



---

**AS**  
**SOCIOLOGY**  
**7191/2**

Paper 2 Research Methods and Topics in Sociology

---

**Mark scheme**

June 2023

---

Version: 1.0 Final



2 3 6 A 7 1 9 1 / 2 / M S

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.

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

**Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved.

## 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.

## Section A

## Research Methods

| Qu | Marking guidance  | Total marks |
|----|---|-------------|
| 01 | <p>Outline <b>two</b> advantages of using primary research methods in sociological investigations.</p> <p><b>Two marks</b> for each of <b>two</b> appropriate advantages clearly outlined or <b>one mark</b> for each appropriate advantage partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• researcher can gather precisely the information they need (1 mark); as secondary data on the topic may be difficult to find (+1 mark)</li> <li>• researcher can operationalise concepts as they wish (1 mark); rather than rely on other definitions and measures with which they may disagree (+1 mark)</li> <li>• researcher knows under what conditions the research was conducted (1 mark); so can guarantee validity of the research process (+1 mark)</li> <li>• secondary data on particular topic may not exist (1 mark); primary data can fill the gap (+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           |

|              |   |           |
|--------------|---|-----------|
| <b>02</b>    | Evaluate the disadvantages of using covert observation in sociological research.  | <b>16</b> |
| <b>Marks</b> | <b>Level descriptors</b>  |           |
| 13–16        | <p>Sound, conceptually detailed knowledge of a range of relevant material on some of the disadvantages of using covert observation in sociological research. 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 the disadvantages of using covert observation in sociological research. 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 practical factors.</p>  |           |
| 7–9          | <p>Largely accurate knowledge but limited range and depth, eg a basic account of a few disadvantages of using covert observation in sociological 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 or three insubstantial points about the disadvantages of covert observation. 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 observation 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 or 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; verstehen; meaning; interpretivism; Hawthorne effect; representativeness; subjectivity; objectivity; nature of the topic; practical issues such as time, funding, access, skill of the researcher, recording of data; ethical issues such as consent, deception, anonymity, confidentiality.

## Section B

## Topic B1 Culture and Identity

| Qu | Marking guidance   | Total marks |
|----|--|-------------|
| 03 | <p>Define the term 'stereotype'.</p> <p><b>Two marks</b> for a satisfactory definition such as: a generalised or simplified view of a social group.</p> <p><b>One mark</b> for a partial definition such as: an example of a stereotype.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>  | 2           |
| 04 | <p>Using <b>one</b> example, briefly explain how an individual's sexuality may shape their social experiences.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• may be subject to discrimination (1 mark); such as being denied opportunities in the workplace (+1 mark)</li> <li>• may be subject to physical/verbal abuse (1 mark); for example, young people in secondary school (+1 mark)</li> <li>• different leisure activities (1 mark); as shown by the existence of gay bars/clubs (+1 mark)</li> <li>• society makes the presumption of heterosexuality (1 mark); so individuals with alternative sexualities may feel the need to hide their sexuality (+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> features of the postmodernist view of identity.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate features clearly outlined or <b>one mark</b> for each appropriate feature partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• no metanarratives (1 mark); structural aspects of identity such as gender, ethnicity or class are no longer relevant (+1 mark)</li> <li>• importance of consumption (1 mark); as a way of defining one's identity (+1 mark)</li> <li>• increased choice (1 mark); from which individuals can pick and mix their identity (+1 mark)</li> <li>• diversity (1 mark); endless ways in which different individuals can express their identity (+1 mark)</li> </ul>  | 6           |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• increased globalisation (1 mark); breakdown of national boundaries means that individuals can choose aspects of identity from around the world (+1 mark)</li> <li>• body as a project (1 mark); individuals can shape and present their body image in a variety of ways (+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>06</b>    | Outline and explain <b>two</b> ways in which changes in work may have affected social class identity.   | <b>10</b> |
| <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 work have affected social class identity.</p> <p>There will be two applications of relevant material, eg decline of traditional manual work; decline of the power of trades unions.</p> <p>There will be appropriate analysis, eg the significance of changes in work for different social classes.</p> |           |
| 4–7          | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which changes in work have affected social class identity.</p> <p>There will be one or two applications of relevant material, eg growth of the gig economy.</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 account of social class.</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:

- decline of traditional manual work
- changes in traditional working-class communities
- decline in manufacturing jobs
- growth of professional jobs
- proletarianisation of non-manual jobs
- growth of the 'gig economy'
- decline of the power of trades unions
- growth of service sector jobs

- increase in self-employment
- rise of individualism
- changes in voting habits
- changes in conjugal roles
- growth of dual-earner households.

**Sources may include the following or other relevant ones:** Bauman; Bradley; Devine; Lash and Urry; Lawler; Marshall; Pakulski and Waters; Roberts; Rojek; Savage.

|           |  |           |
|-----------|--|-----------|
| <b>07</b> | Applying material from <b>Item A</b> and your knowledge, evaluate the impact of globalisation on individuals' national identity in the United Kingdom. | <b>20</b> |
|-----------|--|-----------|

#### Item A

Globalisation is now a significant feature of society. Some sociologists argue that the impact of globalisation is to undermine the traditional sources of people's national identity and open up a range of choices for individuals.

Alternatively, other sociologists see the rise of nationalism as a reaction to the perceived threat of globalisation.

| Marks | Level descriptors   |
|-------|---|
| 17–20 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the impact of globalisation on individuals' national identity in the United Kingdom. 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. 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 of the postmodernist view of identity 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 impact of globalisation on individuals' national identity in the United Kingdom. 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 globalisation 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 identity. 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: globalisation; cultural imperialism; hybrid cultures; choice; diversity; global village; role of the internet; democracy and social media; global media corporations; capitalism; nationalism; glocal; cocacolonisation; ethnocentrism.

**Sources may include the following or other relevant ones:** Bauman; Bradley; Flew; Giddens; Hall; Marsh and Keating; Harvey; Pieterse; Ray; Ritzer; Rosenau.

## Section B

## Topic B2 Families and Households

| Qu | Marking guidance   | Total marks |
|----|--|-------------|
| 08 | <p>Define the term 'birth rate'.</p> <p><b>Two marks</b> for a satisfactory definition such as: the number of live births per 1000 of the population per year.</p> <p><b>One mark</b> for a partial definition such as: lacking one aspect of the definition, for example the number of live births per year.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>   | 2           |
| 09 | <p>Using <b>one</b> example, briefly explain how the experience of childhood may differ between ethnic groups.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• experience of racism (1 mark); children from minority ethnic group may experience hostility such as verbal abuse (+1 mark)</li> <li>• different family structure (1 mark); for example, children from Black ethnic groups are more likely to be living in a lone parent household compared to the general population (+1 mark)</li> <li>• different levels of freedom and control (1 mark); for example, in some cultures children may be subject to different levels of obligation and duty to their parents than in other cultures (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for no relevant points.</p> | 2           |
| 10 | <p>Outline <b>three</b> features of the symmetrical family.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate features clearly outlined or <b>one mark</b> for each appropriate feature partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• home centred/privatised (1 mark); isolated from wider community (+1 mark)</li> <li>• joint conjugal roles (1 mark); shared responsibility for domestic tasks (+1 mark)</li> <li>• geographically mobile (1 mark); move away from wider family looking for employment (+1 mark)</li> <li>• nuclear family (1 mark); parents and children without wider kin (+1 mark)</li> </ul>   | 6           |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• more equal relationship (1 mark); for example, shared decision-making (+1 mark)</li> <li>• shared leisure time (1 mark); rather than separate gender specific leisure activities (+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>11</b>    | Outline and explain <b>two</b> ways in which government policies may have affected gender roles in the family.  | <b>10</b> |
| <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 government policies may have affected gender roles in the family.</p> <p>There will be two applications of relevant material, eg the impact of equality legislation; the impact of differences between maternity and paternity leave.</p> <p>There will be appropriate analysis, eg the extent to which changes in gender roles differ across different social groups.</p> |           |
| 4–7          | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which government policies may have affected gender roles in the family.</p> <p>There will be one or two applications of relevant material, eg the impact on career aspirations of equal opportunities in education.</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 roles.</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:

- equal pay legislation
- equality legislation eg Equality Act
- provision of maternity pay
- parental leave
- same sex marriage legislation
- equal opportunities in education
- provision of welfare payments to families
- divorce legislation
- financial decision making in families
- childcare arrangements
- migration policies.

**Sources may include the following or other relevant ones:** Dunne; Duncombe and Marsden; Gatrell et al; Gershuny; Hardill et al; Harkness; Knudsen and Waerness; Pahl; Sharpe.

|           |   |           |
|-----------|---|-----------|
| <b>12</b> | Applying material from <b>Item B</b> and your knowledge, evaluate the impact of an ageing population on families and wider society. | <b>20</b> |
|-----------|---|-----------|

**Item B**

In common with many Western societies, the United Kingdom has an ageing population. Rising life expectancy and a relatively low birth rate has meant that the average age of the population is rising. This can have a positive impact and provide an opportunity to reconsider the role of older people in families and wider society.

However, others point to the impact on families and wider society of older people no longer being in paid work.

| <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 impact of an ageing population on families and wider 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. 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 a discussion of the positive aspects of an ageing population and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>  |
| 9–12         | <p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some of the implications of no longer being in paid 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 an ageing population. 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 older people. 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: ageism; discrimination; dependency ratio; pension rights; beanpole family; extended family; child care; health and social care needs; infantilisation; third age; disengagement; structured dependency; grey power; grey pound; life expectancy; quality of life; retirement age; rising divorce rate; single person households.

**Sources may include the following or other relevant ones:** Arber; Blaikie; Cumming and Henry; Gannon; The Griffiths report; Hirsch; Hockey and James; Hunt; Pilcher; Townsend; Vincent.

## Topic B3 Health

| Qu | Marking guidance  | Total marks |
|----|---|-------------|
| 13 | <p>Define the term 'social construction' of mental illness.</p> <p><b>Two marks</b> for a satisfactory definition such as: the idea that mental illness is a result of social processes such as labelling.</p> <p><b>One mark</b> for a partial definition such as: mental illness is a product of society.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>  | 2           |
| 14 | <p>Using <b>one</b> example, briefly explain how individuals with a disability may have difficulty getting the health care they need.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• prejudice (1 mark); may mean health professionals do not take health needs of individuals with a disability seriously (+1 mark)</li> <li>• difficulties with physical mobility (1 mark); may mean that individuals with a disability cannot attend medical appointments (+1 mark)</li> <li>• information is in an inappropriate format (1 mark); for example people with sight or hearing loss may not receive information on health care in appropriate form (+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> cultural factors that may explain social class differences in health chances.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate factors clearly outlined or <b>one mark</b> for each appropriate factor partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• diet (1 mark); working-class individuals are less likely to have sufficient fresh fruit and vegetables in their diet (+1 mark)</li> <li>• smoking (1 mark); working-class individuals are more likely to smoke which leads to health problems (+1 mark)</li> <li>• attitudes to exercise (1 mark); middle-class individuals are more likely to undertake exercise in order to stay healthy (+1 mark)</li> <li>• consumption of illegal drugs (1 mark); working-class individuals are more likely to consume illegal drugs in a harmful manner (+1 mark)</li> </ul>                | 6           |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>alcohol consumption (1 mark); working-class individuals are more likely to consume alcohol in ways that are damaging (+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>16</b>    | Outline and explain <b>two</b> ways in which gender patterns of health may be affected by gender differences in accessing health care from medical professionals.  | <b>10</b> |
| <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 gender patterns of health may be affected by gender differences in accessing health care from medical professionals.</p> <p>There will be two applications of relevant material, eg men less likely to accompany children to the doctor's surgery so have less opportunity for consultation about their own health; men are less likely to be able to attend appointments because of work commitments.</p> <p>There will be appropriate analysis, eg the significance of social class in relation to gender patterns.</p> |           |
| 4–7          | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which gender patterns of health may be affected by gender differences in accessing health care from medical professionals.</p> <p>There will be one or two applications of relevant material, eg women more willing to admit illness/weakness.</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 gender differences in health.</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:

- men less likely to accompany children to the doctor's surgery so have less opportunity for consultation about their own health
- men are less likely to be able to attend appointments because of work commitments
- women more willing to admit illness/vulnerability

- the focus of public health campaigns
- gender role socialisation
- medicalisation of pregnancy
- gender of health care professionals
- differential diagnosis/treatment.

**Sources may include the following or other relevant ones:** Arber and Thomas; Dolan; Graham; Gulliford et al; Mackenzie et al; Payne; Smith et al.

|           |   |           |
|-----------|---|-----------|
| <b>17</b> | Applying material from <b>Item C</b> and your knowledge, evaluate the view that global pharmaceutical companies have a negative impact on patient wellbeing and society as a whole. | <b>20</b> |
|-----------|---|-----------|

### Item C

Some sociologists argue that global pharmaceutical companies ('big pharma') have a negative impact on patient wellbeing and society as a whole. They point to the general medicalisation of aspects of social life as well as specific examples of negative consequences of some drug treatments.

Supporters of global pharmaceutical companies point to the substantial advances in medical knowledge that continue to be driven by these companies.

| Marks | Level descriptors  |
|-------|--|
| 17–20 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that global pharmaceutical companies have a negative impact on patient wellbeing and society as a whole. 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 (eg Marxist, functionalist, feminist). 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 of the role of global pharmaceutical companies in the medicalisation of social problems 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 view that global</p>   |

|     |  |
|-----|--|
|     | <p>pharmaceutical companies have a negative impact on patient wellbeing and society as a whole. 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 contribution of global pharmaceutical companies to 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 the role of pharmaceutical companies. 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: capitalism; big pharma; pricing strategies; the focus of research; the conduct of drug trials; lobbying of government agencies; medicalisation; pharmaceuticalisation; medical ethics; iatrogenesis; development of vaccines; alternative medicine; complementary therapies; social control; biomedical model.

**Sources may include the following or other relevant ones:** Busfield; Goldacre and Law; Illich; McKeown; Moynihan and Smith; Navarro; Williams et al.

**Topic B4 Work, Poverty and Welfare**

| Qu | Marking guidance   | Total marks |
|----|--|-------------|
| 18 | <p>Define the term 'relative poverty'.</p> <p><b>Two marks</b> for a satisfactory definition such as: where a person is unable to afford the standard of living considered acceptable by the majority of the population.</p> <p><b>One mark</b> for a partial definition such as: poor compared to other people.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>  | 2           |
| 19 | <p>Using <b>one</b> example, briefly explain an advantage of private provision of welfare services for individuals.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• better quality (1 mark); private provision may have the resources to provide a better standard of care (+1 mark)</li> <li>• quicker service (1 mark); private providers may respond more rapidly to need because they are better resourced (+1 mark)</li> <li>• more choice (1 mark); individuals can pay for services that are tailored to their specific need (+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           |
| 20 | <p>Outline <b>three</b> reasons why women may be more likely than men to experience poverty.</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.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• paid work (1 mark); women on average are paid less than men (+1 mark)</li> <li>• pensions (1 mark); women are less likely to receive large pensions compared to men (+1 mark)</li> <li>• lone parent families are likely to be female headed (1 mark); more likely to experience poverty (+1 mark)</li> <li>• childbirth (1 mark); means that women have maternity leave and may lose out on career opportunities (+1 mark)</li> <li>• childcare responsibilities (1 mark); women are more likely to be responsible for childcare and therefore more likely to work part time (+1 mark).</li> </ul> | 6           |

|  |   |  |
|--|---|--|
|  | Other relevant material should be credited.<br><br><b>No marks</b> for <b>no</b> relevant points. |  |
|--|---|--|

|              |  |           |
|--------------|--|-----------|
| <b>21</b>    | Outline and explain <b>two</b> reasons why people with disabilities may <b>not</b> be able to access work opportunities.   | <b>10</b> |
| <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 people with disabilities may not be able to access work opportunities.</p> <p>There will be two applications of relevant material, eg prejudice and discrimination; the impact of restricted educational opportunities.</p> <p>There will be appropriate analysis, eg different experiences of individuals with physical disabilities and those with mental disabilities.</p> |           |
| 4–7          | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why people with disabilities may not be able to access work opportunities.</p> <p>There will be one or two applications of relevant material, eg the impact of physical restrictions.</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 the experiences of people with disabilities.</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:

- physical restrictions
- prejudice and discrimination
- lack of opportunities
- transport issues
- the impact of restricted educational opportunities
- social model of disability
- biomedical model of disability
- capitalism.

**Sources may include the following or other relevant ones:** Alcock; Corker and Shakespeare; Davis; Finkelstein; Oliver; Oppenheim and Harker; Shakespeare.

|           |  |           |
|-----------|--|-----------|
| <b>22</b> | Applying material from <b>Item D</b> and your knowledge, evaluate the view that technology is used to control workers. | <b>20</b> |
|-----------|--|-----------|

#### Item D

Some sociologists argue that in industrial society technology is often used to control workers. Recently this has been extended by the use of surveillance technology in the workplace.

However, other sociologists argue that technology can liberate workers. Technology can bring flexibility to the workplace and give workers control over their own work.

| Marks | Level descriptors   |
|-------|---|
| 17–20 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that technology is used to control workers. 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 (eg Marxist, functionalist, postmodernist). 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 of the role of technology in controlling the work process 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 view that technology is used to control workers. 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 impact of technology on work. 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 work. 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: deskilling; reskilling; scientific management; responsible autonomy; surveillance; dataveillance; panopticon; Fordism; Post-Fordism; McDonaldisation; Human Relations; alienation; automation.

**Sources may include the following or other relevant ones:** Blauner; Braverman; Fey and Osborne; Foucault; Friedman; Grint; van Dijck; Marx; Mayo; Pollert; Ritzer; Taylor; Zuboff.

### Assessment Objectives

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