



AS SOCIOLOGY 7191/2

Paper 2 Research Methods and Topics in Sociology

Mark scheme

June 2024

Version: 1.0 Final



2 4 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.

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.

Section A
Research Methods

Qu	Marking guidance	Total marks
01	<p>Outline two characteristics of field experiments in sociological research.</p> <p>Two marks for each of two characteristics clearly outlined or one mark for each appropriate characteristic partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • take place in the real world (1 mark); as opposed to an artificial setting (+1 mark) • participants don't know that they are being observed (1 mark); so people behave more normally (+1 mark) • researcher cannot control the independent variables (1 mark); because the experiment is happening as part of normal everyday life (+1 mark) • seen as unethical (1 mark); because participants cannot give informed consent (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	4

Qu	Marking guidance	Total marks
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02	Evaluate the advantages of using positivist methods in sociological research.	16
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Marks	Level descriptors
13–16	<p>Sound, conceptually detailed knowledge of a range of relevant material on some of the advantages of using positivist methods 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, eg the extent to which positivist methods allow for comparative analysis.</p>
10–12	<p>Broad or deep, accurate but incomplete knowledge of the advantages of using positivist methods 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 appropriateness of scientific approaches to the study of society.</p>
7–9	<p>Largely accurate knowledge but limited range and depth, eg a basic account of a few advantages of using positivist methods 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 advantages of positivist 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 examples of methods.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>

1–3	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. Significant errors, omissions, and/or incoherence in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: meaning; scientific method; quantitative data; qualitative data; comparative analysis; macro approach; cause and effect; social facts; subjectivity; objectivity; representativeness; reliability; validity; interpretivism; access; funding; cost; academic credibility.

Section B

Topic B1 Culture and Identity

Qu	Marking guidance	Total marks
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03	<p>Define the term 'high culture'.</p> <p>Two marks for a satisfactory definition such as: cultural products that are seen to have artistic and/or intellectual merit and enjoyed by an elite minority.</p> <p>One mark for a partial definition such as: an example of high culture.</p> <p>No marks for no/unsatisfactory definition.</p>	2
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Qu	Marking guidance	Total marks
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04	<p>Using one example, briefly explain how an individual may attempt to manage the impression others have of them.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • through language (1 mark); for example a particular accent or choice of words (+1 mark) • through the clothes they wear (1 mark); for example wearing designer clothes (+1 mark) • Through choice of leisure activities (1 mark); for example the music they listen to (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
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Qu	Marking guidance	Total marks
05	<p>Outline three factors that may explain gender differences in leisure choices.</p> <p>Two marks for each of three appropriate factors clearly outlined or one mark for each appropriate factor partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • cultural expectations (1 mark); about what is socially expected in terms of leisure choices for example the kinds of exercise undertaken (+1 mark) • time considerations (1 mark); women may have less leisure time due to other expectations surrounding their role in society (+1 mark) • financial considerations (1 mark); women may have less access to financial resources compared to men and that may restrict their choices (+1 mark) • the lack of opportunities (1 mark); for example more opportunities for boys to play for a football team (+1 mark) • women may be subject to the threat of violence (1 mark); that may limit the places and/or times that women feel safe to pursue leisure activities (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6

Qu	Marking guidance	Total marks
06	<p>Outline and explain two ways in which agencies of socialisation may socialise individuals into their age identity.</p>	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which agencies of socialisation may socialise individuals into their age identity.</p> <p>There will be two applications of relevant material, eg the role of the media in stereotyping age groups; the role of peer groups in reinforcing age-related norms.</p> <p>There will be appropriate analysis, eg the extent that gender interacts with age identity.</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 individuals into their age identity.</p> <p>There will be one or two applications of relevant material, eg the role of the education system in separating age groups.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg drift into general accounts of age identity.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

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

- the role of peer groups
- media representations of age groups
- influence of advertising on choice of lifestyles
- family roles across different age groups
- role of education in separating age groups
- leisure opportunities
- dependence and independence
- social control
- youth culture
- the third age
- gender/social class/ ethnic differences.

Sources may include the following or other relevant ones:

Bradley; Brake; Cohen; Ginn and Arber; Hebdige; Jenks; MacDonald et al; Pilcher; Palmer; Postman.

Qu	Marking guidance	Total marks
07	Applying material from Item A and your knowledge, evaluate the Marxist approach to the role of culture in society.	20

Item A

For some Marxists, culture in society reflects ruling class ideology. It expresses the distorted view of the world put forward by the dominant class. Therefore, the key role of culture is to maintain the system of social inequality that exists in capitalist society.

Alternatively, functionalist sociologists argue that the culture of society reflects the shared values of that society. Society needs a shared culture to run effectively, and various agencies play their part in socialising members of society.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the Marxist approach to the role of culture in 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 (eg Marxist, functionalist) on the role of culture in society. 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 on the extent the media reflects ruling class ideology 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 Marxist approach to the role of culture in society. 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 popular culture. 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 socialisation. 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: hegemony, ruling class ideology, consensus, shared values, social solidarity, pattern maintenance, collective conscience, mechanical and organic solidarity, subculture, false needs, false class consciousness, patriarchy, social control; mass culture, popular culture, choice, pick and mix; globalisation.

Sources may include the following or other relevant ones:

Althusser; Beck; Bourdieu; Durkheim; Flew; Gramsci; Marcuse; Marx; Parsons; Storey; Strinati.

Section B

Topic B2 Families and Households

Qu	Marking guidance	Total marks
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08	<p>Define the term 'matrifocal family'.</p> <p>Two marks for a satisfactory definition such as: a family based on female power and control.</p> <p>One mark for a partial definition such as: an example of a matrifocal family eg a (female-headed) lone parent family.</p> <p>No marks for no/unsatisfactory definition.</p>	2
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Qu	Marking guidance	Total marks
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09	<p>Using one example, briefly explain why there has been a fall in the infant mortality rate over the last 100 years.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • better diet and nutrition (1 mark); which means that families have greater resistance to disease (+1 mark) • improvements in health care (1 mark); so women have greater access to improved maternal care (+1 mark) • improvements in housing (1 mark); less damp and squalid conditions mean less incidence of disease (+1 mark) • vaccination programmes (1 mark); so previous child diseases have been virtually eradicated (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
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Qu	Marking guidance	Total marks
10	<p>Outline three reasons why there has been an increase in cohabitation.</p> <p>Two marks for each of three appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • secularisation (1 mark); means that religious disapproval of cohabitation is less significant for couples (+1 mark) • more socially acceptable (1 mark); as society's norms and values change (+1 mark) • reduced stigma to having sex outside marriage (1 mark); so couples feel free to live together in a sexual relationship (+1 mark) • increased economic independence of women (1 mark); so women don't feel obliged to enter into marriage to secure an economic future (+1 mark) • decline in functions of the family (1 mark); other institutions are taking over the function of families so marriage is less important (+1 mark) • increased risk of divorce (1 mark); so couples become more cautious about entering the commitment of marriage (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6

Qu	Marking guidance	Total marks
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11	Outline and explain two ways in which changes in the organisation of paid work may affect gender relationships within the family.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which changes in the organisation of paid work may affect gender relationships within the family.</p> <p>There will be two applications of relevant material, eg increased job opportunities for women; dual worker families.</p> <p>There will be appropriate analysis, eg variations across social class, ethnicity etc.</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 the organisation of paid work may affect gender relationships within the family.</p> <p>There will be one or two applications of relevant material, eg decline of traditional male manual jobs.</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:

- more job opportunities for women
- equality legislation
- decline in traditional male manual jobs
- dual worker families
- crisis in masculinity
- changing technologies
- globalisation
- casualisation of the labour market
- house husbands
- domestic division of labour
- domestic finances
- divorce.

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.

Qu	Marking guidance	Total marks
12	Applying material from Item B and your knowledge, evaluate the view that the modern family has become more child-centred.	20

Item B

'March of progress' sociologists suggest that the modern family has become more child-centred than in the past. Each individual child is seen as important. Parents spend a great deal of time and money making sure that their children enjoy a comfortable upbringing.

Critics of this view would point to examples of child poverty and other negative experiences that children today may face.

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 the modern family has become more child-centred. 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 march of progress thesis 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 the modern family has become more child-centred. 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 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 families. 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: march of progress; toxic childhood; child abuse; educational opportunities; child care; family size; divorce; affluence; poverty; commercialisation of childhood; leisure technologies; children's rights; improved health care; infant mortality; dependency.

Sources may include the following or other relevant ones:

Aries; Beck; Gatrell; Hockey and James; Jencks; Madge; Margo; Mayall; Palmer; Pilcher; Postman; Rees; Shorter; Womack.

Topic B3 Health

Qu	Marking guidance	Total marks
13	<p>Define the term 'impairment'.</p> <p>Two marks for a satisfactory definition such as: a limitation or loss of some function of the body.</p> <p>One mark for a partial definition such as: an example of an impairment eg loss of mental capacity.</p> <p>No marks for no/unsatisfactory definition.</p>	2

Qu	Marking guidance	Total marks
14	<p>Using one example, briefly explain how patterns of mental illness may be caused by the structure of society.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • poverty (1 mark); means that poor people may be more likely to experience depression (+1 mark) • racial inequality (1 mark); the daily experience of racism may adversely affect mental health (+1 mark) • gender inequalities (1 mark); means that women may have more stressful lives (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2

Qu	Marking guidance	Total marks
15	<p>Outline three ways in which disability may be stigmatised by society.</p> <p>Two marks for each of three appropriate ways clearly outlined or one mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • seen as dependent (1 mark); and therefore unable to make independent decisions (+1 mark) • media representations (1 mark); may link disability with abnormality (+1 mark) • discrimination in society is normalised (1 mark); for example the lack of adjustments to buildings to allow access (+1 mark) • people with a disability may feel obliged to hide it (1 mark); for example someone with epilepsy (+1 mark) • awkwardness in social interactions (1 mark); which may lead to social isolation (+1 mark) • seen as non-sexual (1 mark); and therefore denied opportunities for sexual relationships (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6

Qu	Marking guidance	Total marks
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16	Outline and explain two ways in which attitudes of health professionals may affect how some individuals from ethnic minorities access health care.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which attitudes of health professionals may affect ethnic minorities access to health care.</p> <p>There will be two applications of relevant material, eg extent of ethnic diversity among health care professionals; language barriers.</p> <p>There will be appropriate analysis, eg differences in experiences of different ethnic minorities.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which attitudes of health professionals may affect ethnic minorities access to health care.</p> <p>There will be one or two applications of relevant material, eg ethnocentrism of health care professional.</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 ethnicity and health care.</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:

- ethnocentrism of health care professionals
- racism
- labelling
- language barriers
- the power of the medical profession
- less power to resist diagnoses (labels)
- interpretation of differences in cultural practices
- cultural differences in gender roles
- access to screening services
- role of private medicine
- complementary and alternative medicine
- extent of ethnic diversity among health care professionals.

Sources may include the following or other relevant ones:

Bhopal; Friedson; Gill et al; Latif; Salway; Turner.

Qu	Marking guidance	Total marks
17	Applying material from Item C and your knowledge, evaluate cultural and behavioural explanations for inequalities in health and illness in society.	20

Item C

According to cultural and behavioural explanations for inequalities in health and illness in society, different social groups behave differently. These behavioural differences are due to cultural variations between social groups, for example in attitudes to smoking or diet.

Other explanations focus on the structure of society. Poverty and inequality are viewed as the key factors in explaining the inequalities in health and illness in society.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on cultural and behavioural explanations for inequalities in health and illness in 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 (eg individualistic and structural 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 criticisms of the cultural explanation for health and illness and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the cultural and behavioural explanations for inequalities in health and illness in society. 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 factors that affect health and illness. 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 and illness. 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: victim-blaming; culture of poverty; fatalism; dependency culture; attitude to risk; health education; socialisation; class cultures; material factors; inequality; life course; stress; system-blaming; exploitation; capitalism; social selection; access to health care.

Sources may include the following or other relevant ones:

Acheson; Batty and Deary; Doyal and Pennell; Graham; the Marmot Review; Our Healthier Nation; Saunders; Townsend et al; Wardle and Steptoe; Wikinson and Pickett.

Topic B4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
18	<p>Define the term 'culture of poverty'.</p> <p>Two marks for a satisfactory definition such as: a set of attitudes shared by poor people that help keep them in poverty.</p> <p>One mark for a partial definition such as: an example of the culture of poverty eg fatalism.</p> <p>No marks for no/unsatisfactory definition.</p>	2

Qu	Marking guidance	Total marks
19	<p>Using one example, briefly explain how informal welfare providers may provide day-to-day support to people in need.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • care of a sick relative (1 mark); rather than using state health care services (+1 mark) • childcare needs (1 mark); such as looking after a neighbour's children while they work (+1 mark) • shopping for the infirm (1 mark); who otherwise cannot get to the shops (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2

Qu	Marking guidance	Total marks
20	<p>Outline three reasons why some ethnic groups may be more likely to experience poverty.</p> <p>Two marks for each of three appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • may find it difficult to access welfare services (1 mark); because cultural barriers are not taken into account eg language barriers (+1 mark) • may experience racial discrimination (1 mark); therefore are denied opportunities in the labour market (+1 mark) • may lack cultural capital (1 mark); and therefore struggle to access well-paid work (+1 mark) • may suffer educational disadvantage (1 mark); and therefore struggle to find a well-paid job (+1 mark) • higher rates of unemployment (1 mark); and therefore are dependent on benefits which are inadequate to live on (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6

Qu	Marking guidance	Total marks
21	Outline and explain two reasons why the experience of unemployment may be more significant for working-class individuals compared to middle-class individuals.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why the experience of unemployment may be more significant for working-class individuals compared to middle-class individuals.</p> <p>There will be two applications of relevant material, eg may have lower levels of education and may find it harder to retrain; lack of savings to fall back on.</p> <p>There will be appropriate analysis, eg the nature of working-class jobs and why unemployment may be more significant for working-class individuals.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why the experience of unemployment may be more significant for working-class individuals compared to middle-class individuals.</p> <p>There will be one or two applications of relevant material, eg working-class individuals likely to have more frequent bouts of unemployment.</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 the effects of unemployment.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

Indicative content

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

- the level of savings/previously accumulated wealth
- pay levels for different jobs
- the level of education and the ability to retrain
- the changing UK labour market
- the effects of automation
- the increased casualisation of the workforce
- the greater frequency of spells of unemployment for manual workers
- the impact of manual work on physical health
- the effects of unemployment on mental and physical health
- the characteristics of the local community

- the levels of support from family.

Sources may include the following or other relevant ones:

Charlesworth; Critcher et al; Dorling; Fagin and Little; Gulliford et al; Howard et al; Jahoda et al; Sennett.

Qu	Marking guidance	Total marks
22	Applying material from Item D and your knowledge, evaluate different sociological approaches to measuring the level of poverty in society.	20

Item D

Sociologists have found it difficult to measure the level of poverty in society. One approach has been to identify how much money a family would need to live on and then define as poor anyone whose income is below that level.

However, in practice, it has been difficult to define what the basic standard of living should be in a society. Furthermore, some argue that the measurement of poverty is not just about lack of income but should take into account wider aspects of deprivation, such as social exclusion.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on different sociological approaches to measuring the level of poverty in 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 approaches to the measuring of poverty eg absolute poverty, relative poverty, deprivation index.</p> <p>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 difficulties in constructing a deprivation index 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 studies of poverty. 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 level of poverty in society. 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 poverty. 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: deprivation index; relative poverty; absolute poverty; relative deprivation; social inequality; social exclusion; consensual approach; budget standards; poverty line; the validity of poverty statistics; quantitative vs qualitative approaches; UN Millennium goals.

Sources may include the following or other relevant ones:

Alcock; Bradshaw et al; Byrne; Gordon et al; Lister; Mack and Lansley; Piachaud; Rowntree Foundation; Sen; Spicker; Townsend; Walker.

Assessment Objectives

Paper 2	AO1	AO2	AO3	Total
Research Methods				
Q01	2		2	4
Q02	6	5	5	16
Topics				
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
Totals	29	16	15	60