



A-LEVEL SOCIOLOGY 7192/2

Paper 2 Topics in Sociology

Mark scheme

June 2025

Version: 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 Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Topic A1 Culture and Identity

Qu	Marking guidance	Total marks
01	Outline and explain two ways that consumption may be related to ethnicity.	10

Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ways that consumption may be related to ethnicity. There will be two applications of relevant material, eg consumption as a way of emphasising aspects of ethnicity; consumption by diasporic groups to maintain culture of home. There will be appropriate analysis, eg of the extent to which consumption of different types of goods or resources may be related to ethnicity.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways that consumption may be related to ethnicity. There will be one or two applications of relevant material, eg lower pay of ethnic groups restricts consumption. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg there may be some drift into discussion of ethnicity in general. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- consumption as a symbol of ethnic identity
- differences between ethnic groups in leisure opportunities and choices
- differences between ethnic groups in financial resources for consumption
- consumption as a way for diasporic groups to maintain home culture or adapt to host culture
- expectations about what it is acceptable for different ethnic groups to consume
- restricted choices for some minorities because of assumptions producers make about typical consumers eg products marketed as ‘skin colour’.

Sources may include the following or other relevant ones:

Bauman; Bourdieu; Burdsey; Fanon; Giddens; Gilroy; Hall; Jacobson; Johal; Mirza et al; Modood et al; Phillips; Sewell; Veblen.

Qu	Marking guidance	Total marks
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02	Applying material from Item A , analyse two ways that globalisation may have affected popular culture in the UK.	10
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Item A

Globalisation makes international travel cheaper and easier. As a result of globalisation, the same consumer products are now being sold around the world.

Globalisation may have affected popular culture in the UK.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two ways globalisation may have affected popular culture in the UK. There will be two developed applications of material from the item, eg British people who travel around the world bring aspects of other cultures which may then be absorbed into British popular culture; popular culture in the UK now involves consuming products available globally. There will be appropriate analysis/evaluation of two ways eg the extent to which popular culture has changed.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways globalisation may have affected popular culture in the UK. There will be some successful application of material from the item eg there may be a reaction against globalising influences with consumers preferring British products. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one or two ways globalisation may have affected popular culture in the UK. There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into descriptive accounts of globalisation. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Bourdieu; Bourn; Bradley; Castells; Erikson; Featherstone; Flew; Giddens; Giddings; Miller at al; Pilkington; Ray; Ritzer; Strinati.

Qu	Marking guidance	Total marks
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03	Applying material from Item B and your knowledge, evaluate the view that socialisation is a one-way process.	20
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Item B

Many sociologists see socialisation as a one-way process in which agencies of socialisation make sure that individuals share the same values. According to functionalists, this leads to social stability based on value consensus. Marxists see socialisation as a form of social control in which people are led to accept capitalist ideology.

Other sociologists see socialisation as a two-way process in which individuals play an active part in shaping society.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that socialisation is a one-way process. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different theoretical perspectives on socialisation eg functionalism, Marxism, feminisms, postmodernism and interactionism. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg discussion of different definitions and explanations of socialisation and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of different sociological views of the socialisation process. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about socialisation. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about socialisation. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: nature and nurture; primary and secondary socialisation; resocialisation; values and norms; peer group; family; media; religion; workplace; education; the hidden curriculum; religious institutions; value consensus; conformity; social control; social stability; ‘cultural dopes’; dominant ideology; hegemony; false consciousness; patriarchy; social action; interactionism; interpretivism; individual and social identities; structuration.

Sources may include the following or other relevant ones:

Althusser; Bauman; Bourdieu; Bowles and Gintis; Durkheim; Giddens; Goffman; Gramsci; Jenkins; Lawler; Mead; Oakley; Parsons; Walby.

Topic A2 Families and Households

Qu	Marking guidance	Total marks
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04	Outline and explain two ways in which social change may affect patterns of divorce.	10
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Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ways in which social change may affect patterns of divorce. There will be two applications of relevant material, eg rising expectations of marriage mean that people will no longer settle for an unhappy relationship and seek divorce; process of secularisation has led to more acceptance of divorce. There will be appropriate analysis, eg the extent to which social change may affect patterns of divorce.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which social change may affect patterns of divorce. There will be one or two applications of relevant material, eg changes in divorce law making divorce more accessible. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg drift into account of patterns of divorce. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- increase in women taking on paid work means they are no longer financially dependent on men and can support themselves following divorce
- changes in social attitudes have normalised divorce and increased social acceptability
- increase in individuals seeking a pure relationship has led to patterns of serial monogamy and higher rates of divorce
- increase in financial support through the welfare state now makes divorce an option for those unable to support children following divorce
- the impact of feminist ideas empowers women to seek divorce
- secularisation means that divorce is less stigmatised so there has been an increase
- divorce is less affordable due to the rising cost of living so more couples remain in an empty shell marriage.

Sources may include the following or other relevant ones:

Allan and Crow; Beck; Beck-Gernsheim; Fletcher; Giddens; Hart; Hochschild; Mitchell and Goody; Morgan; Sharpe; Smart; Thorne and Collard.

Qu	Marking guidance	Total marks
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05	Applying material from Item C , analyse two ways that family diversity may affect the functions of the family.	10
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Item C

One aspect of family diversity is that there are now more single-parent families. Family diversity also means that there has been an increase in the number of same-sex families.

Family diversity may affect the functions of the family.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two ways that family diversity may affect the functions of the family. There will be two developed applications of material from the item, eg single-parent families affecting the economic function of the family, with some single parents not able to provide for their dependents; same-sex families changing the way in which children are socialised by adult role models. There will be appropriate analysis/evaluation of two ways that family diversity may affect the functions of the family, eg the extent to which family diversity has affected the functions of the family.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that family diversity may affect the functions of the family. There will be some successful application of material from the item, eg some single-parent families may not socialise children adequately. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one or two ways that family diversity may affect the functions of the family. 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 reasons for family diversity. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Beck; Chambers; Fletcher; Giddens; Haskey; Morgan; Murdock; Murphy; Murray; Parsons; Stacey; Steel and Kidd; Weeks.

Qu	Marking guidance	Total marks
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06	Applying material from Item D and your knowledge, evaluate the view that childhood has improved over time.	20
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Item D

March of progress sociologists argue that childhood has improved over time. Children today are protected by a wide range of laws and children's views are more valued than they were in the past. Society has now also become increasingly child-centred.

However, other sociologists disagree. They argue that inequalities in society today mean that, for some children, childhood is still a negative experience.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that childhood has improved over time. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example by developing a theoretical debate (eg, march of progress, feminisms, Marxism, postmodernism, New Right) and/or a discussion of the extent to which childhood has improved over time. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg criticisms of the march of progress view of childhood and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of the view that childhood has improved over time. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about the view that childhood has improved over time. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about childhood in general. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: relative experience; social stigma; social policy; child rights; child protection; child-centredness; family size; divorce; class inequality; gender inequality; racism; toxic childhood; disappearance of childhood; compulsory schooling; economic asset; economic burden; helicopter parents; paranoid parenting; mental health; child obesity; age patriarchy; information hierarchy; cult of modern childhood; child neglect; child abuse; cyber bullying; child liberation.

Sources may include the following or other relevant ones:

Ariés; Beck; Benedict; Chambers; Chapman; Clarke; Cunningham; Fine; Firestone; Furedi; Gittens; Heywood; Holt; Jenks; McHale; Opie; Palmer; Pilcher; Postman; Punch; Shorter; Singer; Townsend; Wagg; Wells; Wilson; Womack.

Topic A3 Health

Qu	Marking guidance	Total marks
07	Outline and explain two ways in which the role of medicine affects the social distribution of health chances.	10

Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ways in which the role of medicine affects the social distribution of health chances. There will be two applications of relevant material, eg consumer choice in health care favours higher classes/disadvantages others; some treatments may not be available on the National Health Service. There will be appropriate analysis, eg of the extent to which the role of medicine affects the social distribution of health chances.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which the role of medicine affects the social distribution of health chances. There will be one or two applications of relevant material, eg only the more affluent can afford private treatment. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg a drift into an account of health chances in general. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- consumer culture eg more knowledgeable patients can shop around for alternatives
- more affluent patients can choose to be treated abroad (medical tourism)
- differences in choices available to different groups eg ethnic groups
- availability of some procedures/treatments may be limited by postcode
- uneven distribution of medical services in different areas
- availability of complementary and alternative medicines.

Sources may include the following or other relevant ones:

Crinson; Elston; Ernst; Goldacre; Hilton; Illich; Law; Lunt et al; Lupton; Parsons; Madeley; Parsons; Shah; Skountridaki; Stevenson et al; Swayne.

Qu	Marking guidance	Total marks
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08	Applying material from Item E , analyse two reasons for social class differences in rates of mental illness.	10
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Item E

Working class people are more likely to experience poverty than other social classes. Members of other social classes are more able to access private health services than working class people.

There are social class differences in rates of mental illness.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two reasons for social class differences in rates of mental illness. There will be two developed applications of material from the item, eg poverty may lead to stress, depression and higher incidence of mental illness; private treatment of members of higher classes for mental problems is less likely to be recorded in statistics. There will be appropriate analysis/evaluation of two ways, eg the extent to which there are social class differences in rates of mental illness.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one to two reasons for social class differences in rates of mental illness. There will be some successful application of material from the item, eg poverty may make it more difficult for people to get support and a diagnosis. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one to two reasons for social class differences in rates of mental illness. 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 mental illness in general. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Appignanensi; Becker; Brown and Harris; Busfield; Foucault; Goffman; Gomm; Laing; Mackenzie et al; Scheff; Szasz.

Qu	Marking guidance	Total marks
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09	Applying material from Item F and your knowledge, evaluate the view that social construction provides the best explanation of health and illness.	20
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Item F

Some sociologists argue that health and illness can be considered as socially constructed. This means that health and illness are the result of individual, social and cultural interpretations and actions. It also means that health and illness can have different meanings in different situations and may also depend on individual and group perceptions.

Others define health as the absence of disease. Disease is a problem that can be diagnosed, treated and cured by professionals such as doctors.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that social construction provides the best explanation of health and illness. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between social constructionist/interactionist and other explanations of health and illness (eg the biomedical model). Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg of social constructionist views of health and illness and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of some views of health and illness. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about health and/or illness. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about health in general. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: disease; interactionism; physical health/illness; mental health/illness; disability; social inequality; social class; age; gender; ethnicity; sexuality; culture; the body; biomedical model/approach; social model; medical gaze; medicalisation; health professionals; Marxism; feminism(s); patriarchy; postmodernism; metanarrative; iatrogenesis; epidemiology; sick role; functionalism; new diseases/diseases of affluence; diseases of poverty; mortality rate; morbidity rate; health statistics; labelling; stigma.

Sources may include the following or other relevant ones:

Acheson; Douglas and Michaels; Dubos and Pines; Foucault; Illich; Jebali; Marmot; Marx; McKeown; Navarro; Oakley; Parsons; Shakespeare; Szreter; White; Witz.

Topic A4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
10	Outline and explain two reasons why women are less likely to be in full-time employment than men.	10

Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two reasons why women are less likely to be in full-time employment than men. There will be two applications of relevant material, eg patriarchy in the workplace disadvantages women from gaining full-time employment; women are more likely to have family responsibilities which impact on their availability for full-time employment. There will be appropriate analysis, eg the extent to which women are less likely to be in full-time employment.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why women are less likely to be in full-time employment than men. There will be one or two applications of relevant material, eg some women may take on a housewife role to support the family which restricts access to full-time employment. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg there may be some drift into a discussion of full-time employment in general. There will be limited or no analysis.
0	No relevant points.

Indicative content

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

- women with children may have a career break and struggle to re-enter the labour market
- women may face discrimination by employers when applying for full-time employment
- lone-parent families are mainly headed by women limiting opportunities for full-time employment
- women are more likely to engage in low skilled jobs than men which are at an increased risk of job cuts
- women rather than men may be seen as a reserve army of labour
- women are less likely to be in senior roles than men making them more vulnerable to redundancy
- women with domestic responsibilities are more likely to engage in part-time work.

Sources may include the following or other relevant ones:

Gardiner and Evans; Lansley and Mack; Middleton; Spencer.

Qu	Marking guidance	Total marks
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11	Applying material from Item G , analyse two ways in which the state has responded to the persistence of poverty.	10
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Item G

The state can take an active role in reducing potential problems faced by citizens. At other times, the state encourages people to take responsibility for any situation they find themselves in.

The state has responded to the persistence of poverty.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two ways in which the state has responded to the persistence of poverty. There will be two developed applications of material from the item, eg the state's active role in providing welfare to those experiencing poverty; the state's encouragement of individuals to be self-sufficient by reducing state welfare explains the persistence of poverty. There will be appropriate analysis/evaluation of two ways in which the state has responded to the persistence of poverty, eg the extent to which means-tested benefits addresses the persistence of poverty.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which the state has responded to the persistence of poverty. There will be some successful application of material from the item, eg universal credit may help the disadvantaged to overcome poverty. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one to two ways in which the state has responded to the persistence of poverty. 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 existence of poverty in general. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Bartholomew; Blanden and Gibbons; Hills; Mack and Lansley; Marsland; Murray; Townsend; Walker and Walker; Westergaard and Resler.

Qu	Marking guidance	Total marks
12	Applying material from Item H and your knowledge, evaluate the extent to which changes in the organisation and control of the labour process have led to workers needing more skills and qualifications.	20

Item H

There have been changes in the organisation and control of the labour process, such as greater flexibility and specialisation, and new technology. Some sociologists argue that changes such as these mean that workers now have increased responsibility and autonomy. More occupations require a range of skills, training and qualifications.

Other sociologists, such as Marxists, point out that much work has been de-skilled. There is also more surveillance and many workers still experience alienation.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the extent to which changes in the organisation and control of the labour process have led to workers needing more skills and qualifications. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a discussion between different perspectives such as Marxism, Fordism and post-Fordism. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg the extent to which upskilling has occurred in different areas and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of the post-Fordist view that work now requires greater flexibility and responsibility. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about changes in the organisation of work. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about work in general. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: labour process; division of labour; industrialisation; mass production; productivity; deskilling; upskilling; Marxism; proletarianisation; self-employment; gig economy; job satisfaction; autonomy; McDonaldisation; new technologies; scientific management; Taylorism; Fordism; post-Fordism; professions and professionalisation; surveillance; disciplinary power; alienation; technological determinism; craft production; mechanisation; assembly line production; automation; flexible specialisation.

Sources may include the following or other relevant ones:

Abercrombie et al; Autor; Bell; Blauner; Braverman; Brynjolfsson and McAfee; Dex and McCulloch; Foucault; Frey and Osborne; Friedman; Gallie; Giddens and Sutton; Grint; Nichols and Benyon; Piore and Sabel; Pollert; Ritzer; Sennett; Zuboff.

Topic B1 Beliefs in Society

Qu	Marking guidance	Total marks
13	Outline and explain two ways in which social groups may influence the process of secularisation in today's society.	10

Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ways in which social groups may influence the process of secularisation in today's society. There will be two applications of relevant material, eg younger generations may contribute to secularisation due to preferring secular values over traditional religious ones; women often take responsibility for socialising their children into religious norms and values and this may limit secularisation. There will be appropriate analysis, eg the extent to which social groups may influence the process of secularisation in today's society.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which social groups may influence the process of secularisation in today's society. There will be one or two applications of relevant material, eg urban populations may contribute to secularisation due to their exposure to diverse and often secular perspectives. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg a discussion of secularisation more generally. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- younger generations may favour secular worldviews, leading to decreased religious adherence and participation
- the middle class, with greater access to education, often adopt secular ideologies that challenge traditional religious beliefs
- people in urban areas may be more exposed to diverse and often secular perspectives which can reduce adherence to traditional religious practices

- fewer women carry out the role of religious socialisation and so may contribute to secularisation of their children's generation
- some ethnic groups may experience hostile situations and turn to religion as a form of cultural defence and rejecting secular values.

Sources may include the following or other relevant ones:

Berger; Brown; Bruce; Davie; Durkheim; Inglehart; Norris; Stark; Taylor; Voas; Weber; Wilson; Woodhead.

Qu	Marking guidance	Total marks
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14	Applying material from Item I , analyse two differences between the characteristics of denominations and those of New Age movements.	10
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Item I

Denominations are based on traditional religious beliefs. They are formal organisations with a hierarchy of power.

The characteristics of denominations are different from those of New Age movements.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two differences between the characteristics of denominations and those of New Age movements. There will be two developed applications of material from the item, eg New Age movements emphasise self-spirituality with a focus on de-traditionalisation rather than traditional religious beliefs; New Age movements reject the authority of traditional religious leadership, instead valuing the individual rather than a hierarchy of power. There will be appropriate analysis/evaluation of two differences between the characteristics of denominations and those of New Age movements, eg the extent to which denominations and New Age movements have different characteristics.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one or two differences between the characteristics of denominations and those of New Age movements. There will be some successful application of material from the item, eg New Age movements are less likely to have hierarchical leadership. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one or two differences between the characteristics of denominations and those of New Age movements. 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 other types of religious organisations. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Bruce; Drane; Giddens; Heelas and Woodhead; Niebuhr; Stark and Bainbridge; Troeltsch; Wallis.

Qu	Marking guidance	Total marks
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15	Applying material from Item J and your knowledge, evaluate the view that religion serves the interests of powerful groups.	20
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Item J

Some sociologists, such as Marxists and feminists, argue that religion serves the interests of powerful groups. For example, religion transmits ideology that reinforces the position of powerful groups, such as the ruling class, and excludes other groups, such as women, through its beliefs and practices.

However, other sociologists disagree and argue that religion instead serves the needs of society as a whole.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that religion serves the interests of powerful groups. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives on religion serving the interests of powerful groups eg Marxism, feminisms, functionalism, postmodernism, interactionism. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg criticisms of the Marxist or feminist views that religion serves the interests of the powerful and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the view that religion serves the interests of powerful groups. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about Marxist or feminist theories of religion. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about religion in general. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: conservative force; status quo; patriarchy; exploitation; oppression; inequality; afterlife; marginalisation; religious feminism; monotheism; stained glass ceiling; opiate of the masses; bourgeoisie; proletariat; ideological control; spiritual gin; false class consciousness; dual character; social function; psychological function; ultimate questions; civil religion; collective conscience; cognitive functions; belief system; role of religion; sacred; profane; capitalism.

Sources may include the following or other relevant ones:

Althusser; Armstrong; Bellah; Daly; De Beauvoir; Durkheim; El Sadaawi; Engels; Holm; Lenin; Malinowski; Marx; Parsons; Woodhead.

Topic B2 Global Development

Qu	Marking guidance	Total marks
16	Outline and explain two ways in which globalisation may affect education in developing countries.	10

Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ways in which globalisation may affect education in developing countries. There will be two applications of relevant material, eg reactions against Western style education as an aspect of globalisation may lead to a rejection of schooling; globalisation of ideas about gender equality have led to more girls going to school. There will be appropriate analysis, eg the extent to which globalisation may affect education in developing countries.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which globalisation may affect education in developing countries. There will be one or two applications of relevant material, eg globalisation has led to schools around the world being increasingly similar in curriculum and teaching practices. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg there may be some drift into accounts of education in general. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- globalisation leads to standardised curricula and teaching practices
- globalisation leads to greater use of digital technologies eg for distance learning and during COVID-19
- more students in developing countries taking international exams
- more aid through NGOs to support growth of education in developing countries
- the idea of education as a right has become global leading eg to greater access to education for all
- international comparisons lead governments in developing countries to spend more on education
- reaction against globalisation leading to rejection of Western style education eg by Boko Haram.

Sources may include the following or other relevant ones:

Cohen and Kennedy; Collier; Frank; Hoselitz; Human Development Report; Lerner; Murthi et al; Rostow; Sen; Sklair; UNESCO Education for All Global Monitoring Report.

Qu	Marking guidance	Total marks
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17	Applying material from Item K , analyse two ways that demographic changes may affect global inequality.	10
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Item K

Many developing countries have growing populations that are relatively young. More people now emigrate from developing countries for employment opportunities.

Demographic changes may affect global inequality.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two ways that demographic changes may affect global inequality. There will be two developed applications of material from the item, eg the relatively young populations of developing countries provide opportunities for economic growth which reduces global inequality; remittances sent home by migrant workers improve living standards in developing countries so reducing inequality. There will be appropriate analysis/evaluation of two ways, eg the extent to which global inequality is reduced or exacerbated by demographic changes.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways that demographic changes may affect global inequality. There will be some successful application of material from the item, eg emigration of workers with specific skills can limit opportunities for economic growth which reinforces global inequality. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one to two ways that demographic changes may affect global inequality. 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 demographic changes in general. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Adamson; Boserup; Catley-Carlson; Cohen and Kennedy; Ehrlich; Frank; Kaplan; Malthus; Parsons; Rosling.

Qu	Marking guidance	Total marks
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18	Applying material from Item L and your knowledge, evaluate the view that industrialisation is essential for development.	20
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Item L

Some sociologists, such as modernisation theorists, see industrialisation as essential for development. Industrialisation involves economic, social and cultural changes which transform societies and make them modern. Many developing countries have tried to develop through industrialisation.

However, others have pointed out that industrialisation has negative aspects, including environmental damage. They argue that development in areas such as health, education and gender equality, can be achieved without industrialisation.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that industrialisation is essential for development. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different explanations of the relationship between industrialisation and development, eg between modernisation and dependency theories, people-centred and post development views. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg of the view of modernisation theorists on the importance of industrialisation for development and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg broadly accurate, if basic, account of industrialisation and development. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about industrialisation or development. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about development in general. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: development; underdevelopment; dependency theory; modernisation theory; feminisms; neoliberalism; sustainability; grassroots development; people-centred development; eco-feminism; appropriate technology; consumerism; industrialisation; export oriented industrialisation; import substitution; infant industries; newly-industrialising countries; Asian tigers; urbanisation; Green Revolution; transnational corporations; non-governmental organisations; trade; aid; debt.

Sources may include the following or other relevant ones:

Chang; Cohen and Kennedy; Collier; Ellwood; Frank; Hayter; Hewitt; Kingsbury; Leonard; Moore; Parsons; Pearson; Polanyi; Rosling; Rostow; Sachs; Shiva; Van der Gaag.

Topic B3 The Media

Qu	Marking guidance	Total marks
19	Outline and explain two ways that the ownership and control of the media may affect media representations of social class.	10

Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ways the ownership and control of the media may affect media representations of social class. There will be two applications of relevant material, eg negative stereotypes of some members of the working class reflect prejudices of owners and controllers of the media; uncritical positive representations of wealth and privilege as defence of class interests of owners. There will be appropriate analysis, eg the extent to which the ownership and control of the media may affect media representations of social class.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways the ownership and control of the media may affect media representations of social class. There will be one or two applications of relevant material, eg news values held by controllers such as editors influence representations of social class. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg there may be some drift into discussions of media representations in general. There will be limited or no analysis.
0	No relevant points.

Indicative content

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

- representations reflect assumptions of owners (capitalist/bourgeoisie) and controllers (professional/middle class)
- negative stereotyping of the working class confirm and promote dominant ideology eg 'chav'
- media owners now have less control over representations because of the wider access to content creation in new media
- positive stereotyping of higher social classes eg wealth is to be admired
- scapegoating eg of working class groups in moral panics

- news values held by producers and editors lead to marginalisation of coverage of eg poverty and inequality
- under-representation of the working class and over-representation of the middle class.

Sources may include the following or other relevant ones:

Butsch; Cohen and Young; Curran and Seaton; Gauntlett; Glasgow Media Group; Hall; Jones; Lawler; McKendrick et al; Nairn; Newman; Shildrick et al; Webster. Weltman.

Qu	Marking guidance	Total marks
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20	Applying material from Item M , analyse two ways in which the content of the media may affect people's views of sexuality.	10
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Item M

People's views of social groups may be reinforced by representations in the media. Alternatively representations may challenge those views.

The content of the media may affect people's views of sexuality.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two ways in which the content of the media may affect people's views of sexuality. There will be two developed applications of material from the item, eg heteronormativity in media content reinforces views of heterosexuality as dominant; positive representations of a wide range of sexual identities may lead to greater acceptance. There will be appropriate analysis/evaluation of two ways, eg the extent to which the content of the media affects views of sexuality.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which the content of the media may affect people's views of sexuality. There will be some successful application of material from the item, eg stereotypical representations of homosexuality reinforce prejudiced views. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one to two ways in which the content of the media may affect people's views of sexuality. 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 representations of other social groups. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Batchelor; Cowan; Cowan and Valentine; Craig; Gauntlett; Gill; Gross; Hermes; McRobbie; Stonewall; Tuchman; Wolf.

Qu	Marking guidance	Total marks
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21	Applying material from Item N and your knowledge, evaluate postmodernist explanations of the media.	20
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Item N

Postmodernists see the globalised media, including social media, as giving people greater choices, opportunities and access to a diversity of cultures. They argue that the new media allow people to create media content and to construct their own realities.

Other sociologists argue that the extent of change has been exaggerated. Many people do not have access to the new media, so cannot make choices. Marxists claim that media conglomerates still control the media.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on postmodernist explanations of the media. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different theoretical perspectives eg postmodernism, pluralism, Marxism and feminisms. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg of the extent to which postmodernist explanations of the media can be applied today, and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some postmodernist explanations of the media. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about postmodernism. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about the media. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: postmodernism and postmodernity; new media; social media; cultural convergence; participatory culture; globalisation; global village; neophiliacs; cultural optimists and pessimists; diversity; active audiences; citizen journalism; interactivity; prosumers; digital divide; hyperreality; metanarratives; simulacra; pluralism; Marxism and neo-Marxism; feminisms; manipulative approach; hegemonic approach; agenda setting; news values; gatekeeping; dominant ideology; patriarchy; popular and mass culture.

Sources may include the following or other relevant ones:

Ashuri; Bagdikian; Baudrillard; Bivens; Curran and Seaton; Davies; Garrod; Gauntlett; Glasgow Media Group; Herman and Chomsky; Jenkins; Klein; Levene; Lister et al; MacKinnon; McNair; McRobbie; Miliband; Philo; Philo and Berry; Strinati.

Topic B4 Stratification and Differentiation

Qu	Marking guidance	Total marks
22	Outline and explain two reasons why working class people may not be able to achieve upward social mobility.	10

Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two reasons why working class people may not be able to achieve upward social mobility. There will be two applications of relevant material, eg working class people may lack the attitudes and values that increase upward social mobility; capitalism restricts working class people from achieving upward social mobility. There will be appropriate analysis, eg the extent to which working class people may not be able to achieve upward social mobility.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why working class people may not be able to achieve upward social mobility. There will be one or two applications of relevant material, eg cycle of deprivation restricts opportunity for upward social mobility. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg discussion of social mobility in general. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- working class underachievement in education affects opportunity for upward social mobility
- socialisation of working class children may limit aspirations towards upward social mobility
- working class people may not have access to social and cultural networks that provide opportunities for upward social mobility
- working class people lack cultural capital and knowledge to increase upward social mobility
- globalisation has reduced job opportunities for unskilled work affecting working class chances of upward social mobility
- glass ceiling and glass floor affects working class people's chances of upward social mobility.

Sources may include the following or other relevant ones:

Davis and Moore; Glass; Goldthorpe; Marshall and Swift; Marx; McKnight; Murray; Pakilski and Waters; Runciman; Saunders; Savage and Egerton; Tumin; Weber.

Qu	Marking guidance	Total marks
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23	Applying material from Item O , analyse two ways that changes in structures of inequality may lead to problems in measuring social class in today's society.	10
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Item O The distinctions between different types of work have become less clear in recent years. Some people are more affluent and are enjoying higher living standards. Changes in structures of inequality may lead to problems in measuring social class in today's society.		
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Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two ways that changes in structures of inequality may lead to problems in measuring social class in today's society. There will be two developed applications of material from the item, eg the overlap between manual and non-manual work complicates the use of occupation as a reliable indicator and measurement of social class; increased affluence across various social groups blurs traditional social class distinctions based on wealth and results in more difficulty applying conventional social class categories. There will be appropriate analysis/evaluation of two ways, eg of the extent to which changes in structures of inequality may lead to problems in measuring social class in today's society.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that changes in structures of inequality may lead to problems in measuring social class in today's society. There will be some successful application of material from the item, eg the rise of the gig economy blurs social class lines as individuals may experience fluctuating income and job security. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one or two ways that changes in structures of inequality may lead to problems in measuring social class in today's society. 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 discussion of social class more generally. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Bauman; Bourdieu; Dahrendorf; Giddens; Goldthorpe; Lockwood; Roberts; Savage et al; Standing; Willis; Wright.

Qu	Marking guidance	Total marks
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24	Applying material from Item P and your knowledge, evaluate the view that a person's ethnicity is the most important factor affecting their life chances.	20
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Item P

Ethnicity is one factor that may affect life chances. For example, members of some ethnic groups underachieve in education and are more likely to be in low paid work. There are also differences between ethnic groups in rates of social mobility.

However, some sociologists argue that there are factors that affect life chances more than ethnicity. For example, Marxists argue that social class is the most important factor affecting a person's life chances.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that a person's ethnicity is the most important factor affecting their life chances. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example a debate between perspectives (eg functionalist, feminisms, Marxism, postmodernism) about ethnicity being the most important factor affecting life chances compared to other factors such as gender and social class. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg of the Marxist view and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the view that a person's ethnicity is the most important factor affecting their life chances. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about ethnicity affecting life chances. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about ethnicity in general. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: stereotyping; racism; institutional racism; Equality Act; social stigma; marginalisation; relative deprivation; poverty; cultural capital; education; health; work chances; life chances; social mobility; hate crime; fatalism; inverse care law; employment patterns; capitalism; reserve army of labour; social class; gender; ethnicity; age; intersectionality.

Sources may include the following or other relevant ones:

Beishon et al; Bourdieu; Chapman; Dorling; Glass; Goldthorpe; Heath; Marger; Miles; Murray; Modood; Payne; Platt; Reay; Rex and Tomlinson; Reynolds; Rollock; Ryan; Saunders; Spencer; Stanworth.

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