



A-Level

Sociology

7192/2 Topics in Sociology
Final Mark scheme

7192
June 2017

Version/Stage: v1.0

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.

Examiners are required to assign each of the students' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training and standardisation.

01	Outline and explain two ways in which subcultures may be related to the consumption of goods and services.	10
Marks	Level Descriptors	
8-10	<p>Answers in this band will show very good knowledge and understanding of two ways in which subcultures may be related to the consumption of goods and services.</p> <p>There will be two applications of relevant material, eg the development of subcultures based on a particular musical genre; the use of branded clothing by particular subcultures.</p> <p>There will be appropriate analysis, eg of the extent to which fashion is genuinely related to subculture.</p>	
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which subcultures may be related to the consumption of goods and services.</p> <p>There will be one or two applications of relevant material, eg an account of the consumption patterns of specific subcultures.</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 popular culture.</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 relationship between musical genres and subcultures
- the relationship between fashion and subcultures
- the incorporation of subcultural styles into mass consumption
- the consumption of alternative lifestyles by subcultures
- illegal consumption as a feature of subcultures
- the consumption of new media and the growth of digital subcultures
- individualised “pick and mix” consumption as an alternative to subcultures

Sources may include the following or other relevant ones: Archer et al, Bennett, P.Cohen, S. Cohen, Fowler, Hall and Jefferson, Hebdige, Hodkinson, McArthur, McRobbie, Maffesoli, Polhemus.

02	Applying material from Item A , analyse two ways in which changes in patterns of work may have influenced gender identities in the last 60 years or so.	10
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Item A

In the last 60 years or so, patterns of work in the United Kingdom have changed. One reason for this is the development of new technologies. The nature of many workplaces has also changed and new types of job have appeared.

Changes in patterns of work have influenced gender identities during this period.

Marks	Level Descriptors
8-10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which changes in patterns of work may have influenced gender identities in the last 60 years or so.</p> <p>There will be two developed applications of material from the item, eg the growth of service sector jobs leading to career woman identities; technological change causes a decline in traditional manual work which contributes to a crisis of masculinity.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which different groups of women may be able to develop an identity based on their career; the continuing significance of work to male identities.</p>
4-7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which changes in patterns of work may have influenced gender identities in the last 60 years or so.</p> <p>There will be some successful application of material from the item, eg many work places have female friendly policies, enabling women to see work as more central to their identity.</p> <p>There will be some analysis/evaluation.</p>
1-3	<p>Answers in this band will show limited knowledge and understanding of one to two ways in which changes in patterns of work may have influenced gender identities in the last 60 years or so.</p> <p>There will be limited application of material from the item. Some material maybe at a tangent to the question, eg there may be some drift into material on the reasons for the changing position of women in society.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Carlen; Connell; Gatrell; Mac an Ghail; Messerschmidt; Padavic and Reskin; Ridgeway; Rutherford; Sharpe; Wilkinson; Willis.

03	Applying material from Item B and your knowledge, evaluate interactionist explanations of how an individual's sense of self is socially constructed.	20
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<p>Item B</p> <p>Many sociologists separate the self into two parts: how individuals see themselves, and how others see them. Interactionists argue that these two parts are closely connected, and that our sense of self is influenced by the reactions of people that we interact with in our everyday lives.</p> <p>Other sociologists believe that we can only understand the individual's sense of self if we consider the influence of social structures such as class.</p>

Marks	Level Descriptors
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on interactionist explanations of sense of self. 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 assessing how much control the individual has over the construction of their sense of self, or by a debate between different perspectives (eg action and structure accounts of the self). 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 maybe in adequately focused.</p> <p>Some limited explicit evaluation, eg an account of how interactionism fails to recognise the importance of social class in the creation of sense of self 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 one or two interactionist explanations of the social construction of sense of self or identity. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5-8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about the self or interactionism. 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 self 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: Self-concept; looking-glass self; labelling; master status; impression management; the “I” and the “Me”; dramaturgical analogy; stigmatised identity; role distance; social action; social structure; gender regimes; class reproduction; individualism; ascribed status; achieved status; resistance.

Sources may include the following or other relevant ones: Becker; Blumer; Bowles and Gintis; Cooley; Durkheim; Goffman; Hall; Lemert; Mead; Oakley; Rosenthal and Jacobson.

04	Outline and explain two ways in which changing gender roles within the family may have affected children’s experience of childhood.	10
Marks	Level Descriptors	
8-10	<p>Answers in this band will show very good knowledge and understanding of two ways in which changing gender roles within the family may have affected children’s experience of childhood.</p> <p>There will be two applications of relevant material, eg more children in childcare because of mothers working; increased symmetry in parenting reducing canalisation of children into traditional gender roles.</p> <p>There will be appropriate analysis, eg of the extent to which parenting has become symmetrical.</p>	
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which changing gender roles within the family may have affected children’s experience of childhood.</p> <p>There will be one or two applications of relevant material, eg changes in the ways children are socialised.</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 the impact of changes in the family on women.</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:

- parental role-models
- impact of daycare
- quality of relationships with parents
- material conditions (eg of children in lone-parent families and dual-earner families)
- time pressures on parents
- more children without siblings
- patriarchy and age patriarchy
- impact of feminism on socialisation

Sources may include the following or other relevant ones: Bonke; Dunne; Evans and Chandler; Gershuny; Hood-Williams; Kan; Nicholson; Oakley; Pleck; Pugh; Willmott and Young.

05	Applying material from Item C , analyse two ways in which migration patterns have affected household structures in the United Kingdom.	10
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Item C

In the 1950s, most immigrants into the United Kingdom came from Commonwealth countries such as India and Jamaica. More recently, many immigrants have come from European Union countries such as Poland. Many immigrants are young adults seeking work.

These migration patterns have affected household structures.

Marks	Level Descriptors
8-10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which migration patterns have affected household structures in the United Kingdom.</p> <p>There will be two developed applications of material from the item, eg the growth of multi-person households amongst young male migrants; South Asian families living in larger household structures due to high fertility rates.</p> <p>There will be appropriate analysis/evaluation of two ways, eg of the extent to which South Asian fertility rates are remaining higher than average.</p>
4-7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which migration patterns have affected household structures in the United Kingdom.</p> <p>There will be some successful application of material from the item, eg the increase in the number of lone parent households as a result of Jamaican immigration.</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 migration patterns have affected household structures in 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 some drift into material on the roles played by men and women in different ethnic groups.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Berthoud; Modood et al; Peach; Pryce; Rapoport and Rapoport; Rendall and Salt.

06	Applying material from Item D and your knowledge, evaluate functionalist explanations of the role of the family in society.	20
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Item D

Functionalists believe the family has its own important role to play in helping society to function effectively. In each type of society, one particular type of family will be the norm. This family type will fit the needs both of its individual members and of society as a whole.

Other sociologists believe that functionalists fail to consider ways in which families are dysfunctional.

Marks	Level Descriptors
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on functionalist explanations of the role of the family in society. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example by a debate between functionalism and other perspectives (eg Marxism, Feminism) on whether the family benefits all of its members. 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 of functionalist explanations of the role of the family in society. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg a discussion of alternative views on the roles of the nuclear family and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9-12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of functionalist 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</p>

	the descriptive.
5-8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about one or two functions of the family. 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 roles within the family in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: functional pre-requisite; organic analogy; stabilisation of the sex drive; economic co-operation; primary socialisation; reproduction; stabilisation of adult personalities; conjugal roles; instrumental role; expressive role; nuclear family; breadwinner model; familial ideology; reproduction of the workforce; gender role socialisation; triple shift; domestic abuse; stress valve; family diversity.

Sources may include the following or other relevant ones: Delphy; Durkheim; Engels; Fletcher; Laing; Morgan; Murdock; Parsons; Stacey; Zaretsky.

07	Outline and explain two reasons why women may be more likely than men to be diagnosed as mentally ill.	10
Marks	Level Descriptors	
8-10	<p>Answers in this band will show very good knowledge and understanding of two reasons why women are more likely than men to be diagnosed as mentally ill.</p> <p>There will be two applications of relevant material, eg women’s more stressful lives because of multiple and conflicting demands of their roles lead them to seek medical help; some common mental problems such as anorexia seen by doctors as predominantly female.</p> <p>There will be appropriate analysis, eg the role of economic and cultural factors in explaining gender differences in rates of mental illness.</p>	
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why women are more likely than men to be diagnosed as mentally ill.</p> <p>There will be one or two applications of relevant material, eg women more likely than men to report symptoms.</p> <p>There will be some basic analysis.</p>	
1-3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into accounts of mental illness in general.</p> <p>There will be little or no analysis.</p>	
0	No relevant points.	

Indicative Content

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

- women’s more stressful lives
- doctors associate some mental illnesses with women
- men less likely to see doctor/be diagnosed for mental problems
- women more willing to report symptoms/access mental health services
- symptoms in men diagnosed as physical rather than mental
- comparative invisibility of male mental problems
- patriarchy in the medical profession

Sources may include the following or other relevant ones: Busfield; Mackenzie et al; Scheff; Szasz; Foucault.

08	Applying material from Item E , analyse two ways in which the globalised health industry affects health care in the United Kingdom.	10
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Item E

One aspect of globalisation has been the growth of a huge globalised health industry, involving transnational corporations. These organisations have enormous political, economic and cultural power.

Health care in the United Kingdom has been affected in several ways by this worldwide health industry.

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 globalised health industry affects health care in the United Kingdom.</p> <p>There will be two developed applications of material from the item, eg to increase profits global pharmaceutical corporations put pressure on doctors to prescribe drugs; global pharmaceutical companies use their cultural power to encourage the medicalisation of personal and social problems.</p> <p>There will be appropriate analysis/evaluation of two ways eg of how far the globalised health industry contributes to keeping people in the UK healthy.</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 globalised health industry affects health care in the United Kingdom.</p> <p>There will be some successful application of material from the item, eg transnational corporations develop new medical technology for non-essential procedures such as cosmetic surgery.</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 globalised health industry affects health care in 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 some drift into material on health care in the UK 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: Goldacre; Law; Lunt et al.; Abraham; WHO.

09	Applying material from Item F and your knowledge, evaluate the view that health and illness are socially constructed.	20
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Item F
<p>Different models offer competing explanations of health and illness. One model sees health and illness as socially constructed. This approach attempts to explain why some people are defined as being ill and others are not.</p> <p>Other sociologists believe that health and illness can only be fully understood if we take structural factors into account.</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 health and illness are socially constructed. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through the debate between social constructionist and other perspectives such as the social structural view of health and illness. 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 health and illness 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 health and illness are socially constructed. 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 construction. 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 and illness in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: social construction; stigma; stigmatised identities; interactionism; biomedical model; the sick role; normality; the medical gaze; labelling; master status; self-fulfilling prophecy; iatrogenesis.

Sources may include the following or other relevant ones: Dubos and Pines; Giddens and Sutton; Foucault; McKeown; Blaxter; Wilkinson and Pickett; Benoit et al.

10	Outline and explain two ways in which government policies may have increased the number of people living in poverty.	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 have increased the number of people living in poverty.</p> <p>There will be two applications of relevant material, eg how specific policies aimed at cutting welfare benefits reduce the income of the poor; how increased means-testing of benefits may lead to the poverty trap where people are no better off in paid work.</p> <p>There will be appropriate analysis, eg of the New Right view that policies such as cutting social security benefits can help reduce poverty as they act as an incentive to work.</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 have increased the number of people living in poverty.</p> <p>There will be one or two applications of relevant material, eg how the policy of raising VAT can lead to a reduction of disposable income for the low-paid.</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 material on government policies 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:

- cutting or capping benefits
- tougher eligibility tests
- policies aimed at reducing the role of the state sector
- 'welfare to work' policies
- taxation policies
- means-tested benefits versus universal benefits

Sources may include the following or other relevant ones: Bartholomew; Hills; Lister; Marsland; Murray; Walker and Walker.

11	Applying material from Item G , analyse two ways in which worklessness may affect people’s life chances.	10
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Item G

Worklessness can include both unemployment and underemployment. There are a variety of reasons why people become workless. The nature of worklessness may depend on an individual’s social position.

Worklessness can affect people’s life chances in both positive and negative ways.

Marks	Level Descriptors
8-10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which worklessness may affect people’s life chances.</p> <p>There will be two developed applications of material from the item, eg worklessness for the working class is likely to lead to poverty; the potential impact of compulsory redundancy on mental health.</p> <p>There will be appropriate analysis/evaluation of two ways, eg how women are often under less social pressure to work than men, and therefore less likely to experience negative effects such as a loss of self-esteem or status.</p>
4-7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which worklessness may affect people’s life chances.</p> <p>There will be some successful application of material from the item, eg how worklessness in old age can lead to enhanced opportunities for leisure activities.</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 worklessness may affect people’s life chances.</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 causes of unemployment.</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; Craine; Cumming and Henry; Fagin and Little; Hockey and James.

12	Applying material from Item H and your knowledge, evaluate the view that gender differences in poverty are caused by patriarchy.	20
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<p>Item H</p> <p>Despite the Equal Pay Act, gender differences in income remain. Women’s gross hourly earnings are on average about one-fifth lower than men’s. Similarly, single women pensioners are one of the groups most at risk of poverty.</p> <p>Feminists argue that gender differences in poverty are caused by the patriarchal nature of society.</p>

Marks	Level Descriptors
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on patriarchy and gender differences in poverty. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different feminist perspectives and other perspectives, eg New Right.</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 feminist or New Right perspectives 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 feminisation of poverty. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>

5-8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about gender discrimination in the workplace. 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 discrimination 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; feminisation of poverty; sexism; discrimination; market situation; underclass; gender socialisation; career break; housewife/mother role; intersectionality; patriarchy; glass ceiling; social exclusion; dependency culture; dual labour market; reserve army of labour; lone parents; the welfare state; pensions; capitalism; marginalisation.

Sources may include the following or other relevant ones: Alcock; Barrett; Benston; Byrne; CPAG; Delphy; Field; Flaherty et al; Hamilton; Lister; Murray; Oakley; Pahl; Pierson; Shildrick and Macdonald; Walby; Weber.

13	Outline and explain two reasons why sects tend to recruit members from particular social groups.	10
Marks	Level Descriptors	
8-10	<p>Answers in this band will show very good knowledge and understanding of two reasons why sects tend to recruit members from particular social groups.</p> <p>There will be two applications of relevant material, eg sects recruiting from marginalised groups by offering a religious explanation for their situation; sects offering a sense of purpose to groups suffering from anomie.</p> <p>There will be appropriate analysis, eg of the significance of characteristics of sects as compared with other types of religious organisation.</p>	
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why sects tend to recruit members from particular social groups.</p> <p>There will be one or two applications of relevant material, eg sects recruiting young people experiencing status frustration.</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 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:

- social deprivation, marginality and theodicies of disprivilege
- sects as compensators for social inequalities
- status frustration
- types of deprivation
- sects as protest groups
- attraction of sects for groups affected by anomie
- sects as less patriarchal
- sects and cultural defence, cultural transition

Sources may include the following or other relevant ones: Barker; Stark and Bainbridge; Wallis; Weber; Wilson.

14	Applying material from Item I , analyse two ways in which religion can lead to social change.	10
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Item I
Religion gives people principles by which they can live their lives and gives them a profound sense of being right. Religious beliefs sometimes lead believers to act in ways that can have unforeseen consequences for society.
Many sociologists therefore argue that religion can lead to social change.

Marks	Level Descriptors
8-10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which religion can lead to social change.</p> <p>There will be two developed applications of material from the item, eg some religious beliefs encourage believers to challenge social injustice; some beliefs may result in a lifestyle that encourages entrepreneurialism and helps capitalism to develop.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which different types of beliefs and practices are more or less likely to promote change.</p>
4-7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which religion can lead to social change.</p> <p>There will be some successful application of material from the item, eg religious principles may make religion a focus for opposition to secular authority.</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 religion can lead to social change.</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 functionalist and Marxist accounts of religion</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Giddens; Gramsci; Gary Marx; Maduro; Weber.
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15	Applying material from Item J and your knowledge, evaluate the view that science has a greater influence than religion on people’s lives today.	20
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Item J

The development of modern society has been accompanied by a scientific approach to understanding and controlling the world. Scientific explanations, based on evidence and reason, have challenged religious explanations based on faith.

However, religion continues to play an important role in many people’s lives today.

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 science now has a greater influence than religion on people’s lives today. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example by a debate between different perspectives on science and religion; a debate between different theories of the extent of and reasons for 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 of theories of secularisation 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 scientific explanations have displaced religious explanations. 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 science and 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 science or 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: science; ideology; open and closed belief systems; the Enlightenment; scientism; empirical evidence; falsification; secularisation; rationalisation; disenchantment; disengagement; religious pluralism; globalisation; modernity; postmodernity; postmodernism.

Sources may include the following or other relevant ones: Bellah; Berger; Bruce; Davie; Giddens; Glock and Stark; Lyon; Martin; Stark and Bainbridge; Weber; Wilson.

16	Outline and explain two ways in which the process of development may affect people's health chances.	10
Marks	Level Descriptors	
8-10	<p>Answers in this band will show very good knowledge and understanding of two ways in which the process of development may affect people's health chances.</p> <p>There will be two applications of relevant material, eg rapid urbanisation leads to crowded unsanitary conditions in shanty towns, and hence high levels of infectious diseases in children; immunisation leads to falling infant and child mortality rates.</p> <p>There will be appropriate analysis, eg of the impact of TNCs, NGOs and other organisations on health chances in developing countries.</p>	
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which the process of development may affect people's health chances.</p> <p>There will be one or two applications of relevant material, eg unsafe working conditions in factories are unlikely to be regulated so pose a health risk.</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 health issues 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:

- impact of dangerous and exploitative working conditions on health chances
- greater availability of medicines and medical care
- spread of infectious diseases in crowded urban areas
- impact of improvements in hygiene and sanitation on health chances
- pollution caused by industries can lead to high levels of eg cancer
- trained health personnel emigrate to MEDCs ('brain drain')
- consumer lifestyle and change to Western style diet
- increase in chronic diseases.

Sources may include the following or other relevant ones: Beall; Cohen and Kennedy; Kingsbury; Peace; Sutcliffe.

17	Applying material from Item K , analyse two ways in which industrialisation may affect the environment.	10
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Item K
<p>Industrialisation involves a shift from agriculture to large-scale, capital-intensive production of goods in factories. It changes the types of things that people consume and how much they consume.</p> <p>Industrialisation may affect the environment in a number of ways.</p>

Marks	Level Descriptors
8-10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which industrialisation may affect the environment.</p> <p>There will be two developed applications of material from the item, eg production of goods in factories may generate pollution; higher levels of consumption generate increased waste which may be difficult to recycle or dispose of.</p> <p>There will be appropriate analysis/evaluation of two ways eg the extent to which appropriate technology may reduce environmental impacts.</p>
4-7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which industrialisation may affect the environment.</p> <p>There will be some successful application of material from the item eg that industrialisation may contribute to deforestation through industry demands for timber.</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 industrialisation may affect the environment.</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 industrialisation 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: Chang; Frank; Froebel; Polanyi; Rostow.</p>

18	Applying material from Item L and your knowledge, evaluate the contribution of non-governmental organisations to the development process.	20
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Item L

Several different types of agencies are involved in the development process. These include non-governmental organisations (NGOs) such as Oxfam and Save the Children. NGOs differ widely in terms of the scale and focus of their work.

Sociologists disagree about the effects that these organisations have on the development process.

Marks	Level Descriptors
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the contribution of NGOs to the development 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 a debate between different perspectives such as modernisation theory, dependency theory and neo-liberalism. 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 view that NGOs are essential for 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 a broadly accurate, if basic, account of the contribution of NGOs to the development 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</p>

	the descriptive.
5-8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about one example of an NGO. 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 organisations 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: NGOs; INGOs; neo-liberalism; structural adjustment programmes; aid; humanitarianism; disaster relief; accountability; global social movements; people-centred development; grassroots development; bottom-up projects; sustainability.

Sources may include the following or other relevant ones: Bauer; Burkey; Frank; Klein; Korten; Parsons; Rostow; Sen; Stiglitz.

19	Outline and explain two ways in which the new media may be creating a global popular culture.	10
Marks	Level Descriptors	
8-10	<p>Answers in this band will show very good knowledge and understanding of two ways in which the new media may be creating a global popular culture.</p> <p>There will be two applications of relevant material, eg the power of transnational media corporations to Americanise local cultures; how the availability of social media technology enables the spread of messages globally.</p> <p>There will be appropriate analysis, eg postmodern arguments that the choice offered by the new media can have a positive impact on popular culture in both the developed and developing worlds; how transnational media corporations are able to spread their influence through a variety of new media platforms.</p>	
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which the new media may be creating a global popular culture.</p> <p>There will be one or two applications of relevant material, eg how the internet makes the same cultural products available on a global scale to produce cultural homogenisation.</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 brief list of factors related to popular culture.</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:

- availability of social media technology
- the role of transnational media corporations
- global access to remotely produced content
- the impact of global advertising
- cultural homogenisation
- concentration of ownership of global media
- consumer choice and interactivity at a global level
- global mass culture

Sources may include the following or other relevant ones: Boyle; Cornford and Robins; Curran and Seaton; Fenton; Flew; Storey; Strinati.

20	Applying material from Item M , analyse two reasons why the media often portray minority ethnic groups negatively.	10
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Item M
<p>There are many different ethnic groups in society today. Many of these are under-represented in positions of power, but over-represented in powerless groups in society. Some minority ethnic groups have different cultural beliefs, values and practices from those of mainstream society.</p> <p>The media often portray minority ethnic groups negatively.</p>

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 are often portrayed negatively by the media.</p> <p>There will be two developed applications of material from the item, eg black people are under-represented among media decision makers and so cannot correct decisions based on negative stereotypes of black people; the consensual values of the media mean that minority ethnic groups with different values are often portrayed as a threat.</p> <p>There will be appropriate analysis/evaluation of two reasons eg ethnocentric media reporting and racist news values; the pluralist view that media portrayal of ethnic minorities is improving and that it reflects the views of the audience.</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 are often portrayed negatively by the media.</p> <p>There will be some successful application of material from the item, eg powerless groups are more likely to be negatively labelled by the media because they are unable to challenge stereotypes.</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 are often portrayed negatively by the media.</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 media stereotyping of other social groups.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Cashmore; Cottle; GUMG; Hall; Ligali; Philo and Beattie; Van Dijk.

21	Applying material from Item N and your knowledge, evaluate the pluralist view of the ownership and control of the media.	20
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Item N
<p>From a pluralist perspective, the media are an important part of the democratic process, because they give different interest groups the opportunity to put forward their views. Pluralists also argue that the media respond to the needs of the audience.</p> <p>However, other sociologists argue that powerful groups are able to control the output of the media so that it reflects their own interests.</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 pluralist view of the ownership and control of the media. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between pluralism and other perspectives, eg Marxism, neo-Marxism, feminism and postmodernism, and/or between different pluralist views. 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 Marxist 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 the market model and consumer sovereignty. 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 media ownership. 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 media ownership. 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: market model; consumer sovereignty; news values; allocative and operational control; technological convergence; synergy; horizontal and vertical integration; gate-keeping; agenda setting; public service broadcasting; state regulation; concentration of ownership; capitalism; hegemony; ideology; manipulation; patriarchy; new media; democratisation of the media.

Sources may include the following or other relevant ones: Althusser; Bagdikian; Barnett and Weymour; Curran, Doyle; Firestone; GUMG; Jones; Marcuse; Marx; Miliband; Pahl and Winkler; Philo; Tunstall and Palmer; Whale; Woods.

22		Outline and explain two ways in which ethnicity may affect 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 ethnicity may affect life chances.</p> <p>There will be two applications of relevant material, eg the effect of discrimination against ethnic minority applicants in employment; the impact of differential achievement in education by ethnic group.</p> <p>There will be appropriate analysis, eg comparison of the life chances of different ethnic groups.</p>		
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which ethnicity may affect life chances.</p> <p>There will be one or two applications of relevant material, eg that members of some ethnic groups are more likely to be criminalised than others.</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 general descriptions of ethnic groups.</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:

- differences in poverty rates between ethnic groups
- extent to which minority ethnic groups tend to be working class
- differences in employment chances between ethnic groups
- differences in educational qualifications between ethnic groups
- effects of discrimination, racism and institutional racism
- differences in health chances between ethnic groups
- differences in rates of criminal conviction or victimisation between ethnic groups
- minority ethnic groups as an underclass or reserve army of labour.

Sources may include the following or other relevant ones: Castles and Kosack; Dorling; Macpherson Report; Miles; Rex and Tomlinson; Weber.

23	Applying material from Item O , analyse two factors that may prevent women from being socially mobile.	10
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<p>Item O</p> <p>Social mobility refers to the movement of individuals between social classes. In a meritocratic society there is equal opportunity for all, and anyone can achieve social mobility by working their way up the occupational ladder.</p> <p>In practice, there may be factors that prevent women from being socially mobile.</p>

Marks	Level Descriptors
8-10	<p>Answers in this band will show good knowledge and understanding of relevant material on two factors that may prevent women from being socially mobile.</p> <p>There will be two developed applications of material from the item, eg women may face discrimination in the labour market because the system is not meritocratic; women are more likely to have to take career breaks for childbearing so cannot work their way up the occupational ladder.</p> <p>There will be appropriate analysis/evaluation of two factors, eg of the extent to which women still face discrimination in the labour market.</p>
4-7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two factors that may prevent women from being socially mobile.</p> <p>There will be some successful application of material from the item, eg women's childcare responsibilities mean they are unable to prioritise their careers.</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 factors that may prevent women from being socially mobile.</p> <p>There will be limited application of material from the item. Some material maybe at a tangent to the question, eg there may be some drift into material on patterns of gender inequality 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: Hakim; Heath; Payne and Abbott; Platt; Stanworth.</p>

24	Applying material from Item P and your knowledge, evaluate sociological explanations of the relationship between class, status and power.	20
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Item P
<p>Weberian sociologists argue that inequality has several dimensions, such as class, status and power.</p> <p>However, Marxist sociologists argue that social class is always the most important of these dimensions.</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 relationship between class, status and power. 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 a debate between different perspectives on class, status and power. 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, 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 importance of social class 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 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; status; power; party; economic determinism; inequality; stratification; differentiation; proletarianisation; embourgeoisement, patriarchy; gender; ethnicity; racism; reserve army of labour; postmodernism; consumerism; underclass; globalisation; ethnic stratification.

Sources may include the following or other relevant ones: Braverman; Giddens; Marx; Pakulski and Waters; Platt; Savage et al; Southerton; Strinati; Walby; Weber.

Assessment objective grid

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