



A-LEVEL Sociology

7192/2 - Paper 2 - Topics in Sociology

Mark scheme

7192

June 2018

Version/Stage: 1.0 Final

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.

| Qu | Marking guidance | Total marks |
|-------|--|-------------|
| 01 | Outline and explain two reasons why leisure choices may vary across different age groups. | 10 |
| Marks | Level Descriptors | |
| 8–10 | <p>Answers in this band will show very good knowledge and understanding of two reasons why leisure choices may vary across different age groups.</p> <p>There will be two applications of relevant material, eg the effect of age-related legislation; social expectations surrounding age-related behaviour.</p> <p>There will be appropriate analysis, eg of different experiences for people of different ages.</p> | |
| 4–7 | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why leisure choices may vary across different age groups.</p> <p>There will be one or two applications of relevant material, eg the impact of income on leisure choices for different age groups.</p> <p>There will be some basic analysis.</p> | |
| 1–3 | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into accounts of leisure choices 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:

- age-related legislation
- physical and/or cognitive limitations
- social expectations surrounding age-related behaviour
- income constraints
- extent of other social commitments, eg work or family obligations.

Sources may include the following or other relevant ones: Bradley; Cohen; Hebdige; McRobbie; Parsons; Pilcher; Taylor

| Qu | Marking guidance | Total marks |
|----|---|-------------|
| 02 | Applying material from Item A , analyse two ways in which an individual's sense of self may be affected by their sexuality. | 10 |

Item A

Individuals have a sense of their own identity. This sense of identity is partly a result of the way in which individuals interpret their own experience. However, it may also be affected by the expectations and reactions of the rest of the society they live in.

| Marks | Level Descriptors |
|-------|---|
| 8–10 | <p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which an individual's sense of self may be affected by their sexuality.</p> <p>There will be two developed applications of material from the item, eg lack of representation in the media of alternatives to heterosexuality; society makes the presumption of heterosexuality, for example in sex education in schools.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which ideas about sexuality and identity are changing in contemporary society.</p> |
| 4–7 | <p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which an individual's sense of self may be affected by their sexuality.</p> <p>There will be some successful application of material from the item, eg homosexuals may be subject to discrimination/stereotyping.</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 an individual's sense of self may be affected by their sexuality.</p> <p>There will be limited application of material from the item. Some material may be tangential to the question, eg material on gender and 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: Foucault; Goffman; Hunt; Lees; McRobbie; Rich; Taylor.

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

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| 03 | Applying material from Item B and your knowledge, evaluate the Marxist view of the role of the socialisation process. | 20 |
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Item B

From a Marxist perspective, the role of the socialisation process is to persuade people to accept the beliefs and values of the dominant class. All the agencies of socialisation play a part in the promotion of these beliefs and values.

However, other sociologists argue that socialisation benefits society as a whole.

| Marks | Level Descriptors |
|-------|---|
| 17–20 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the Marxist view of the role of the socialisation 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 by comparing different sociological perspectives on the role of socialisation in society. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p> |
| 13–16 | <p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg of the Marxist view of the role of socialisation 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 how agencies of socialisation may promote ruling class ideology. 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 to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p> |

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| 5–8 | <p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about socialisation or Marxism. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p> |
| 1–4 | <p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about socialisation 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: capitalism; conflict; consensus; cultural capital; false class consciousness; legitimisation; social control; ruling class ideology; hegemony; power; inequality; exploitation; patriarchy; primary socialisation; secondary socialisation; structural approaches; social action approaches; consensus; organic analogy; social order; social solidarity; patriarchy; gender role socialisation; social interaction; the self; social action; looking glass self; labelling.

Sources may include the following or other relevant ones: Althusser; Bourdieu; Bowles and Gintis; Durkheim; Giddens; Goffman; Gramsci; Hall; Lemert; Mead; Marx; Maduro; Parson; Macionis and Plummer; Mac an Ghail; Mirza; Oakley; Weber.

| Qu | Marking guidance | Total marks |
|-------|--|-------------|
| 04 | Outline and explain two ways in which government policies may affect family structure. | 10 |
| Marks | Level Descriptors | |
| 8–10 | <p>Answers in this band will show very good knowledge and understanding of two ways in which government policies may affect family structure.</p> <p>There will be two applications of relevant material, eg welfare policies that facilitate the existence of lone-parent families; migration policies that may lead to alternative family structures, eg multi-generational households.</p> <p>There will be appropriate analysis, eg of the nature of the effect on family structure.</p> | |
| 4–7 | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which government policies may affect family structure.</p> <p>There will be one or two applications of relevant material, eg the impact of divorce legislation on family structure.</p> <p>There will be some basic analysis.</p> | |
| 1–3 | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into accounts of 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 such as the impact of:

- divorce legislation and the impact on family structure
- welfare policies that facilitate the existence of lone-parent families
- equal opportunities legislation on gender roles within the family
- migration policies that may lead to alternative family structures, eg multi-generational households
- policies on gay marriage which may encourage alternative family forms
- adoption policies that enable different family structures
- housing policies and boomerang children.

Sources may include the following or other relevant ones: Allan et al; Almond; Ballard; Berthoud; Chamberlain; Cunningham; Ferri and Smith; Fletcher; Murray; Smart.

| Qu | Marking guidance | Total marks |
|----|--|-------------|
| 05 | Applying material from Item C , analyse two ways in which demographic trends since 1900 may have affected the nature of childhood in the United Kingdom today. | 10 |

Item C

There have been a number of demographic changes since 1900. Life expectancy has increased and therefore several generations of a family may be alive at the same time. Also, people now have fewer children.

| Marks | Level Descriptors |
|-------|--|
| 8–10 | <p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which demographic trends since 1900 may have affected the nature of childhood in the United Kingdom today.</p> <p>There will be two developed applications of material from the item, eg people having fewer children may mean more child-centred families; increased life expectancy may lead to children having stronger relationships with grandparents.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which families have become more child-centred.</p> |
| 4–7 | <p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which in which demographic trends since 1900 may have affected the nature of childhood in the United Kingdom today.</p> <p>There will be some successful application of material from the item, eg more children belong to beanpole families.</p> <p>There will be some analysis/evaluation.</p> |
| 1–3 | <p>Answers in this band will show limited knowledge and understanding of one to two ways in which in which demographic trends since 1900 may have affected the nature of childhood in the United Kingdom today.</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. |

Sources may include the following or other relevant ones: Cunningham; Evans and Chandler; Giddens; Livingstone; Margo; Morrow; Palmer; Pilcher; Postman; Rees; Valentine; Vincent and Ball; Womack.

| Qu | Marking guidance | Total marks |
|----|--|-------------|
| 06 | Applying material from Item D and your knowledge, evaluate the view that individual choice in personal relationships has made family life less important in the United Kingdom today. | 20 |

Item D

Postmodernist sociologists argue that individual choice is now more important to people than their responsibilities to their family. As a result, people are choosing to live in a variety of different ways and the idea of family is more difficult to define.

However, other sociologists argue that postmodernists overestimate the extent of change in family life.

| 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 individual choice in personal relationships has made family life less important in the United Kingdom 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 discussing the extent of individual choice in personal relationships, or by locating the debate between different perspectives (eg Marxist, functionalist, feminist, New Right, postmodernist etc). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p> |
| 13–16 | <p>Answers in this band will show accurate, broad or deep but incomplete knowledge on the view that individual choice in personal relationships has made family life less important in the United Kingdom today. 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 extent of individuation, 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 individual choice in personal relationships. 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> |

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| | Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive. |
| 5–8 | <p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about changes to family structures. 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 different families. 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: individuation; confluent love; plastic sexuality; pure relationship; life course; choice; family practices; cereal packet family; cohabitation; trial marriage; lone-parent families; neo-conventional family; births outside marriage; divorce; remarriage; serial monogamy; singletons; sex outside marriage; ethnic diversity; civil partnerships; same-sex marriage; gay and lesbian families; new reproductive technologies.

Sources may include the following or other relevant ones: Beck and Beck-Gernsheim; Gabb; Giddens; May; Morgan; Smart; Stacey; Weeks.

| Qu | Marking guidance | Total marks |
|--------------|---|-------------|
| 07 | Outline and explain two ways in which health professionals may affect inequalities in health care. | 10 |
| 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 affect inequalities in health care.</p> <p>There will be two applications of relevant material, eg professionals in private health care are part of a system that creates inequalities; decisions by professionals working in NHS and hospitals about location of services.</p> <p>There will be appropriate analysis, eg of the extent to which inequalities in health care are reduced or extended.</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 affect inequalities in health care.</p> <p>There will be one or two applications of relevant material, eg health care professionals may ration some forms of health care for older people.</p> <p>There will be some basic analysis.</p> | |
| 1–3 | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg a drift into an account of inequalities in health chances.</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:

- higher quality services provided to confident, educated middle class patients
- may lack cultural competence and be ethnocentric
- may make judgements based on own values
- patriarchal nature of health care system
- may reduce inequalities by focusing on needs of disadvantaged groups
- may dismiss serious conditions as normal for a group such as the elderly
- may ration health care for a group such as the elderly
- working in or providing private care
- decisions about location of surgeries, hospitals etc and access to these.

Sources may include the following or other relevant ones: Marx; Navarro; Tudor-Hart; Alford; Dixon et al; Gulliford et al; Smith et al; Latif; Foot and Harrison; Black Report; Marmot Review

| Qu | Marking guidance | Total marks |
|----|---|-------------|
| 08 | Applying material from Item E , analyse two ways in which disabilities may be socially constructed. | 10 |

Item E

Most sociologists reject the idea of disability as a form of biological abnormality. They argue that it is the social reactions to people with impairments that create disabilities. People with impairments can also encounter economic barriers.

| Marks | Level Descriptors |
|-------|---|
| 8–10 | <p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which disabilities may be socially constructed.</p> <p>There will be two developed applications of material from the item, eg social reactions construct disability as a master status; economic barriers construct identities of exclusion.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which disabilities continue to be stereotyped.</p> |
| 4–7 | <p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which disabilities may be socially constructed.</p> <p>There will be some successful application of material from the item, eg economic barriers prevent people with impairments from earning a living.</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 disabilities may be socially constructed.</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 social construction of health and illness.</p> <p>There will be limited or no analysis/evaluation.</p> |
| 0 | No relevant points. |

Sources may include the following or other relevant ones: Shakespeare; Barnes; Goffman; Freidson; Best; Oliver; Finkelstein; Aiden and McCarthy; Longmore; Scott.

| Qu | Marking guidance | Total marks |
|----|--|-------------|
| 09 | Applying material from Item F and your knowledge, evaluate the view that social class differences in health chances are the result of cultural factors. | 20 |

Item F

Statistics show that there are considerable differences in health chances between social classes. Sociologists have put forward a range of explanations for these differences. One view is that these differences in health chances are mainly the result of cultural factors such as attitudes to risk and values relating to diet and exercise.

However, other sociologists argue that material factors are 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 differences in health chances are the result of cultural factors. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through different explanations of social class differences in health chances. 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 comparing cultural factors to material or structural factors and/or some appropriate analysis, eg clear explanations of some of the presented material.</p> |
| 9–12 | <p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some cultural factors. 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> |

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| 5–8 | <p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about life style. 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: social class; health chances; life expectancy; infant and child mortality rates; morbidity; poverty; epidemiology; cultural explanations; fatalism; attitude to risk; dietary habits; attitude to health care; attitude to exercise; artefact explanations; natural or social selection explanations; material or structural explanations; lifestyle; blaming the victim; cycle of disadvantage; multiple deprivation.

Sources may include the following or other relevant ones: Marx; Illsley; Acheson; Saunders; Roberts et al; Leung and Stanner; Donin et al; Dobson et al; Dowler; Marmot and Shipley; Davey Smith; Wilkinson and Pickett; Marmot.

| Qu | Marking guidance | Total marks |
|-------|---|-------------|
| 10 | Outline and explain two ways in which globalisation may have increased levels of poverty in the United Kingdom. | 10 |
| Marks | Level Descriptors | |
| 8–10 | <p>Answers in this band will show very good knowledge and understanding of two ways in which globalisation may have increased levels of poverty in the United Kingdom.</p> <p>There will be two applications of relevant material, eg how the strengthening of power of transnational companies has made it more difficult for UK workers to protect their pay; how outsourcing production to developing countries by TNC's has led to an increase in non-standard jobs and unemployment in the UK.</p> <p>There will be appropriate analysis, eg the Marxist view of how the increase in the number of peripheral workers and the power of transnational companies is part of the continued exploitation of the proletariat in the capitalist economy.</p> | |
| 4–7 | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which globalisation may have increased levels of poverty in the United Kingdom.</p> <p>There will be one or two applications of relevant material, eg how the fluidity in population movement may have reduced job opportunities and pay for workers in the UK.</p> <p>There will be some basic analysis.</p> | |
| 1–3 | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into accounts of the causes of poverty 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:

- the increased power of transnational companies
- casualisation of the workforce resulting from the ability of TNCs to impose flexible working practices
- growing insecurity of the secondary labour market in the UK caused by outsourcing
- the decrease in manufacturing jobs in the UK resulting from lower labour costs and less regulated markets in LECDs
- the increase in the number of migrant workers into the UK labour force
- the Marxist view of the exploitative nature of the global economy.

Sources may include the following or other relevant ones: Beck; Castles; Klein; MacKinnon et al; Ritzer; Standing; Walby.

| Qu | Marking guidance | Total marks |
|----|--|-------------|
| 11 | Applying material from Item G , analyse two difficulties that sociologists face in measuring relative poverty. | 10 |

Item G

Relative poverty is where individuals do not have the resources to sustain the lifestyle that people are accustomed to. Sociologists have drawn up lists of items for measuring the extent of relative poverty. If people do not have a number of these items, they are assumed to be relatively poor.

| Marks | Level Descriptors |
|-------|---|
| 8–10 | <p>Answers in this band will show good knowledge and understanding of relevant material on two difficulties sociologists face in measuring relative poverty.</p> <p>There will be two developed applications of material from the item, eg the difficulty of drawing up lists of items for measuring relative poverty; people may choose not to have items on these lists rather than being unable to afford them.</p> <p>There will be appropriate analysis/evaluation of two difficulties sociologists face in measuring the extent of poverty, eg how a subjective definition of poverty based on how people feel avoids the issue of cultural bias from the researcher.</p> |
| 4–7 | <p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two difficulties sociologists face in measuring relative poverty.</p> <p>There will be some successful application of material from the item, eg the difficulties in deciding which activities or items to include in a list.</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 difficulties sociologists face in measuring relative poverty.</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 definitions of poverty.</p> <p>There will be limited or no analysis/evaluation.</p> |
| 0 | No relevant points. |

Sources may include the following or other relevant ones: Bradshaw; *Households Below Average Income* - Department for Work and Pensions; Mack and Lansley; Piachaud; Rowntree; Townsend.

| Qu | Marking guidance | Total marks |
|----|---|-------------|
| 12 | Applying material from Item H and your knowledge, evaluate the claim that a mixed economy of welfare provision is the most effective way of meeting the needs of the population. | 20 |

Item H

A mixed economy of welfare provision involves the private, informal and voluntary sectors as well as the state sector. Supporters of the mixed economy approach argue that the needs of the population are best met by having a number of different welfare providers. For example, family and friends may be able to offer more personalised care.

However, some critics argue that a mixed economy of welfare provision exploits the labour of informal carers.

| Marks | Level Descriptors |
|-------|--|
| 17–20 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on different forms of welfare provision. 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 through a debate between different approaches to welfare eg Marxist, New Right, social democratic, Third Way, feminist. 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 from a social democratic perspective and/or some appropriate analysis, eg clear explanations of some of the presented material.</p> |
| 9–12 | <p>Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of different forms of welfare provision. 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> |

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| 5–8 | <p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about welfare provision. 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 welfare provision 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: welfare pluralism; the welfare state; state/public providers; private provision; informal care; the care market; the role of the voluntary sector; self-help; universal/selective benefits; residual versus institutional systems of welfare; two-tier systems; funding; accountability; queue jumping; expertise; welfare dependency; care in the community; the Big Society; patriarchy; capitalism.

Sources may include the following or other relevant ones: Bartholomew; Field; Hills; Le Grand; Marsland; Murray; Townsend; Walker and Walker; Ungerson; Westergaard and Resler.

| Qu | Marking guidance | Total marks |
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| 13 | Outline and explain two ways in which globalisation may affect religious beliefs and practices. | 10 |
| 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 religious beliefs and practices.</p> <p>There will be two applications of relevant material, eg religious pluralism as beliefs and practices spread globally; globalisation has increased the need for existential security via religion.</p> <p>There will be appropriate analysis, eg of the extent to which beliefs and practices are changing.</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 religious beliefs and practices.</p> <p>There will be one or two applications of relevant material, eg deterritorialisation of religion.</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 a general account of secularisation.</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:

- deterritorialisation – religions no longer linked to places and populations
- postmodernist emphasis on choice and consumerism – global spiritual supermarket
- development of transnational religions
- revitalisation of religious traditions
- fundamentalism as a response to globalisation
- religion for cultural defence and identity
- declining levels of religious freedom
- growth of religious syncretism.

Sources may include the following or other relevant ones: Singleton; Meyer et al; Huntington; Giddens; Kurtz; Ben-Nun Bloom et al; Stark and Bainbridge; Norris and Inglehart; Heelas; Lyon; Bryman.

| Qu | Marking guidance | Total marks |
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| 14 | Applying material from Item I , analyse two reasons why minority ethnic groups in the United Kingdom are often more religious than the majority of the population. | 10 |
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Item I

Minority ethnic groups often arrive in the United Kingdom with a different culture from that of the host society. Also, members of minority ethnic groups often face racism in their everyday lives.

| Marks | Level Descriptors |
|-------|--|
| 8–10 | <p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why minority ethnic groups in the United Kingdom are often more religious than the majority of the population.</p> <p>There will be two developed applications of material from the item, eg religion as a way for immigrant groups to cope with a period of upheaval and transition; minorities may be more likely to join sects or denominations as a response to worries and pressures arising from discrimination.</p> <p>There will be appropriate analysis/evaluation of two ways, eg of the extent to which religiosity is higher among different ethnic groups.</p> |
| 4–7 | <p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two reasons why minority ethnic groups in the United Kingdom are often more religious than the majority of the population.</p> <p>There will be some successful application of material from the item, eg of religion as a response to racism.</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 reasons why minority ethnic groups in the United Kingdom are often more religious than the majority of the population.</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 religious beliefs and practices in other societies.</p> <p>There will be limited or no analysis/evaluation.</p> |
| 0 | No relevant points. |

Sources may include the following or other relevant ones: Weber; Marx; Stark and Bainbridge; Modood et al; Bruce; Davie; Johal; Butler; Jacobson; Mirza et al.

| Qu | Marking guidance | Total marks |
|----|--|-------------|
| 15 | Applying material from Item J and your knowledge, evaluate the view that an increase in spirituality in the United Kingdom has compensated for the decline of organised religion. | 20 |

Item J

Postmodernists argue that there has been an increase in spirituality in the United Kingdom. For example, there is increased interest in New Age activities such as yoga, meditation and crystal healing.

However, theories of secularisation claim that traditional organised religion has declined, while science and rational thought have become more important.

| Marks | Level Descriptors |
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| 17–20 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view an increase in spirituality in the United Kingdom has compensated for the decline of organised religion. 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 debate between postmodernism and theories of secularisation. 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 importance of religion and spirituality today and/or some appropriate analysis, eg clear explanations of some of the presented material.</p> |

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| 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 spirituality and organised religion today. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p> |
| 5–8 | <p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about spirituality or organised religion today. 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: secularisation; believing without belonging; resacralisation; globalisation; religious market theory; existential security theory; postmodernism; spirituality; spiritual supermarket; New Age.

Sources may include the following or other relevant ones: Wilson; Davie; Berger; Heelas; Giddens; Bauman; Bruce; Bryman; Lyon; Stark and Bainbridge; Norris and Inglehart.

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| 16 | Outline and explain two ways in which aid may affect gender inequalities. | 10 |
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| Marks | Level Descriptors |
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| 8–10 | <p>Answers in this band will show very good knowledge and understanding of two ways in which aid may affect gender inequalities.</p> <p>There will be two applications of relevant material, eg aid projects aimed at alleviating female poverty; aid projects are often channeled through existing patriarchal structures.</p> <p>There will be appropriate analysis, eg of the extent to which gender inequalities are being reduced.</p> |
| 4–7 | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which aid may affect gender inequalities.</p> <p>There will be one or two applications of relevant material, eg aid that affects women's reproductive rights (such as US 'global gag').</p> <p>There will be some basic analysis.</p> |
| 1–3 | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into accounts of aid 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:

- marginalisation of women in aid projects
- aid projects aimed at empowering women, eg micro credit schemes
- aid projects aimed at education of girls
- aid projects and reproductive rights
- decision making within the aid industry by men
- aid that does not take gender into account may reinforce existing inequalities.

Sources may include the following or other relevant ones: Leonard; Elwood; Mies; van der Gaag; Sachs.

| Qu | Marking guidance | Total marks |
|----|--|-------------|
| 17 | Applying material from Item K , analyse two ways in which globalisation may bring about cultural change in developing countries. | 10 |

Item K

Globalisation refers to a set of related changes that have affected the lives of people around the world. One of these changes is the greater availability around the world of a wide range of consumer products. Another change is improved communication.

| Marks | Level Descriptors |
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| 8–10 | <p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which globalisation may bring about cultural change in developing countries.</p> <p>There will be two developed applications of material from the item, eg the spread of Western consumer lifestyle through cultural imperialism; the development of hybrid cultures in developing countries.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent of the cultural changes.</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 bring about cultural change in developing countries.</p> <p>There will be some successful application of material from the item, eg that interconnectedness has increased access to information and ideas.</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 bring about cultural change in developing countries.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into economic aspects of globalisation.</p> <p>There will be limited or no analysis/evaluation.</p> |
| 0 | No relevant points. |

Sources may include the following or other relevant ones: Cohen and Kennedy; Sklair; Klein; McGrew; Norberg; Wallerstein; Fenton; Compaine; Tomlinson; Thussu; Ritzer; Huntington.

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| 18 | Applying material from Item L and your knowledge, evaluate dependency theory explanations of development and underdevelopment. | 20 |
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Item L

Dependency theory explanations of development and underdevelopment argue that countries are mainly prevented from developing by factors outside their control. They also argue that development is difficult to achieve within the existing capitalist world system.

However, critics claim that dependency theory does not consider how countries may be responsible for their own failure to develop.

| Marks | Level Descriptors |
|-------|---|
| 17–20 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on dependency theory explanations of development and underdevelopment. 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 development 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 factors that hold back development. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p> |

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| 5–8 | <p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about development. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p> |
| 1–4 | <p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about development in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p> |
| 0 | No relevant points. |

Indicative content

Concepts and issues such as the following may appear: dependency; underdevelopment; metropolis and satellite; core and periphery; chain of dependency; colonialism; neo-colonialism; cultural imperialism; modernisation; industrialisation; cash crops; globalisation; modern world system.

Sources may include the following or other relevant ones: Frank; Amin; Rodney; Wallerstein; Hayter; Chang; Rostow; Parsons; Sklair; Marx; Warren; Collier; Ritzer.

| Qu | Marking guidance | Total marks |
|--------------|--|-------------|
| 19 | Outline and explain two reasons why the news may portray young people negatively. | 10 |
| Marks | Level Descriptors | |
| 8–10 | <p>Answers in this band will show very good knowledge and understanding of two reasons why the news may portray young people negatively.</p> <p>There will be two applications of relevant material, eg how the lack of spending power of young people means that they are less likely to be consumers of news; how the decision-making process of editors and journalists is likely to reflect their world view, for example that young people are a threat to society.</p> <p>There will be appropriate analysis, eg of portrayal of different groups of young people.</p> | |
| 4–7 | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways reasons why the news may portray young people negatively.</p> <p>There will be one or two applications of relevant material, eg the pluralist view that news portrayal of young people reflects genuine concerns of the audience.</p> <p>There will be some 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 general points on how young people are portrayed in the news</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:

- young people less likely to be producers of news so have less influence on how they are portrayed
- young people less likely to be consumers of news
- hegemonic culture of journalists reflecting the consensus view that young people are a threat to society
- news values of journalists
- negative portrayal of young people seen as newsworthy
- moral panics and the portrayal of youth subcultures
- pluralist argument that the portrayal of young people reflects social reality
- the functionalist view that the portrayal of young people helps to reinforce socially acceptable behaviour.

Sources may include the following or other relevant ones: Bagdikian; Brighton and Foy; Bowman and Willis; Cohen; Galtung and Ruge; GUMG; Hall; Harcup and O'Neill; Herman and Chomsky; Jewkes; McChesney; Wayne et al.

| Qu | Marking guidance | Total marks |
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| 20 | Applying material from Item M , analyse two ways in which the new media may affect the political process. | 10 |
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Item M

The new media are changing the way in which members of society interact with the media and with each other. New media users are no longer passive receivers of information and can be producers as well as consumers of media. However, new media content may not always be valid.

| Marks | Level Descriptors |
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| 8–10 | <p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which the new media may affect the political process.</p> <p>There will be two developed applications of material from the item, eg how the interactivity of the new media has encouraged people to take an active part in the political process, eg on-line campaigns; how the new media can be used to spread information that may not be true.</p> <p>There will be appropriate analysis/evaluation of two ways in which the new media may affect the political process, eg the cultural pessimist view that media corporations are able to strengthen the views of the powerful rather than promote alternative views.</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 new media may affect the political process.</p> <p>There will be some successful application of material from the item, eg how the new media has created a participatory culture which has encouraged political activism.</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 new media may affect the political process.</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 impact of the new media on e-commerce.</p> <p>There will be limited or no analysis/evaluation.</p> |
| 0 | No relevant points. |

Sources may include the following or other relevant ones: Boyle; Curran and Seaton; Jenkins; Keen; Seaton; Turkle.

| Qu | Marking guidance | Total marks |
|----|--|-------------|
| 21 | Applying material from Item N and your knowledge, evaluate the view that the media have a direct and immediate effect on their audiences. | 20 |

Item N

The hypodermic syringe model argues that media messages are so powerful that they directly and immediately affect their audiences in various ways. For example, the model argues that exposure to media violence causes real-life violence.

However, critics argue that audiences are active rather than passive and are able to reject media messages.

| Marks | Level Descriptors |
|-------|--|
| 17–20 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on ways in which the media may have a direct and immediate effect on their audiences. 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 the hypodermic syringe model and active audience approaches, eg the selective filter model, the reception analysis model, the users and gratification theory. 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 from the selective filter model 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 hypodermic syringe model. 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> |

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| 5–8 | <p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about the effects of the media on their audiences. 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 effects of the media on their audiences 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: hypodermic syringe model; two-step flow; uses and gratification model; selective-filter model; reception analysis model; cultural effects model; moral panics; copy-cat violence; censorship; disinhibition; desensitisation; sensitisation; catharsis; opinion leaders; preferred reading; oppositional reading; media literacy; hyper-reality; polysemy.

Sources may include the following or other relevant ones: Bandura et al; Baudrillard; Blumler and McQuail; Buckingham; Cohen; Cumberbatch; Curran; Gauntlett; GUMG; Katz and Lazarsfeld; Klapper; Hall; Lull; Morley; Morrison; Newson; Philo; Strinati; Young.

| Qu | Marking guidance | Total marks |
|-------|---|-------------|
| 22 | Outline and explain two ways in which age may affect people's life chances. | 10 |
| Marks | Level Descriptors | |
| 8–10 | <p>Answers in this band will show very good knowledge and understanding of two ways in which age may affect people's life chances.</p> <p>There will be two applications of relevant material, eg discrimination against older people in employment; young people are more at risk of accidents and violence.</p> <p>There will be appropriate analysis, eg the role of policies in affecting life chances of different age groups.</p> | |
| 4–7 | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which age may affect people's life chances.</p> <p>There will be one or two applications of relevant material, eg age-related illnesses.</p> <p>There will be some basic analysis.</p> | |
| 1–3 | <p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into accounts of other dimensions of inequality.</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:

- extent to which age reinforces class and other inequalities
- discrimination in employment
- poverty, social exclusion and marginalisation in relation to age groups
- discrimination in access to services such as health, transport and leisure
- power relationships such as dependency on others
- institutional ageism
- effects of media stereotypes on treatment of age groups.

Sources may include the following or other relevant ones: Aldridge et al; Bulman; Butler; Featherstone and Hepworth; Greengross; Milne et al; Palmer; Parsons; Postman; Putnam; Ray et al; Sachdev and Wilkinson; Taylor-Gooby; Vincent.

| Qu | Marking guidance | Total marks |
|----|--|-------------|
| 23 | Applying material from Item O , analyse two effects of globalisation on the class structure of the United Kingdom. | 10 |

Item O

Globalisation has led to the growth of a consumer society in which people are increasingly defined by the choices they make as consumers. It has also led to greater economic migration of people into the United Kingdom.

| Marks | Level Descriptors |
|-------|--|
| 8–10 | <p>Answers in this band will show good knowledge and understanding of relevant material on two effects of globalisation on the class structure of the United Kingdom.</p> <p>There will be two developed applications of material from the item, eg patterns of consumption may be replacing relationship to the means of production as the basis of class identity; economic migration may create an underclass of undocumented workers.</p> <p>There will be appropriate analysis/evaluation of two ways eg of the extent to which social class can still be defined and/or measured in conventional ways.</p> |
| 4–7 | <p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two effects of globalisation on the class structure of the United Kingdom.</p> <p>There will be some successful application of material from the item, eg influx of skilled migrants may lead to blocked opportunities for social mobility.</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 globalisation on the class structure of the United Kingdom.</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 accounts of other effects of globalisation.</p> <p>There will be limited or no analysis/evaluation.</p> |
| 0 | No relevant points. |

Sources may include the following or other relevant ones: Baudrillard; Cannadine; Gallie et al; Giddens and Diamond; Marshall et al; Nandi and Platt; Pakulski and Waters; Piketty; Platt; Savage et al.

| Qu | Marking guidance | Total marks |
|----|--|-------------|
| 24 | Applying material from Item P and your knowledge, evaluate the view that ethnicity is the most important dimension of inequality today. | 20 |

Item P

One view is that ethnicity is the most important dimension of inequality today. For example, Black people are more likely to be unemployed. One reason for this may be institutional racism.

However, other sociologists argue that other dimensions of inequality such as social class are 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 ethnicity is the most important dimension of inequality 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 ethnicity compared to other dimensions of inequality such as social class 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 of changes in ethnic 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 inequalities experienced by minority ethnic groups. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p> |

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| 5–8 | <p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about ethnicity or inequality. 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 inequality 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: Ethnicity; minority ethnic groups; racism; institutional racism; discrimination; prejudice; equality; social exclusion; relative deprivation; marginalisation; assimilation; host/immigrant model; scapegoating; reserve army of labour; hybrid identities; postmodernism; globalisation; feminism; Marxism; gender; social class; life chances; Islamophobia.

Sources may include the following or other relevant ones: Weber; Marx; Dorling; Patterson; Platt; Rollock et al; Bourdieu; Platt; Sklair; Macpherson; Piketty; Savage.