



A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

Mark scheme

June 2019

Version: 1.0 Final



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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

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.

Annotations

?	Unclear
AN	Analysis
AO1	Assessment Objective 1
AO2	Assessment Objective 2
AO3	Assessment Objective 3
APP	Application
BOD	Benefit of the doubt
Cross	Incorrect point
EG	Example
EVAL	Evaluation
IR	Irrelevant
KU	Knowledge and understanding
NAQ	Not answered question
R1	Reason 2
R2	Reason 2
Tick	Correct point
W1	Way 1 - Please use for effects and problems
W2	Way 2 - Please also use for effects and problems
On Page Comment	On Page Comment
SEEN	Please put on blank pages
HA	Hook Applied

H Line	Underline
C	Concept
REP	Repetition

Qu	Marking guidance	Total marks
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01	Outline and explain two ways in which individuals may be socialised into national 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 in which individuals may be socialised into national identities.</p> <p>There will be two applications of relevant material, eg the education system teaching citizenship and understanding of national values; media promoting national identity by focusing on national news and national sporting achievements.</p> <p>There will be appropriate analysis, e.g. of the extent to which nationality is a 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 in which individuals may be socialised into national identities.</p> <p>There will be one or two applications of relevant material, eg the symbolism of national events and rituals.</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 ethnic identities.</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:

- national stories, images and symbols
- the education system promoting citizenship, national values etc
- media focusing on national rather than foreign news and sport
- national rituals and ceremonies e.g. in the UK involving the monarch
- heritage tourism using national symbols to attract tourists
- role of political parties e.g. Scottish National Party
- mass production of fashions and tastes which embody a sense of nation
- promotion of a single national language eg in schools

Sources may include the following or other relevant ones: Anderson; Curtice and Heath; Gellner; Guibernau and Goldblatt, Hall; Mason; Modood; Palmer; Schudson; Waters.

Qu	Marking guidance	Total marks
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02	Applying material from Item A , analyse two ways in which agencies of socialisation have contributed to growing uncertainty about identities.	10
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Item A

Agencies of socialisation contribute to people’s identities in various ways. The media have given people greater access to other cultures. At the same time, workplaces are changing as people become less likely to have jobs for life.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which agencies of socialisation have contributed to growing uncertainty about identities.</p> <p>There will be two developed applications of material from the item, eg the media give people choice of images and symbols allowing them to ‘pick and mix’ identities; work loses its centrality as a source of identity and is replaced by other sources.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which identities have become more uncertain.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which agencies of socialisation have contributed to growing uncertainty about identities.</p> <p>There will be some successful application of material from the item eg the role of the media in creating new consumer cultures.</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 agencies of socialisation have contributed to growing uncertainty about 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 accounts of traditional sources of identity.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Bauman; Bauman and May; Bocock; Bourdieu; Dittmar; Gini; Lury; Lyotard; McRobbie; Miller et al; Parker; Riach and Loretto; Roberts; Rojek; Strinati.

Qu	Marking guidance	Total marks
03	Applying material from Item B and your knowledge, evaluate sociological contributions to the understanding of mass culture.	20

Item B

Marxist sociologists argue that mass culture makes people passive consumers and undermines their ability to think critically about society. Marxists also say that cultural industries make products for profit rather than for their merit.

Other sociologists prefer to use the term popular culture, rather than mass culture, because this suggests diversity and choice.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological contributions to the understanding of mass culture. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through comparing different theoretical perspectives on mass culture. 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 definitions of types of culture 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 sociological contributions to the understanding of mass culture. 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 mass culture. 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 culture 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: mass culture; folk culture; high and low culture; popular culture; sub-cultures; dominant culture; industrial society; social class; ideology; hegemony; cultural capital; mass media; pick and mix culture; globalisation; global culture; cultural imperialism; cultural homogenisation.

Sources may include the following or other relevant ones: Adorno; Althusser; Bourdieu; Durkheim; Giddings; Goffman; Livingstone; MacDonald; Marcuse; Mead; Marx; Oakley; Sharpe; Storey; Strinati; Ritzer; Weber.

Qu	Marking guidance	Total marks
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04	Outline and explain two ways in which an ageing population may have led to policies that affect families and households today.	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 an ageing population may have led to policies that affect families and households today.</p> <p>There will be two applications of relevant material, eg policies affecting care of health needs of older people; policies affecting housing for older people and vertically extended families.</p> <p>There will be appropriate analysis, eg of the extent to which the needs of an ageing population may have been left to families or the market.</p>
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which an ageing population may have led to policies that affect families and households today.</p> <p>There will be one or two applications of relevant material, eg the need for more spending on health.</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 demographic changes.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

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

- taxation policies (smaller proportion of population working and paying tax)
- health care spending – health needs of older people
- employment policies – sandwich/pivot generation needing flexibility in work patterns
- housing policies – for single older people and for multi-generation families
- benefits – older people in poverty
- policies to encourage marriage and procreation
- reduced need for spending on services for younger people

<p>Sources may include the following or other relevant ones: Barrett and McIntosh; Butler; Donzelot; Finch; Fox Harding; Lawton; Lewis; Murray; Morgan; Spijker and MacInnes.</p>
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Qu	Marking guidance	Total marks
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05	Applying material from Item C , analyse two ways in which changing patterns of marriage and divorce have affected the experience of childhood.	10
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Item C

Many marriages now end in divorce. This often creates lone-parent families and single-person households. Serial monogamy has also become a common pattern, with many divorced people remarrying.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which changing patterns of marriage and divorce have affected the experience of childhood.</p> <p>There will be two developed applications of material from the item, eg more children brought up by one parent or by parents living apart; more children have step-parents and step-siblings.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which nuclear families are still the norm.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which changing patterns of marriage and divorce have affected the experience of childhood.</p> <p>There will be some successful application of material from the item eg the loss of stigma for children born outside marriage.</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 changing patterns of marriage and divorce have affected the experience of childhood.</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 changing family patterns.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Allan et al; Beck; Brannen; Chambers; Donzelot; Fine; Fletcher; Gibson; Giddens; Goode; McAllister and Clarke; Murray; Oakley; Palmer ; Phillips; Parsons; Sharpe; Silva; Smart.

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

Feminist sociologists emphasise the harmful effects of the conventional nuclear family on women. They see it as playing a role in the continuing oppression of women. This is evident in areas such as domestic violence, paid employment and power.

Other sociologists reject this negative view of the family and argue that it is essential for society.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on feminist explanations of the role of the family 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 comparing different theoretical perspectives on the role of the family in society today. 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 types of feminist explanation 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 feminist explanations of the role of the family. 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</p>

	<p>points about feminism. 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 role of the family. 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: Radical feminism; liberal feminism; socialist/Marxist feminism; difference feminism; black feminism; post-feminism; patriarchy; equal opportunities; sex discrimination; gender-role socialisation; anti-social families; feminisation of poverty; dual burden; triple shift; symmetrical family; gendered division of labour; domestic violence; functionalism; Marxism; New Right; postmodernism.

Sources may include the following or other relevant ones: Abbott and Wallace; Barrett and MacIntosh; Beck and Beck-Gernsheim; Delphy and Leonard; Dobash and Dobash; Duncombe and Marsden; Edgell; Elston; Gatrell et al; Greer; Hakim; Murray; Oakley; Pahl; Parsons; Rapoport and Rapoport; Silva; Smart; Stacey; Young and Willmott; Zaretsky.

Qu	Marking guidance	Total marks
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07	Outline and explain two ways in which health professionals may contribute to the social construction of health and illness.	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 health professionals may contribute to the social construction of health and illness.</p> <p>There will be two applications of relevant material, eg professionals take decisions which lead to some people and not others being labelled or taking the sick role; decisions by the British Medical Association about acceptability of complementary and alternative medicine.</p> <p>There will be appropriate analysis, e.g. of the extent to which health professionals contribute to the social construction of health and illness.</p>
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which health professionals may contribute to the social construction of health and illness.</p> <p>There will be one or two applications of relevant material, eg health care professionals may medicalise some non-conformist appearances, behaviours and beliefs.</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 models of health and illness.</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:

- doctors take decisions which result in labelling of patients as ill
- doctors are gatekeepers to the sick role
- actions by health professionals may create illness – iatrogenesis
- medicalisation of common behaviours and conditions
- medicalisation of pregnancy and childbirth
- health professionals influenced by pharmaceutical industries inventing or exaggerating disease and medicalising minor health problems

Sources may include the following or other relevant ones: Bloor and Horobin; Douglas and Michaels; Foucault; Goffman; Goldacre; Illich; Jebali; Law; Navarro; Oakley; Parsons; Szasz.

Qu	Marking guidance	Total marks
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08	Applying material from Item E , analyse two ways in which the global health industry may affect people’s health.	10
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<p>Item E</p> <p>The growth of the global health industry in recent years has meant that a wider range of services and products are now available. The needs of this industry to maintain sales and profits can conflict with people’s health needs.</p>		
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Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which the global health industry may affect people’s health.</p> <p>There will be two developed applications of material from the item, eg range and choice of medicines and treatments may improve health; the industry may advertise and market medicines and treatments of limited value or even damaging to health.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which the global health industry responds to health needs.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which the global health industry may affect people’s health.</p> <p>There will be some successful application of material from the item, eg global nature of the industry has led to growth of medical tourism.</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 the global health industry may affect people’s health.</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 health in general.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

<p>Sources may include the following or other relevant ones: Abraham; Goldacre; Law; Shah; WHO.</p>
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Qu	Marking guidance	Total marks
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09	Applying material from Item F and your knowledge, evaluate sociological explanations of gender differences in both health chances and health care.	20
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Item F

There are gender differences in people's experiences of both health chances and health care. Some feminist sociologists explain these by referring to women's position in society and the patriarchal nature of mainstream medicine.

However, women's death rates at all ages are lower than men's.

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 gender differences in both health chances and health care. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through comparing different theoretical perspectives on gender differences in both health chances and health care. 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 gender differences in health chances and/or health care 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 feminist explanations of gender differences. 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 gender. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about health inequalities in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: Femininity; masculinity; patriarchy; gender role socialisation; domestic labour; risk taking; morbidity; mental illness; iatrogenesis; dual role; triple burden; feminisation of poverty; embodiment; access to health care.

Sources may include the following or other relevant ones: Bernard; Busfield; Delphy; Diez Roux et al; Dolan; Duncombe and Marsden; Gooden and Winefield; Graham; Gulliford et al; Nettleton; O'Brien; Platt; Rogers et al; Scambler; Smith et al; Weaver et al; Wilkinson and Pickett.

Qu	Marking guidance	Total marks
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10	Outline and explain two ways in which worklessness may be caused by structural inequalities between different social classes.	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 worklessness may be caused by structural inequalities between different social classes.</p> <p>There will be two applications of relevant material, eg the Weberian view that the higher market situation of the middle class will lead them to be less likely to experience worklessness; how the increase in insecurity in the labour market is more likely to affect those in working-class jobs.</p> <p>There will be appropriate analysis, eg that worklessness may have both positive and negative outcomes for different social classes.</p>
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which worklessness may be caused by structural inequalities between different social classes.</p> <p>There will be one or two applications of relevant material, eg the Marxist view that inequalities in capitalism will inevitably lead to the working class being more likely to experience worklessness.</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 structural causes of poverty.</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:

- the exploitative nature of the capitalist economy
- situational constraints relating to worklessness
- periphery workers and the secondary labour market
- the impact of market situation on worklessness
- the impact of the casualisation of the workforce on worklessness
- greater opportunities for the middle class to retire early

Sources may include the following or other relevant ones: Dean and Taylor-Gooby; Davis and Moore; Gans; Kincaid; Miliband; Townsend; Westergaard and Resler.

Qu	Marking guidance	Total marks
11	Applying material from Item G , analyse two possible effects of the social democratic approach to welfare provision.	10

Item G

The social democratic approach to welfare is based on the idea that all citizens have a right to receive benefits from the state. Some sociologists argue that the welfare state is too generous and reject the view that the government should be responsible for welfare provision.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two effects of the social democratic approach to welfare provision.</p> <p>There will be two developed applications of material from the item, eg that universal benefits may reduce stigma for those claiming them; the New Right view that the generosity of the ‘nanny state’ can lead to the dependency culture.</p> <p>There will be appropriate analysis/evaluation of two effects of the social democratic approach to welfare provision, eg the Third Way view that the state has a responsibility to help those in need but that individuals should have a responsibility to help themselves.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two effects of the social democratic approach to welfare provision.</p> <p>There will be some successful application of material from the item, eg that the social democratic approach to welfare provision can help reduce poverty.</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 effects of the social democratic approach to welfare provision.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on the welfare policies 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: Beveridge Report; Field; Mack and Lansley; Marsland; Murray; Townsend.

Qu	Marking guidance	Total marks
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12	Applying material from Item H and your knowledge, evaluate sociological explanations of the impact of technology on the labour process.	20
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Item H
<p>Some sociologists suggest that technology has had a negative impact on workers in the labour process. For example, Marxists argue that mass-production assembly lines have led to the deskilling of work and greater managerial control over workers.</p> <p>However, critics of the Marxist view argue that it is outdated and point to the positive impacts of technology on the experience of work.</p>

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of the impact of technology on the labour process. 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 Marxist, postmodern and other perspectives. 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 Blauner’s theory of the impact of technology on alienation 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 the impact of technology on the labour process. 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 impact of technology on the labour process. 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 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>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: alienation; assembly-line production; automation; computerisation; deskilling; flexible specialisation; Fordism; human relations approach; McDonaldization; mechanisation; post-Fordism; upskilling; reskilling; responsible autonomy; scientific management; social determinism; surveillance; technological determinism.

Sources may include the following or other relevant ones: Blauner; Braverman; Foucault; Friedman; Gallie; Grint; Nichols and Beynon; Piore; Ritzer; Taylor; Wood; Zuboff.

Qu	Marking guidance	Total marks
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13	Outline and explain two ways in which churches may act as conservative forces.	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 churches may act as conservative forces.</p> <p>There will be two applications of relevant material, eg churches help create stability and consensus by providing a universe of meaning; churches are closely linked to the establishment and the dominant norms and values of society.</p> <p>There will be appropriate analysis, eg of the extent to which churches always act as conservative forces.</p>
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which churches may act as conservative forces.</p> <p>There will be one or two applications of relevant material, eg churches explain and justify inequalities.</p> <p>There will be some basic analysis.</p>
1 – 3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into discussion of religious organisations 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:

- providing theodocies/canopies of meaning
- world accommodating – linked to dominant norms and values
- providing a value consensus/collective conscience
- proving a set of beliefs that regulate people's behaviour
- churches as ideological state apparatuses
- close links between churches and ruling elites/the establishment
- church teachings explaining and justifying inequalities
- providing a social 'glue' and sense of community

Sources may include the following or other relevant ones: Althusser; Berger; de Beauvoir; Durkheim; El Saadawi; Malinowski; Marx; Parsons; Stark and Bainbridge; Walby.

Qu	Marking guidance	Total marks
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14	Applying material from Item I , analyse two ways in which globalisation may affect the extent of secularisation.	10
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Item I

Globalisation involves the spread of a worldview based on science and rationality. In some places people have rejected this worldview and have revitalised religious traditions.

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 the extent of secularisation.</p> <p>There will be two developed applications of material from the item, eg more people rejecting explanations based on beliefs in the supernatural; fundamentalism as a reassertion of religion in reaction against globalisation.</p> <p>There will be appropriate analysis/evaluation of two ways eg of secularisation as a contested concept.</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 the extent of secularisation.</p> <p>There will be some successful application of material from the item, eg science as a belief system competing with 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 to two ways in which globalisation may affect the extent of secularisation.</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 changes in religious beliefs and practices.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Bellah; Ben-Nun Bloom; Bruce; Davie; Glendenning and Bruce; Huntington; Kurtz; Lyon; Lyotard; Martin; Meyer et al; Singleton; Voas and Crockett.

Qu	Marking guidance	Total marks
15	Applying material from Item J and your knowledge, evaluate sociological explanations of the relationship between gender and religious beliefs and practices.	20

Item J

There are differences between women and men in levels of religious belief and participation in religious activities. Feminist sociologists focus on women's subordination to men and see religion and religious organisations as playing a part in maintaining patriarchal society.

However, despite this, women appear to be more religious than men.

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 gender and religious beliefs and practices. 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 the debates between different explanations of the relationship between gender and religious beliefs and practices. 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 explanations of the levels of religiosity of men and women 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 aspects of gender and religion. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two</p>

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

Indicative content

Concepts and issues such as the following may appear: patriarchy; gender role socialisation; masculinity; femininity; stained glass ceiling; veiling; feminisation of poverty; theodicies of disprivilege; status frustration; compensator.

Sources may include the following or other relevant ones: Ahmed; Aldridge; Aune et al; Barrett; Bruce; de Beauvoir; Greeley; Holm; Miller and Hoffman; Pryce; Voas; Woodhead; Watson; Walby.

Qu	Marking guidance	Total marks
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16	Outline and explain two ways in which globalisation may affect global inequalities.	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 global inequalities.</p> <p>There will be two applications of relevant material, eg development of a powerful transnational capitalist class; neo-liberal policies have increased inequalities between and within countries.</p> <p>There will be appropriate analysis, eg of the extent to which inequalities have widened or narrowed.</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 global inequalities.</p> <p>There will be one or two applications of relevant material, eg consumer goods available to growing middle classes globally.</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 inequalities in a global world system
- impact of neo-liberal economic policies
- redistribution through aid, trade and debt
- spread of consumerism and availability of consumer goods
- globalisation fuelling economic growth in China and India and lifting many out of poverty
- spread of ideas about gender equality, human rights etc
- development of a transnational capitalist class
- poor wages and conditions in sweatshops etc in LEDCs producing for export to MEDCs

Sources may include the following or other relevant ones: Cohen and Kennedy; Collier; Elwood; Held; Hoogvelt; Klein; McGrew; Milanovic; Moyo; Sachs; Sklair; Wallerstein.

Qu	Marking guidance	Total marks
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17	Applying material from Item K , analyse two ways in which war and conflict may affect the process of development.	10
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Item K

Many of the world's least developed countries have been affected by war and conflict. A war is likely to take up a considerable part of a state's resources. Wars also increase inequalities because many victims are from already disadvantaged groups.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which war can affect the process of development.</p> <p>There will be two developed applications of material from the item, eg the diversion of resources from development to war; wars creating refugees as vulnerable groups flee.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which wars may resolve conflict and make development possible.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which war can affect the process of development.</p> <p>There will be some successful application of material from the item, eg women as victims of rape and sexual violence in wars.</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 war can 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 more general barriers to development.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Ayoob; Duffield; Galtung; Kaldor; Luttwak; Malthus; Uvin.

Qu	Marking guidance	Total marks
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18	Applying material from Item L and your knowledge, evaluate sociological explanations of the role of transnational corporations in development.	20
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Item L

Globalisation has involved an increase in the number, size and importance of transnational corporations (TNCs). Modernisation theorists and neo-liberals see these corporations as essential for development because they spread capitalism and Western values that lead to economic growth.

However, other sociologists argue that TNCs are an important part of a global system that prevents poorer countries developing.

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 role of transnational corporations in development. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between dependency and modernisation or other theories. 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 the role of TNCs 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 characteristics of TNCs. 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 TNCs. 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	<p>No relevant points.</p>

Indicative content

Concepts and issues such as the following may appear: Transnational corporations; globalisation; transnational capitalist class; dependency; underdevelopment; foreign direct investment; cash crops; neo-liberal economic policies; sustainability; export processing zones/free trade zones; race to the bottom; progressive employment practices; bio-piracy; corporate responsibility; corporate crime; child labour.

Sources may include the following or other relevant ones: Frank; Kernaghan; Klein; Marx; Monbiot; Rostow; Sklair; Wallerstein.

Qu	Marking guidance	Total marks
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19	Outline and explain two ways in which the new media enable people to challenge stereotypical media portrayals of women.	10
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Marks	Level Descriptors
8 – 10	<p>Answers in this band will show very good knowledge and understanding of two ways that the new media may be used to challenge the stereotypical media portrayals of women.</p> <p>There will be two applications of relevant material, eg how the new media have enabled more women to become producers of media, leading to less stereotypical portrayal; how the new media have developed a collective intelligence providing opportunities for women to challenge the way they are portrayed in the media.</p> <p>There will be appropriate analysis, eg the Marxist feminist view that the new media are still driven by the needs of capitalism and reflect a patriarchal ideology.</p>
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways that the new media enables people to challenge the stereotypical media portrayals of women.</p> <p>There will be one or two applications of relevant material, eg the postmodernist view that the new media have led to greater diversity in the portrayal of women in the media.</p> <p>There will be some basic analysis.</p>
1 – 3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be a drift into points on how women are generally portrayed in the media.</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:

- hegemonic gender stereotypes in the media
- the 'male gaze' and objectification of women in the media
- participatory culture
- collective intelligence
- popular feminism
- the impact of social media, blogging etc. on the portrayal of women
- the pluralist view that less stereotypical portrayal reflects the needs of the audience

Sources may include the following or other relevant ones: Curran and Seaton; Connell; Gauntlett; Jenkins; Knight; Innes; McRobbie; Mulvey.

Qu	Marking guidance	Total marks
20	Applying material from Item M , analyse two possible effects of the output of the media on their audiences.	10

Item M

People are increasingly being exposed to violent content in the media. Some sociologists argue that this has an immediate and negative effect on the audience. Other sociologists point to the positive effects of such content on people's well-being.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two effects of the output of the media on their audiences.</p> <p>There will be two developed applications of material from the item, eg how exposure to violent content leads to the audience imitating the violent behaviour they have seen; how exposure to violent media content can be cathartic and provide an outlet for aggression in a positive way.</p> <p>There will be appropriate analysis/evaluation of two effects of the output of the media on their audiences, eg how the context in which violent media content are presented can affect the way the audience interpret the violence.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two effects of the output of the media on their audiences.</p> <p>There will be some successful application of material from the item, eg that viewing violent media content may lead to the audience being more sensitive to the consequences of violence.</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 effects of the output of the media on their audiences.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on the general effects of media output.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Bandura et al; Buckingham; Cumberbatch; Fesbach and Sanger; Morrison; McQuail; Young.

Qu	Marking guidance	Total marks
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21	Applying material from Item N and your knowledge, evaluate the view that both the selection and the presentation of the news are ideologically biased.	20
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Item N
<p>Sociological research has outlined various ways in which the news is socially constructed. Marxists argue that both the selection and the presentation of news are inevitably biased and reflect the interests of powerful groups.</p> <p>However, other sociologists argue that media personnel are professionals and that news-gathering is a fairly objective process.</p>

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 both the selection and the presentation of the news are ideologically biased. 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 Marxists, pluralists and postmodernists on whether the news is ideologically biased. 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, e.g. of how practical and organisational constraints may be more important factors than ideological bias in the selection and presentation of news and/or some appropriate analysis, e.g. 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, e.g. broadly accurate, if basic, account of how both the selection and presentation of the news can be ideologically biased. 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, e.g. two or three insubstantial points about the news being ideologically biased. 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, e.g. one or two very insubstantial points about news production 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: agenda-setting; churnalism; citizen journalism; ‘fake news’; gatekeeping; hegemony; hierarchy of credibility; hyperreality; market model; moral panics; new media; newsworthiness; news values; norm-setting; ownership; practical and organisational constraints; primary definers; ruling class ideology; social construction; spin doctors.

Sources may include the following or other relevant ones: Althusser; Bagdikian; Brighton and Foy; Cohen; Curran et al; Davies; Glasgow Media Group; Gultang and Ruge; Hall et al; Herman and Chomsky; Jewkes; McRobbie and Thornton; Schlesinger.

Qu	Marking guidance	Total marks
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22	Outline and explain two ways in which changes in the class structure 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 changes in the class structure may affect social mobility.</p> <p>There will be two applications of relevant material, eg growth of middle class occupations creates upward social mobility; opportunity hoarding in higher groups preventing downward social mobility.</p> <p>There will be appropriate analysis, eg of the extent to which social mobility has increased.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which changes in the class structure may affect social mobility.</p> <p>There will be one or two applications of relevant material, eg growth of an underclass which it is difficult to move out of.</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 class inequalities.</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:

- changes in occupational structure of society
- growth of service sector/professionals creates opportunities for upward mobility
- proletarianisation
- embourgeoisement
- growth of an underclass
- globalisation – development of transnational capitalist class and rise of transnational corporations
- social closure – higher social groups able to exclude others

Sources may include the following or other relevant ones: Dorling; Glass; Goldthorpe et al; Heath; Kellner and Wilby; Marshall et al; Payne and Abbott; Savage et al; Sklair; Stanworth; Sutton Trust.

Qu	Marking guidance	Total marks
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23	Applying material from Item O , analyse two problems in measuring people's social class by their occupations.	10
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Item O

Sociologists researching stratification have often decided what class people belong to by asking for their occupation. This dates back to a time when most families had only one wage-earner. Today, employment has changed, with the labour market becoming more fluid.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two problems in measuring people's social class by their occupations.</p> <p>There will be two developed applications of material from the item, eg dual occupation households; difficulties of classification when people move between occupations or have more than one occupation</p> <p>There will be appropriate analysis/evaluation of two problems eg of the extent to which occupation is a useful indicator of class.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two problems in measuring people's social class by their occupations.</p> <p>There will be some successful application of material from the item, eg exclusion of those temporarily without jobs.</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 problems in measuring people's social class by their occupations.</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 class inequalities.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Bradley; Hope- Goldthorpe Scale; Marx; Mills; National Statistics Socio-Economic Classification; Registrar General's Scale; Savage et al; Weber.

Qu	Marking guidance	Total marks
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24	Applying material from Item P and your knowledge, evaluate the view that social class is still the dominant factor in determining people's life chances today.	20
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Item P

Marxist sociologists argue that social class is the dominant factor in determining people's life chances. They say that there are still significant differences between social classes.

However, other sociologists have argued that social class is no longer as important as it was, and that other factors, such as gender and ethnicity, are now more important.

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 social class is still the dominant factor in social life 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 debates over the relative importance of social class compared to other dimensions of inequality such as ethnicity and gender. 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 broadly accurate, if basic, account of some social class inequalities. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>

5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about social class. 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: Social class; Marxism; bourgeoisie; proletariat; means of production; class conflict; class consciousness; false consciousness; alienation; dominant ideology; repressive and ideological state apparatuses; hegemony; meritocracy; cultural capital; proletarianisation; embourgeoisement; social mobility; underclass; gender; ethnicity; globalisation; consumption; life chances; class cultures.

Sources may include the following or other relevant ones: Althusser; Davis and Moore; Engels; Fulcher and Scott; Giddens; Goldthorpe and Lockwood; Gramsci; Marx; Pakulski and Waters; Saunders; Savage et al; Sklair; Weber; Westergaard and Resler.