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A-level  
**SOCIOLOGY**  
**(7192/2)**

Paper 2 Topics in Sociology

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**Mark scheme**

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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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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**

**0 1**

Outline and explain **two** ways in which individuals may be socialised into a social class identity.

**[10 marks]**

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of socialisation and of social class identity.</p> <p>There will be two applications of relevant material, eg the way the education system may socialise individuals into a social class identity; and the way the family may socialise people into social class identity.</p> <p>There will be appropriate analysis, eg of social class differences in how education socialises pupils.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of socialisation and/or of social class identity.</p> <p>There will be one or two applications of relevant material, eg the role of class-based peer groups in shaping individuals' identity.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and 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 socialisation 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:

- different experiences in the education system
- norms and values taught by family
- the impact of leisure pursuits on the socialisation process
- the role of the community in which an individual lives
- different social class attitudes to individualism/collectivism
- issues of social mobility and social closure
- sense of social class identity
- the interaction of social class with gender, age and ethnicity.

**0 2**

Applying material from **Item A**, analyse **two** ways in which global culture affects the culture of people in the UK.

**[10 marks]**

**Item A**

One of the features of the world today is a global culture in which there is increasing interconnectedness between people living in different parts of the world. Technology has allowed people to exchange ideas and information at a rapid and expanding rate. Sociologists have pointed out that this global culture has both positive and negative impacts on the culture of people in the UK.

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which global culture affects the culture of people in the UK.</p> <p>There will be two developed applications of material from the item, eg how the internet makes the same cultural products available on a global scale to produce cultural homogenisation; how transnational migration facilitated by modern transport technology produces hybrid cultures and identities in the UK.</p> <p>There will be appropriate analysis/evaluation of two ways, eg how far different age groups or classes in the UK are exposed to or influenced by global culture.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which global culture affects the culture of people in the UK.</p> <p>There will be some successful application of material from the item, eg how the growth of global culture may result in the assertion of a more insular UK culture.</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 global culture affects the culture of people 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 material on mass culture.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**0 3**

Applying material from **Item B** and your knowledge, evaluate the view that our leisure and consumption choices are the most important factors in shaping our identity.

**[20 marks]**

**Item B**

The postmodern view is that we have freedom of choice over our leisure activities. We are free to choose who we want to be and our choice of leisure helps to create our identity. Whatever our original class, age, gender or ethnicity, we can become whoever we want to be through our leisure and consumption choices.

<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 the view that leisure and consumption choices are the key factors in shaping identity. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for instance by comparing different sociological perspectives on the extent to which leisure and consumption choices are the key factors in determining identity. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad and/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 postmodernist and/or structuralist views on the links between leisure and/or consumption and identity and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate account of postmodernist view of leisure and consumption. 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 a juxtaposition of competing positions or one to 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 to three insubstantial points about leisure/consumption choices. Understands only limited</p>

	<p>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 to two very insubstantial points about leisure 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>There will be no analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear: consumer choice; consumption; pick and mix identity; lifestyle choice; globalisation; media saturation; commercialisation of leisure; class; gender; age; occupation; ethnicity; family life cycle.

**Topic A2 Families and Households**

<b>0 4</b>	Outline and explain <b>two</b> ways in which women's involvement in paid work has affected family structures.
<b>[10 marks]</b>	

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of women's involvement in paid work and of family structures.</p> <p>There will be two applications of relevant material, eg how women's involvement in paid work has led to smaller families; how women's involvement in paid work has led to women delaying marriage.</p> <p>There will be appropriate analysis, eg of the significance of the dual burden in family relationships.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of women's involvement in paid work and/or family structures.</p> <p>There will be one or two applications of relevant material, eg how women's greater involvement in paid work has led to more childless couples.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and 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 family diversity 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:

- financial independence for women
- impact of feminist ideas
- glass ceiling preventing women accessing top positions
- the nature of women's paid work, eg types, pay, job security, part-/full-time
- women giving birth later
- the decline in average family size
- rise in the average age of first marriage
- joint conjugal roles/domestic division of labour/power and decision-making among couples.

0 5

Applying material from **Item A**, analyse **two** changes in the position of children in society over the last 100 years.

[10 marks]

### Item A

Parents today spend a great deal of time and money trying to make sure that their children enjoy a comfortable upbringing. They want their children to have opportunities that they themselves never had. 'March of progress' sociologists argue that these changes in family life have led to an improvement in the position of children in society.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two changes in the position of children in society over the last 100 years.</p> <p>There will be two developed applications of material from the item, eg the impact of greater affluence on children's health or wellbeing; the range of opportunities open to children and their effects.</p> <p>There will be appropriate analysis/evaluation of two changes, eg the extent to which greater affluence has resulted in the commercialisation of childhood.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two changes in the position of children in society over the last 100 years.</p> <p>There will be some successful application of material from the item, eg the consequences for children of changes in families such as declining family size and lower infant mortality rates.</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 changes in the position of children in society over the last 100 years.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg on general changes to family life.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**0 6**

Applying material from **Item B** and your knowledge, evaluate the view that the division of labour and power relationships in couples are equal in modern life.

**[20 marks]**

**Item B**

Some sociologists argue that changes within the family and in wider society have led to more equality in modern family life. The way in which domestic tasks are allocated is more equal and both partners are likely to be in paid employment. This sharing of responsibilities has led to more equal power relationships.

<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 power relationships and the division of labour among couples in modern family life. 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 instance through discussing the extent of equality of, or by locating the debate between, different perspectives (eg Marxist, functionalist, feminist, postmodernist etc). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broader and/or deeper but incomplete knowledge of both power relationships and the division of labour. 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 debate about the symmetrical family, 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 basic account of Young and Willmott. 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 a juxtaposition of competing positions or one to 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 to three insubstantial points about joint conjugal roles and/or power relationships. Understands only limited aspects of the question; simplistic understanding of the</p>

	<p>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 to two very insubstantial points about housework. 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>There will be no analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear: domestic violence; decision-making; control over finance; women’s paid employment; the impact of feminism; legislation/policies (divorce, education, childcare, discrimination, etc); childlessness; family size; class and ethnic variations; same sex couples; conjugal roles; kinship relationships; confluent love.

**Topic A3 Health****0 7**Outline and explain **two** differences between the social and biomedical models of health and illness in their understanding of mental illness.**[10 marks]**

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of the social and biomedical models and of mental illness.</p> <p>There will be two applications of relevant material, eg the social model's view of the cause of mental illness as environmental versus the biomedical view of mental illness as organic in origin; the social model's solution as lying in more equal social structures or community-based therapies versus the biomedical preference for surgical or pharmacological treatments.</p> <p>There will be appropriate analysis, eg linking the distinction between prevention and cure to that between community-focused and clinic-focused therapies.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of the social and biomedical models and/or mental illness.</p> <p>There will be one or two applications of relevant material, eg mental illness as an environmental product versus mental illness as an individual disorder.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and 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 patterns of health inequalities in general.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

**Indicative content**

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

- disease as a socially patterned, environmental, economic, cultural or behavioural product vs a random, episodic occurrence resulting from organic disorder
- prevention vs cure; community-focused vs clinic-focused interventions
- holism (patients as whole persons) vs mind-body dualism/body as machine; doctor as mechanic
- illness as a subjective experience vs disease as objective scientific category
- the social distribution of mental illness by class, ethnicity, gender and age
- structural causes of mental illness
- cultural explanations of mental illness
- mental illness as the outcome of interaction processes/labelling by medical professionals.

**0 8**

Applying material from **Item A**, analyse **two** reasons for social class differences in the use of health care provision.

**[10 marks]**

**Item A**

Working-class people make less use of health care services in relation to their level of ill-health than do middle-class people. For example, middle-class patients have longer consultations with their GP. One study showed that they are more likely to be referred for hospital tests for heart disease. Similarly, there are class differences in the use of preventative care such as vaccinations and dental check-ups.

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons for social class differences in the use of health care provision.</p> <p>There will be two developed applications of material from the item, eg middle-class patients' greater knowledge of health leading to uptake of preventative care, or greater confidence in questioning doctors resulting in longer consultations.</p> <p>There will be appropriate analysis/evaluation of two reasons, eg of the role of cultural and economic factors in explaining class differences in health care.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons for social class differences in the use of health care provision.</p> <p>There will be some successful application of material from the item, eg middle-class' economic capital enabling attendance at GP's surgery (paid time off work, transport costs, etc).</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two reasons for social class differences in the use of 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 on ethnic or gender differences in access to health care.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**0 9**

Applying material from **Item B** and your knowledge, evaluate the view that the medical profession serves the interests of powerful groups in society.

**[20 marks]**

**Item B**

Doctors present themselves as acting in the interests of their patients and wider society in the fight against disease and suffering. However, according to conflict sociologists, doctors serve the interests of powerful groups such as the pharmaceutical industry and the capitalist class as a whole. They also protect their own self-interest as highly privileged, well-paid professionals.

<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 the medical profession in relation to the interests of powerful 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 functionalist, Marxist, Weberian, feminist, post-structuralist. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad and/or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg of the Marxist view of the role of the medical profession 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 Parsons on the sick role. 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 a juxtaposition of competing positions or one to 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 to three insubstantial points about the role of doctors. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into a ‘class and health care’ answer.</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 to two very insubstantial points about health 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>There will be no analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear: capitalism; ‘Big Pharma’/the health industry; transnational corporations; iatrogenesis; the sick role; professionalism; de-professionalisation; patriarchy; the male gaze; white eye; surveillance; labelling; social closure strategies; altruism.

**Topic A4 Work Poverty and Welfare**

<b>1 0</b>	Outline and explain <b>two</b> reasons why members of certain minority ethnic groups may be more likely to be unemployed than others.  <b>[10 marks]</b>
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<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of minority ethnic groups and of unemployment.</p> <p>There will be two applications of relevant material, eg the geographical concentration of minorities in areas of industrial decline; being under-qualified for jobs as a result of low educational achievement.</p> <p>There will be appropriate analysis, eg of the impact of discrimination in school on the educational achievement of minorities.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of minority ethnic groups and/or of unemployment.</p> <p>There will be one or two applications of relevant material, eg the effects of discrimination in job applications/interviews.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and 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 the position of minority ethnic groups 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:

- ethnic differences in educational achievement
- the extent and impact of racial/religious discrimination
- difficulties facing newly arrived refugees/asylum seekers
- lack of competency in English among some minority ethnic groups
- regional differences in employment prospects
- cultural/religious barriers to accessing employment
- the significance of class and gender issues in unemployment patterns
- patterns of unemployment, eg short-term vs long-term, seasonal, etc.

1 | 1

Applying material from **Item A**, analyse **two** reasons why welfare services provided by the state may be more effective than those provided by private and voluntary organisations.

**[10 marks]**

**Item A**

There is now a range of welfare services for those in need. These include services provided by the state and funded largely from taxation, such as the National Health Service. They also include services provided by private and voluntary organisations. Some sociologists argue that state provision is more effective than that provided by private and voluntary organisations.

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why welfare services provided by the state are often more effective than those provided by private and voluntary organisations.</p> <p>There will be two developed applications of material from the item, eg the more comprehensive scope of state welfare compared with that provided by private and voluntary organisations, its high levels of funding, ability to employ qualified staff, guaranteed provision on the basis of defined need.</p> <p>There will be appropriate analysis/evaluation of two reasons, eg how far state welfare serves the needs of its clients rather than its providers.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why welfare services provided by the state are often more effective than those provided by private and voluntary organisations.</p> <p>There will be some successful application of material from the item, eg the notion of citizens' entitlement to state welfare as a result of contributing to its cost through taxation.</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 welfare services provided by the state are often more effective than those provided by private and voluntary organisations.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg on material on welfare claimants.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

1 2

Applying material from **Item B** and your knowledge, evaluate the view that the introduction of technology leads to de-skilling.

**[20 marks]**

**Item B**

For some sociologists, technological change is often associated with de-skilling and an increase in management control over the workforce. Management may use the introduction of technology to break down the work process into a number of unskilled tasks and therefore undermine the position of skilled workers.

<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 the effects of the introduction of technology on de-skilling in the workplace. 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 discussion of alternative views about the impact of technology or through Marxist and post-Fordist perspectives. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad and/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 post-Fordist 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 an account of the effects of technological change on de-skilling. 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 a juxtaposition of competing positions or one to 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 insubstantial knowledge, eg two to three undeveloped points about the introduction of technology. 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 such as an account of technological change.</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 to two very insubstantial points about technology 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>There will be no analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear: de-skilling; re-skilling; autonomy; post-Fordism; capitalism; empowerment; surveillance control; alienation; flexibility.

**Section B**

**Topic B1 Beliefs in Society**

**1 | 3**

Outline and explain **two** ways in which the growth of sects and New Age movements may be related to secularisation.

**[10 marks]**

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of sects/NAMs and of secularisation.</p> <p>There will be two applications of relevant material, eg how the security and fellowship of sects is a response to the loss of religious certainty and social atomisation brought by modernisation; how NAMs cater to individuals' secular goals (eg career success).</p> <p>There will be appropriate analysis, eg of the appeal of sects or NAMs to particular social groups.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of sects/NAMs and/or secularisation.</p> <p>There will be one or two applications of relevant material, eg how NAMs such as client cults offer adherents techniques for this-worldly success.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and 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 religious organisations 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 appeal of world-affirming New Religious Movements to the middle classes and of sectarian theodicies of disprivilege to lower classes
- sectarian emphasis on doctrinal purity and opposition to wider society
- the growth of less demanding audience and client cults
- individualism as a principle of New Age beliefs and of modernity
- the declining appeal of traditional churches
- the impact of a rational/scientific world view on religious belief
- the impact of rapid social change on modern/late modern society.

1 4

Applying material from **Item A**, analyse **two** differences between science and religion as belief systems.

**[10 marks]**

**Item A**

Both science and religion are belief systems that involve sets of knowledge-claims: that is, statements that claim to offer explanations of why things are as they are. For example, science uses concepts such as germs to explain why people fall ill from infectious diseases, while some religions use ideas such as the will of God to explain human illness and suffering.

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two differences between science and religion as belief systems.</p> <p>There will be two developed applications of material from the Item, eg scientific knowledge claims as cumulative versus religious ones as fixed; or as empirical/evidence-based versus non-empirical/faith-based; or the difference between open and closed systems of thought.</p> <p>There will be appropriate analysis/evaluation of two differences, eg of the relationship between science as provisional knowledge and science as cumulative knowledge; between religion as unchanging knowledge and the role of sacred texts.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two differences between science and religion as belief systems.</p> <p>There will be some successful application of material from the Item, eg the role of experiments in science contrasted with faith in religion.</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 differences between science and religion as belief systems.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg on secularisation.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**1 5**

Applying material from **Item B** and your knowledge, evaluate the view that religious beliefs and organisations are barriers to social change.

**[20 marks]**

**Item B**

Many sociologists argue that religious beliefs and organisations act as conservative forces and barriers to social change. For example, religious doctrines such as the Hindu belief in reincarnation or Christian teachings on the family have given religious justification to existing social structures. Similarly, it is argued that religious organisations such as churches are often extremely wealthy and closely linked to elite groups and power structures.

<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 the role of religion in relation to social change. 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 functionalist, Marxist, neo-Marxist, Weberian, feminist. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad and/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 from a Weberian 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 a broadly accurate if basic account of the functionalist view of 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 a juxtaposition of competing positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the</p>

	descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about the role of 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, eg drifting into an answer about secularisation.</p> <p>Very limited or no evaluation. Attempts at analysis are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one to 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>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear: social cohesion/social integration; value consensus; the sacred and the profane; the collective conscience; totemism; cognitive functions; psychological functions; civil religion; central value system; sacralisation; functional alternatives to religion; ideology; alienation; patriarchy; capitalism; social change; elective affinity; Calvinism; Hinduism; Confucianism; liberation theology; millenarian movements; Methodism and revolution.

**Topic B2 Global Development**

<b>1   6</b>	Outline and explain <b>two</b> ways in which transnational corporations may affect employment in developing countries.
<b>[10 marks]</b>	

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of transnational corporations (TNCs) and of employment in developing countries.</p> <p>There will be two applications of relevant material, eg the effect of TNCs on local businesses; the opportunities created by TNCs for training/skills transfer.</p> <p>There will be appropriate analysis, eg of the capital-intensive nature of some TNC activity.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of TNCs and/or of employment in developing countries.</p> <p>There will be one or two applications of relevant material, eg the employment of women by TNCs.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and 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 industrialisation and development 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 global nature of transnational corporations
- the cultural impact of transnational corporations
- the role of foreign direct investment of capital
- the size and power of transnational corporations
- employment opportunities and patterns in developing countries, eg dominance of primary sector, gender patterns
- legislative/political and industrial relations frameworks of developing countries
- pay and employment policies in developing countries.

1 | 7

Applying material from **Item A**, analyse **two** reasons why non-governmental organisations (NGOs) may be more effective than governments in helping the development process.

[10 marks]

**Item A**

There are a large number of non-governmental organisations (NGOs), such as Oxfam and Save the Children, that aim to support development. These organisations have been active for many years in many different locations and are sometimes seen as being more effective than large government projects in helping the development process.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why NGOs are often more effective than governments in helping the development process.</p> <p>There will be two developed applications of material from the Item, eg NGOs' relative flexibility of response, their ability to mobilise resources quickly, their knowledge of local needs through involvement of local people, the political agendas of governments as obstacles.</p> <p>There will be appropriate analysis/evaluation of two reasons, eg how far the effectiveness of NGOs is affected by their voluntary/charitable status/access to funds or media profile.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why NGOs are often more effective than governments in helping the development process.</p> <p>There will be some successful application of material from the Item, eg the relative independence of NGOs as against the tendency of government projects to become enmeshed in local power structures.</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 non-governmental organisations are often more effective than governments in helping the development process.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg on foreign aid in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**1** **8**

Applying material from **Item B** and your knowledge, evaluate the view that conflicts in poor countries are caused by a lack of development.

**[20 marks]**

**Item B**

Some writers argue that conflicts in poor countries are caused by a lack of development and that this leads to frustration and desperation. Conflict in turn further limits development. Some conflicts last for a long time, for example, the conflict in the Democratic Republic of Congo lasted for at least 20 years and claimed millions of lives.

<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 the view that conflicts in poor countries arise out of a lack 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 by locating the debate between different perspectives on development, eg dependency theory, modernisation theory, post-development theory, etc. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad and/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 alternative explanations for conflict in poor countries 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 an account of how poverty encourages conflict. 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 a juxtaposition of competing positions or one to 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 to three insubstantial points about an example of a conflict in a poor country. Understands</p>

	<p>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 to two very insubstantial points about conflicts. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear: poverty; inequality; civil conflict; resource curse; neo-colonialism; colonialism; dependency; global arms trade; globalisation; ethnic conflicts.

**Topic B3 The Media**

**1 9**

Outline and explain **two** ways in which ownership of the media may affect audiences.  
**[10 marks]**

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of media ownership and of audiences.</p> <p>There will be two applications of relevant material, eg owners can ensure that media content indoctrinates a passive audience with ruling-class ideology; owners can create false needs among audiences, eg for consumer goods.</p> <p>There will be appropriate analysis, eg of the role of journalists, owners and others in the production of media messages.</p>
4–7	<p>Answers in this band will show reasonable to good knowledge and understanding of media ownership and/or of audiences.</p> <p>There will be one or two applications of relevant material, eg of how owners can use their control of the media to expose audiences to their political views.</p> <p>There will be some basic analysis.</p>
1–3	<p>In this band answers will show limited knowledge and 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 media representations 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:

- concentration and conglomeration of ownership
- the dominant ideology thesis
- different types of media output, eg news, advertising, soaps
- the relationship between ownership and control
- models of media/audience relationship
- types of media effect, eg on consumer behaviour, violence, political attitudes and behaviour
- homogeneous and heterogeneous audiences; audience segmentation.

**2 0**

Applying material from **Item A**, analyse **two** factors that influence which stories are selected for inclusion in the news.

**[10 marks]**

**Item A**

What counts as ‘news’ is a social construction. It is largely media professionals who select what stories are to appear in the news. Both in broadcast and print media, a range of factors affect which stories journalists and editors select for inclusion in the news.

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two factors that influence which stories are selected for inclusion in the news.</p> <p>There will be two developed applications of material from the Item, eg agenda-setting by editors and journalists, the role of news values in determining the content of the news, owners and journalists acting as gate-keepers, the importance of profit to media organisations, the impact of new media on selection of news.</p> <p>There will be appropriate analysis/evaluation of two factors, eg how far news values may differ as between different media organisations/types, eg tabloid/broadsheet, TV/radio; how far new social media have democratised news selection processes.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two factors that influence which stories are selected for inclusion in the news.</p> <p>There will be some successful application of material from the Item, eg the role of technical, organisational and financial factors in selection of stories.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two factors that influence which stories are selected for inclusion in 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 on media portrayals of different groups.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**2** **1**

Applying material from **Item B** and your knowledge, evaluate the view that the media portray women in a stereotypical way.

**[20 marks]**

**Item B**

Sociological studies have found that women appear on television less than men do and play a narrower range of roles. Women presenters are often young, glamorous, white and slim. In fiction, female characters are frequently portrayed as emotional. The media also show women how they should look and how to get a partner.

<b>Marks</b>	<b>Level descriptors</b>
17–20	<p>Answers in this band will show marks for sound, conceptually detailed knowledge of a range of relevant material on the stereotypical portrayal of women in the media. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example, through a debate between different perspectives, eg feminist, pluralist, postmodernist, Marxist. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show marks for accurate, broad and/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 from a pluralist 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 marks for largely accurate knowledge but limited range and depth, eg a broadly accurate if basic account of the stereotypical representation of women. 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 a juxtaposition of competing positions or one to 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 to three insubstantial points about an example of a conflict in a poor country. Understands only limited aspects of the question; simplistic understanding of the presented material.</p>

	Limited application of suitable material, and/or material often at a tangent to the demands of the question.  Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one to two very insubstantial points about conflicts. Very little/no understanding of the question and of the presented material.  Significant errors and/or omissions in application of material.  No analysis or evaluation.
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear: patriarchal ideology; under-representation; social construction of gender; gender stereotypes; hegemonic femininity; ‘cult of femininity’; symbolic annihilation; trivialisation; news values; pornography; feminisms; sexuality.

**Topic B4 Stratification and Differentiation**

**2 2**

Outline and explain two reasons why the occupational status of ethnic minorities may not offer a satisfactory understanding of their social class position.

**[10 marks]**

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of ethnic minorities and of social class.</p> <p>There will be two applications of relevant material, eg the class position of ethnic minorities is affected by other factors in addition to their occupational status; the occupational status of minorities may itself be determined by the impact of racism.</p> <p>There will be appropriate analysis, eg of the effect of racial discrimination in the labour market.</p>
4–7	<p>Answers in this band will show reasonable to good knowledge and understanding of ethnic minorities and/or of social class.</p> <p>There will be one or two applications of relevant material, eg the view that ownership and not occupation is the criterion for determining the class membership of ethnic minorities.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into patterns of class inequality 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:

- classification of occupations
- ownership of property/means of production
- prejudice, discrimination, institutional racism
- Marxist theories: divided working class; racialised class fractions
- Weberian theories: underclass; dual market labour market
- political marginalisation and social exclusion
- life chances of ethnic minorities: employment, housing, education, etc.

**2 3**

Applying material from **Item A**, analyse **two** reasons for changes in the class structure in the UK in the past 40 years or so.

**[10 marks]**

**Item A**

In the past 40 years in the UK, there has been a decline in the number of manual jobs, along with an increase in job insecurity and unemployment. At the same time, there has been an increased concentration of wealth in the hands of a small elite.

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons for changes in the class structure in the UK in the past 40 years.</p> <p>There will be two developed applications of material from the Item, eg on the decline of manual jobs as a consequence of deindustrialisation; the increase in job insecurity with the decline in trade union membership.</p> <p>There will be appropriate analysis/evaluation of two reasons, eg of the role of globalisation and mobility of capital in deindustrialisation; the impact on the class structure of the growth of the service sector and ‘McJobs’.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons for changes in the class structure in the UK in the past 40 years.</p> <p>There will be some successful application of material from the Item, eg the increased concentration of wealth resulting from deregulation and reduced taxation</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two reasons for changes in the class structure in the UK in the past 40 years.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg on problems of measuring social mobility.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**2 4**

Applying material from **Item B** and your knowledge, evaluate the usefulness of feminist theories in understanding the position of women in society

**[20 marks]**

**Item B**

Feminists seek to explain gender inequalities. Different branches of feminism focus on different aspects of the lives and life chances of women. All feminists agree that women suffer subordination. However, they disagree about how women’s subordination can be overcome.

<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 the usefulness of feminist theories in understanding the position of women 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 by locating the discussion within a debate between different feminist approaches (Marxist, radical, liberal, etc). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad and/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 from a functionalist 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 a broadly accurate if basic account of feminist theory in general. 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 a juxtaposition of competing positions or one to 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 to three insubstantial points about women in society. 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, eg drifting into an answer about social class.</p>

	Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one to two very insubstantial points about stratification in general. Very little/no understanding of the question and of the presented material.  Significant errors and/or omissions in application of material.  No analysis or evaluation.
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear: private patriarchy; public patriarchy; domestic division of labour; malestream; pay inequality; glass ceiling; horizontal segregation; vertical segregation; reserve army of labour; gender socialisation; gender regimes; maternity versus paternity rights; ethnocentricity; social class; equal opportunities.

### Assessment Objectives

	AO1	AO2	AO3	Total
<b>Option 1</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>Option 2</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

