOs such as Médecins sans Frontières contribute to improved health
- effects of trade, aid and debt on health
- reduction of infectious diseases through global immunisation programmes
- diseases able to spread more quickly around the world eg COVID-19.

Sources may include the following or other relevant ones:

Cohen and Kennedy; Frank; Giddens; Klein; MacDonald; Ritzer; Rostow; Sutcliffe; World Health Organisation.

Qu	Marking guidance	Total marks
17	Applying material from Item K , analyse two ways that urbanisation may affect the process of development.	10

Item K

Urbanisation in developing countries often involves the growth of shanty towns with poor living conditions. Urbanisation also brings about cultural change by exposing city dwellers to Western values and practices.

Urbanisation may affect the process of development.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that urbanisation may affect the process of development.</p> <p>There will be two developed applications of material from the item, eg conditions in shanty towns keep people in poverty and hold back development; adopting Western values and practices are seen as essential to economic growth by modernisation theorists.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which shanty towns foster self-help and innovation, contributing to development.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that urbanisation may affect the process of development.</p> <p>There will be some successful application of material from the item, eg poverty and poor health in shanty towns take up resources that could be used for development.</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 urbanisation may affect the process of development.</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>

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

Sources may include the following or other relevant ones:

Cohen and Kennedy; Cross; Fanon; Handzic; Parsons; Peace; Perlman; Rostow; Saunders; Slatterthwaite.

Qu	Marking guidance	Total marks
18	Applying material from Item L and your knowledge, evaluate sociological explanations of the relationship between development and the environment.	20

Item L

Early theorists of development assumed that industrialisation and economic growth were essential. They paid little attention to the possible environmental impacts of development.

Today, there is much greater concern about the environment. Some sociologists argue that development can and should be sustainable so that there is less impact on the environment.

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 relationship between development and the environment. 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 early theorists of development such as dependency and modernisation and those who focus on sustainability. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p>

	Some limited explicit evaluation, eg discussion of different explanations of the relationship between the environment and 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 sociological explanations of the relationship between development and the environment. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about the environment. 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:

economic growth; modernisation; dependency; neo-liberalism; industrialisation; climate change; deforestation; desertification; pollution; non-renewable resources; urbanisation; energy security; environmentalism; ecology; sustainability; population growth; future generations; people-centred development; alternative/appropriate technology; grass roots development; top down/bottom up development; consumerism; ecological footprints; technological fixes.

Sources may include the following or other relevant ones:

Beck; Brundtland Commission; Combarnous and Bonnett; Doyle and McEachern; Elkington; Ellwood; Frank; Giddens; Kingsbury; Korten; Malthus; Monbiot; Parsons; Rostow; Saunders.

Topic B3 The Media

Qu	Marking guidance	Total marks
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19	Outline and explain two ways in which the ownership of the media can affect the content of the news.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which the ownership of the media can affect the content of the news.</p> <p>There will be two applications of relevant material, eg owners may act as agenda setters and control content; concentration of ownership narrows the range of sources and of news.</p> <p>There will be appropriate analysis, eg the extent to which effects may depend on type of media.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways on which the ownership of the media can affect the content of the news.</p> <p>There will be one or two applications of relevant material, eg state ownership of media in some countries means state control of news.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussions of media content 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:

- use of media for propaganda and to influence opinion
- selection of news to suit business and class interests of owners
- owners may require staff such as editors to follow their instructions about news content
- concentration of ownership, conglomeration, vertical and horizontal integration
- public service broadcasting and state control of media
- ideology and bias
- tabloidisation and churnalism.

Sources may include the following or other relevant ones:

Bagdikian; Couldry et al; Curran; Davies; Doyle; Eldridge; Hall; Herman and Chomsky; Miliband; Philo; Schlesinger; Tunstall and Palmer; Whale.

Qu	Marking guidance	Total marks
20	Applying material from Item M , analyse two reasons why the content of the mass media sometimes represents young people in negative ways.	10

Item M

The content of the mass media is often produced and controlled by professionals who are middle aged or older. It also concentrates on exciting stories and sensational headlines to attract audiences.

The content of the mass media sometimes represents young people in negative ways.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why the content of the mass media sometimes represents young people in negative ways.</p> <p>There will be two developed applications of material from the item, eg media professionals may represent young people in stereotyped ways because they have limited experience of youth cultures; the mass media exaggerate occasional deviant behaviour of a minority of young people.</p> <p>There will be appropriate analysis/evaluation of two reasons eg the extent to which negative ways can be countered through young people’s use of new media.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why the content of the mass media sometimes represents young people in negative ways.</p> <p>There will be some successful application of material from the item eg media professionals do not see young people as an important audience.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two reasons why the content of the mass media sometimes represents young people in negative ways.</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 representations of other groups.</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; Curran; Eldridge; Goode and Ben-Yehuda; Hall et al; Philo; Sutton Trust; Thornton; Wayne et al; White et al.

Qu	Marking guidance	Total marks
21	Applying material from Item N and your knowledge, evaluate the usefulness of early media theories in explaining the role of the new media in contemporary society.	20

Item N

The growth of new media in contemporary society has led some sociologists to reconsider some of the issues they study, such as the relationship between the media and their audiences and the importance of ownership and control of the media. They argue that new explanations are needed because new media are different from old media, such as television and newspapers.

However, others argue that the early theories about old media, such as pluralism and Marxism, can also be applied to new media.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the usefulness of early media theories in explaining the role of the new media in contemporary society. 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 such as pluralism and different types of Marxism with theories of new media such as digital optimism and pessimism. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the</p>

	<p>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 extent to which new media differ from old media and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some explanations of new media. 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 new media. 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 new 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:

cultural optimists/neophiliacs; cultural pessimists; pluralism; Marxism; cultural convergence; digital divide; interactivity; participatory culture; collective intelligence; hypertextuality; dispersal; virtuality; citizen journalism; prosumers; globalisation; global village; ownership and control; news cycle; news values; agenda setting; infotainment; churnalism; censorship; choice; surveillance.

Sources may include the following or other relevant ones:

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

Topic B4 Stratification and Differentiation

Qu	Marking guidance	Total marks
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22	Outline and explain two ways in which globalisation may affect social mobility.	10
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Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which globalisation may affect social mobility.</p> <p>There will be two applications of relevant material, eg migrating to another country for work may lead to either upward or downward social mobility; workers may become unemployed and downwardly mobile because of foreign competition to their place of work.</p> <p>There will be appropriate analysis, eg the extent to which globalisation leads to new opportunities for employment.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which globalisation may affect social mobility</p> <p>There will be one or two applications of relevant material, eg remittances sent by international migrants to their families may improve their standard of living and help them be upwardly mobile.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into descriptions of globalisation or social mobility without linking them.</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:

- international migration to take up employment
- migrant workers may reduce wages and employment opportunities in host country
- undocumented migrant workers join underclass in host country (downward mobility)
- loss of employment in UK through foreign competition
- new employment through companies expanding globally
- lack of upward mobility for those without skills needed in global economy
- access to opportunities in other countries that may increase upward mobility eg education.

Sources may include the following or other relevant ones:

Davis and Moore; Dorling; Giddens; Goldthorpe; Savage et al; Sklair; Stanworth; Sutton Trust.

Qu	Marking guidance	Total marks
23	Applying material from Item O , analyse two ways in which women may lack power in the UK today.	10

Item O

Despite the Equal Pay Act and other measures, women earn less on average than men do in the UK today. At work women may encounter barriers to achieving the same positions as men.

Women may lack power in the UK today.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which women lack power in the UK today.</p> <p>There will be two developed applications of material from the item, eg women’s lower average income compared to men means less power within families and in household decision-making; discrimination prevents women reaching senior executive and management positions which would give them power within companies.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which women have broken through the glass ceiling.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which women lack power in the UK today.</p> <p>There will be some successful application of material from the item, eg men are in positions of power to hire or fire women or ignore complaints of harassment.</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 in which women lack power in the UK today.</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 social class and power.</p> <p>There will be limited or no analysis/evaluation.</p>

0	No relevant points.
Sources may include the following or other relevant ones: Adkins; Barron and Norris; Beishon et al; Bhatti; Brah; Edgell; Hakim; Miller; Oakley; Pahl; Platt; Pringle; Redfern and Aune; Stanko; Walby; Young and Willmott.	

Qu	Marking guidance	Total marks
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24	Applying material from Item P and your knowledge, evaluate functionalist explanations of stratification.	20
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Item P

Functionalists argue that stratification exists because it is necessary for social order. Members of society share a value consensus which means that they accept stratification as good for society.

However, other sociologists argue that stratification is neither necessary nor beneficial. It creates inequality, is unfair and can lead to conflict.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on functionalist explanations of stratification.</p> <p>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 different theories of stratification such as functionalism, Marxism and feminisms. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg 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 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>

	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 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>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about stratification 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:

functionalism; division of labour; value consensus; ascribed and achieved status; social class; role allocation; socialisation; dysfunctions; meritocracy; inequality; life chances; Marxism; capitalism; bourgeoisie and proletariat; class conflict; means of production; surplus value; alienation; ideological apparatuses; neo-Marxism; Weberianism; feminisms; patriarchy.

Sources may include the following or other relevant ones:

Bottero; Davis and Moore; Durkheim; Giddens; Marshall et al; Marx; Platt; Saunders; Savage et al; Tumin; Weber; Westergaard and Resler; Wilkinson and Pickett; Wright.

Assessment objective grid

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