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AS

# Sociology

7191/2 Research Methods And Topics In Sociology  
Final Mark scheme

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7191  
June 2017

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Version/Stage: v1.0

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

## Level of response marking instructions

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

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

### Step 1 Determine a level

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

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

### Step 2 Determine a mark

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

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

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

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

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.

Annotation Symbol	Symbol Indicates
?	Wrong/confusing
0	No marks
0+1	Self-explanatory for short answer qs
1	“
1+0	“
1+1	“
2	“
3	“
4	“
Acc?	Acceptable
AO1	Knowledge
AO2	Application
AO3	Analysis and evaluation
BOD	Benefit of the doubt
Descriptive	Descriptive
DEV	Developed
EG	Example
Enhanced Off Page Comment	If you wish to insert comment that don't appear on script
EVAL	Evaluation
Highlight	Highlight significant words/sections of answer
IR	Irrelevant
On Page Comment	Box for summary comments at end of 10/20 mark essays
REL	Relevant
REP	Repetition
SEEN	Seen – for blank pages
Tick	Relevant point
Tick Plus	Very good point

## Section A

## Research Methods

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> problems of using laboratory experiments in sociological research.</p> <p><b>Two marks</b> for each of <b>two</b> problems clearly outlined or <b>one mark</b> for each appropriate advantage partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• lacks validity (1 mark); laboratory setting is artificial and therefore does not recreate 'real life' situations (+1 mark)</li> <li>• Hawthorne effect (1 mark); participants are aware of being part of an experiment and therefore may behave differently (+1 mark)</li> <li>• may have to mislead participants about the real nature of the experiment (1 mark) so informed consent not obtained (+1 mark)</li> <li>• snapshot of human behaviour (1 mark); long-term social processes are difficult to test in laboratory setting (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	4
02	Evaluate the importance of theoretical factors when choosing sociological research methods.	16
<b>Marks</b>	<b>Level Descriptors</b>	
13–16	<p>Sound, conceptually detailed knowledge of a range of relevant material on some of the theoretical factors involved when choosing sociological research methods. Good understanding of the question and of the presented material.</p> <p>Appropriate material applied accurately to the issues raised by the question.</p> <p>There will be some reasonable evaluation or analysis.</p>	
10–12	<p>Broad or deep, accurate but incomplete knowledge of a range of theoretical factors involved when choosing sociological research methods. Understands a number of significant aspects of the question; reasonable 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>There will be some limited evaluation or analysis, eg the relative importance of</p>	

	theoretical factors.
7–9	<p>Largely accurate knowledge but limited range and depth, eg a basic account of a few theoretical factors involved in research. Understands some 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>Answers are unlikely to have any evaluation but may have some limited analysis within a largely descriptive account.</p>
4–6	<p>Limited undeveloped knowledge, eg two to three insubstantial points about choice of research methods. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into problems of particular methods.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–3	<p>Very limited knowledge, eg one to two very insubstantial points about time and/or costs or about methods in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions, and/or incoherence 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:** validity; reliability; representativeness; subjectivity; objectivity; positivism; interpretivism; Hawthorne effect; values of the researcher; practical factors such as time, funding, access issues, skill of the researcher, personal danger, social characteristics of researcher; nature of topic; ethical issues such as informed consent, deception, harm to participants, anonymity and confidentiality.

## Section B

## Topic B1 Culture and Identity

03	<p>Define the term 'global culture'.</p> <p><b>Two marks</b> for a satisfactory definition such as: people in different countries sharing the same norms and values.</p> <p><b>One mark</b> for a partial definition such as: an example of global culture such as world music.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	2
04	<p>Using <b>one</b> example, briefly explain how leisure choices may shape identity.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example, such as:</p> <ul style="list-style-type: none"> <li>• age related leisure activities (1 mark); participating in leisure activities with people of a similar age may help reinforce this aspect of identity (+1 mark)</li> <li>• pick and mix (1 mark); people can construct a hybrid identity by making leisure/consumption choices (+1 mark)</li> <li>• gender specific leisure choices (1 mark); may help reinforce gender identity (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	2
05	<p>Outline <b>three</b> ways in which age may shape an individual's experiences in society, <b>apart from</b> leisure choices.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate ways clearly outlined or <b>one mark</b> for each appropriate way partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• status (1 mark); children are given less status than adults (+1 mark)</li> <li>• involvement in education (1 mark); education is central to the experiences of young people (+1 mark)</li> <li>• work opportunities (1 mark); may be restricted opportunities for employment for children (+1 mark)</li> <li>• degree of independence (1 mark); older people may have less opportunity for independent choices (+1 mark)</li> <li>• legal restrictions (1 mark); for example not allowed to drive until 17 (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

<b>06</b>	Outline and explain <b>two</b> ways in which agencies of socialisation may socialise children into gender roles.	10
<b>Marks</b>	<b>Level Descriptors</b>	
8 – 10	<p>Answers in this band will show very good knowledge and understanding of two ways in which agencies of socialisation may socialise children into gender roles.</p> <p>There will be two applications of relevant material, eg by parents having different expectations of sons and daughters; gender specific subject choices in school.</p> <p>There will be appropriate analysis, eg of the changes in patterns of socialisation as regards gender roles.</p>	
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which agencies of socialisation may socialise children into gender roles.</p> <p>There will be one or two applications of relevant material, eg representation of gender in the media.</p> <p>There will be some basic analysis.</p>	
1 – 3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg drift into general accounts of gender.</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:

- role models/employment patterns in the education system
- role models in the media
- gender specific subject choices in school
- representation of gender in the media
- by parents having different expectations of sons and daughters
- by parents encouraging different activities of sons and daughters

**Sources may include the following or other relevant ones:** Connell, Faludi; Gilmore; Greer; Mac an Ghail; Rutherford; Sharpe; Thorne; Walter; Wolf.

<b>07</b>	Applying material from <b>Item A</b> and your knowledge, evaluate sociological explanations of the ways in which ethnicity may shape identity.	20
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**Item A**

The United Kingdom is a multicultural society with a range of different ethnic groups. Some of these ethnic groups have their own distinctive identity and culture.

However, individuals may adopt more than one identity, depending on the social situation in which they find themselves.

<b>Marks</b>	<b>Level Descriptors</b>
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of the ways in which ethnicity may shape identity. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately 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 about the significance of ethnicity as a source of identity compared with other sources such as social class, age or gender. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13-16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable 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 how the relationship between ethnicity and identity is changing 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 sociological explanations of the ways in which ethnicity may shape identity. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) 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 limited at most to juxtaposition of competing positions or to one or two</p>

	isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5-8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points covering some aspects of ethnicity and identity. Understands only very 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>Minimal 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 ethnic groups. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions and/or incoherence 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:** hybrid cultures; assimilation; discrimination; life chances; racism; role of language; role of religion; multiculturalism; diaspora; dual identity; white mask; cultural navigation; resistance; ethnocentricity; cultural defence; cultural transition; mixed identities; globalisation; transnational identities; homogenisation; grammar of race.

**Sources may include the following or other relevant ones:** Back; Ballard; Bradley; Butler; Ghumann; Gilroy; Hall; Hennink; Johal; Mirza; Modood; Pilkington; Tizard and Phoenix; Sewell.

### Topic B2 Families and Households

08	<p>Define the term 'life course'.</p> <p><b>Two marks</b> for a satisfactory definition such as: the various significant events that individuals experience as they make their way through life.</p> <p><b>One mark</b> for a partial definition such as: examples of life events such as marriage, divorce etc.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	2
09	<p>Using <b>one</b> example, briefly explain how family life may be functional for adults.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example, such as:</p> <ul style="list-style-type: none"> <li>• satisfaction of sex drive (1 mark); family provides a socially approved and stable environment (+1 mark)</li> <li>• meets economic needs (1 mark); some adults' need for food and shelter is provided by family environment (+1 mark)</li> <li>• emotional security (1 mark); family provides a place where adults have supportive relationships (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	2
10	<p>Outline <b>three</b> effects on society of an ageing population.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate effects clearly outlined or <b>one mark</b> for each appropriate effect partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• increased demand for health and social care (1 mark); as older people are more likely to require these services (+1 mark)</li> <li>• increase in dependency ratio (1 mark); as older people are less likely to be economically active (+1 mark)</li> <li>• more policies aimed at older voters (1 mark); as they represent an increasingly significant bloc of voters (+1 mark)</li> <li>• raising of retirement age (1 mark); in response to increased cost of pension provision (+1 mark)</li> <li>• changing attitudes to ageing (1 mark); as being old becomes 'normalised' (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

11	Outline and explain <b>two</b> ways in which changes in society may have affected family size.	10
<b>Marks</b>	<b>Level Descriptors</b>	
8 – 10	<p>Answers in this band will show very good knowledge and understanding of two ways in which changes in society may have affected family size.</p> <p>There will be two applications of relevant material, eg changes in the position of women have led to reduced family size; children have become an economic liability and this has led to reduced family size.</p> <p>There will be appropriate analysis, eg of the role of feminism in encouraging changes in society.</p>	
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which changes in society may have affected family size.</p> <p>There will be one or two applications of relevant material, eg greater access to contraception.</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 descriptions of changes to family size.</p> <p>There will be little or no analysis.</p>	
0	No relevant points.	

### Indicative Content

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

- changes in the position of women
- greater access to contraception
- children have become an economic liability
- above average family size among some migrant communities
- changing attitudes to large families
- increased acceptance of childlessness.

**Sources may include the following or other relevant ones:** Cashmore; Chandler; Chester; Fox Harding; Giddens; Morgan; Rapoport; Sharpe; Stacey; Waugh.

<b>12</b>	Applying material from <b>Item B</b> and your knowledge, evaluate sociological explanations of changes in the experience of childhood in the last 50 years or so.	20
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**Item B**

The 'march of progress' view argues that the experience of childhood in Western societies has improved in the last 50 years or so. In particular, families have become child centred.

However, other sociologists point to many negative aspects of childhood today, such as increased child obesity.

<b>Marks</b>	<b>Level Descriptors</b>
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that sociological explanations of changes in the experience of childhood in the last 50 years or so. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately 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 march of progress theorists and critical perspectives. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13-16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable 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 by discussing the extent to which changes to childhood have been positive 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 'march of progress' view. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) 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 limited at most to 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 covering some aspects of the experience of childhood. Understands only very 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>Minimal 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 children in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions and/or incoherence 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:** toxic childhood; child abuse; educational opportunities; march of progress; child care; family size; divorce; affluence; age patriarchy; commercialisation of childhood; leisure technologies; pester power; helicopter parenting; children's rights; improved health care; infant mortality; child obesity; mental health; dependency.

**Sources may include the following or other relevant ones:** Aries; Beck; Jencks; Gattrell; Gittins; Hockey and James; Madge; Mayall; Opie; Palmer; Pilcher; Postman; Shorter; Womack; Wyness.

## Topic B3 Health

13	<p>Define the term 'the sick role'.</p> <p><b>Two marks</b> for a satisfactory definition such as: where doctors exempt patients from normal obligations.</p> <p><b>One mark</b> for a partial definition such as: when doctors define you as ill.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	2
14	<p>Using <b>one</b> example, briefly explain why there may have been a decline in the confidence of patients in the medical profession.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example, such as:</p> <ul style="list-style-type: none"> <li>• patients have more access to medical knowledge (1 mark); allows them to challenge expertise of medical profession (+1 mark)</li> <li>• doubts about the effectiveness of conventional medicine (1 mark) with rise of alternative medicine (+1 mark)</li> <li>• degenerative diseases (1 mark); more diseases for which there are no medical cures so doctors less useful (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	2
15	<p>Outline <b>three</b> reasons why women are more likely than men to be treated for mental illness.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate reasons clearly outlined or <b>one mark</b> for each appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• the effect of women's roles (1 mark); women carry greater burden such as triple shift which leads to more mental illness (+1 mark)</li> <li>• sexism by medical staff (1 mark); more likely to interpret women's complaints as psychological and treat them accordingly (+1 mark)</li> <li>• gender role socialisation (1 mark); women socialised into greater willingness to discuss emotions and seek help for mental health problems (+1 mark)</li> <li>• more contact with medical professionals (1 mark); women are more likely to use mental health care services (+1 mark)</li> <li>• less power to resist labels (1 mark); women are less able to avoid label of mental illness than men because of power/status differences (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

16	Outline and explain <b>two</b> reasons why some age groups are more likely than others to consult their doctor.	10
<b>Marks</b>	<b>Level Descriptors</b>	
8 – 10	<p>Answers in this band will show very good knowledge and understanding of two reasons why some age groups are more likely than others to consult their doctor.</p> <p>There will be two applications of relevant material, eg children are more likely to be ill because they have more vulnerable immune systems and therefore more likely to see their doctor; different opportunities because the old are not at work and have more time to consult their doctor.</p> <p>There will be appropriate analysis, eg of the different experiences of different age groups.</p>	
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why some age groups are more likely than others to consult their doctor.</p> <p>There will be one or two applications of relevant material, eg more routine screening of particular age groups by doctors.</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 health experiences of different age 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:

- different opportunities eg the old are not at work
- more routine screening of particular age groups eg young children
- more likely to be ill eg children have more vulnerable immune systems
- medical specialists such as paediatricians focus on particular age groups
- cultural factors eg older people may not wish to bother the doctor

**Sources may include the following or other relevant ones:** Acheson Report; Foot and Harrison; Hockey and James; Green; Parsons; Turner; Williams et al.

<b>17</b>	Applying material from <b>Item C</b> and your knowledge, evaluate materialist explanations for social class inequalities in health.	<b>20</b>
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**Item C**

Working-class people are at a greater risk of illness and early death than middle-class people. Materialist explanations see the unequal structure of society as the underlying cause of these social class inequalities in health.

However, some sociologists argue that cultural and behavioural differences are more important.

<b>Marks</b>	<b>Level Descriptors</b>
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on materialist explanations for social class inequalities in health. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives, for example structural as opposed to cultural explanations. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13-16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable 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 some discussion of cultural as opposed to material factors and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9-12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of materialist explanations for social class inequalities in health. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) 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 limited at most to 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 covering some aspects of class inequalities in health. Understands only very 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>Minimal 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 in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions and/or incoherence 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:** material deprivation; diet; smoking; exercise; housing; relative and absolute poverty; stress; insecurity; access to care; unemployment; cultural deprivation; psycho-social factors; social cohesion; individualism; health promotion; exploitation; the nature of work.

**Sources may include the following or other relevant ones:** Brenner; Blackburn; Doyal; Fox; Goldblatt; Graham; Hart; Illsley; Lynch et al; Marmot; McKeown; Navarro; Saunders; Townsend and Davidson; Whitehead; Wilkinson; Wilkinson and Pickett.

**Topic B4 Work, Poverty and Welfare**

<b>18</b>	<p>Define the term 'globalisation'.</p> <p><b>Two marks</b> for a satisfactory definition such as: the increased interconnection of societies on a worldwide scale.</p> <p><b>One mark</b> for a partial definition such as: an example of globalisation.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	<b>2</b>
<b>19</b>	<p>Using <b>one</b> example, briefly explain a problem of using an absolute definition of poverty.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example, such as:</p> <ul style="list-style-type: none"> <li>• hard to define (1 mark); difficult to define necessities or minimum standard of living (+1 mark)</li> <li>• culturally specific (1 mark); different cultural groups/societies will have different views on what are basic necessities (+1 mark)</li> <li>• individual differences in basic needs (1 mark); eg office workers needs differ from manual workers (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	<b>2</b>
<b>20</b>	<p>Outline <b>three</b> reasons why some individuals of working age may be economically inactive.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate reasons clearly outlined or <b>one mark</b> for each appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• may be in full-time education (1 mark); and therefore do not have time to have a job (+1 mark)</li> <li>• may be a full-time carer (1 mark); and therefore cannot commit to paid employment (+1 mark)</li> <li>• may have taken early retirement (1 mark); because they have built up sufficient savings (+1 mark)</li> <li>• may be long-term sick (1 mark); and therefore unable to work (+1 mark)</li> <li>• excluded from labour market (1 mark); due to physical or mental disabilities (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	<b>6</b>

21	Outline and explain <b>two</b> reasons why means-tested benefits may fail to lift people out of poverty.	10
<b>Marks</b>	<b>Level Descriptors</b>	
8 – 10	<p>Answers in this band will show very good knowledge and understanding of two reasons why means-tested benefits may fail to lift people out of poverty.</p> <p>There will be two applications of relevant material, eg means-testing results in the poverty trap; stigma of claiming benefits discourages those entitled to apply and therefore keeps people in poverty.</p> <p>There will be appropriate analysis, eg the link between the provision of benefits and an underclass.</p>	
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why means-tested benefits may fail to lift people out of poverty.</p> <p>There will be one or two applications of relevant material, eg means-tested benefits fail to tackle relative poverty.</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 general accounts of dependency 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:

- stigma of claiming benefits discourages those entitled to apply
- system of means-tested benefits results in a poverty trap
- means-tested benefits do little to discourage culture of dependency
- means-tested benefits fail to tackle underlying structural causes of poverty
- complexity of application procedures may discourage applicants
- costly to administer system may mean level of overall benefits are lower

**Sources may include the following or other relevant ones:** Byrne; Dean and Taylor-Gooby; Gordon et al; Lewis; Mack and Lansley; Marsland; Murray; Piachaud; Rowntree; Townsend.

<b>22</b>	Applying material from <b>Item D</b> and your knowledge, evaluate the view that alienation at work is inevitable in capitalist society.	20
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**Item D**

Marxists argue that alienation at work is inevitable in capitalist society. They argue that technology is used to de-skill workers and make work repetitive and dull. Technology enables managers to control workers more effectively.

Other sociologists are more optimistic about the nature of work. They argue that technology can free workers from monotonous work and can increase workers' skills and independence.

<b>Marks</b>	<b>Level Descriptors</b>
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that alienation at work is inevitable in capitalist society. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives, for example Marxist and functionalist views. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13-16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg the significance of technology 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 alienation at work. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) 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 limited at most to 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 covering some aspects of Marxism. Understands only very 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>Minimal 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 job satisfaction. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions and/or incoherence in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative Content

**Concepts and issues such as the following may appear:** alienation; capitalism; exploitation; division of labour; level of technology; automation; labour process; ownership; de-skilling/re-skilling/up-skilling; surveillance; McDonaldisation; globalisation; Fordism; neo-Fordism; post-Fordism; anomie; job enrichment; scientific management; human relations; scale of production; formal and informal organisation; type of product.

**Sources may include the following or other relevant ones:** Atkinson; Blauner; Braverman; Edwards; Friedman; Klein; Marx; Penn; Piore; Ritzer; Thompson and McHugh; Weber.

### Assessment Objectives

<b>Paper 2</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Research Methods</b>				
<b>Q01</b>	2		2	4
<b>Q02</b>	6	5	5	16
<b>Topics</b>				
<b>Q03, Q08, Q13, Q18</b>	2	0	0	2
<b>Q04, Q09, Q14, Q19</b>	0	2	0	2
<b>Q05, Q10, Q15, Q20</b>	6		0	6
<b>Q06, Q11, Q16, Q21</b>	5	3	2	10
<b>Q07, Q12, Q17, Q22</b>	8	6	6	20
<b>Totals</b>	<b>29</b>	<b>16</b>	<b>15</b>	<b>60</b>