AQA

AS
Sociology

7191/2 Research Methods and Topics in Sociology
Mark scheme

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Version 1.0: Final Mark Scheme

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

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

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

Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Section A

Research Methods

0 1   Outline **two** ethical issues that may influence a sociologist's choice of research method.

[4 marks]

Two marks for each of **two** appropriate issues clearly outlined or **one mark** for each appropriate issue partially outlined, such as:

- deception (1 mark); lying to/misleading subjects can be viewed as morally wrong (+1 mark)

- anonymity (1 mark); postal questionnaires allow respondents to remain anonymous (+1 mark)

- informed consent (1 mark); this may lead to Hawthorne effect if participants are informed.

- involvement in illegal activities (1 mark); covert participant observation may require researcher to take part in illegal activities (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

| 0 | 2 | Evaluate the advantages of using official statistics in sociological research.

[16 marks]

Marks	Level descriptors
13-16	Sound, conceptually detailed knowledge of a range of relevant material on some of the advantages of using official statistics in sociological research. Good understanding of the question and of the presented material. Appropriate material applied accurately to the issues raised by the question. There will be some reasonable evaluation or analysis.
10-12	Broad or deep, accurate but incomplete knowledge of advantages of using official statistics in sociological research. Understands a number of significant aspects of the question; reasonable understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. There will be some limited evaluation or analysis, eg the interrelatedness of practical and theoretical factors.
7-9	Largely accurate knowledge but limited range and depth, eg a basic account of a few advantages of using official statistics in sociological research. Understands some aspects of the question; superficial understanding of the presented material. Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material. Answers are unlikely to have any evaluation but may have some limited analysis within a largely descriptive account.
4-6	Limited undeveloped knowledge, eg two to three insubstantial points about the advantages of official statistics. Understands only very limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into examples of official statistics in general. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1-3	Very limited knowledge, eg one to two very insubstantial points about time and/or costs or about statistics 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: methodological preference; practical, ethical and theoretical issues, including reliability, validity, representativeness; cost; access; scope of official statistics; international comparisons; identifying trends; quantitative data; starting point of research; publication issues.

Section B

Topic B1   Culture and Identity

0 3   Define the term 'agency of socialisation'.

[2 marks]

Two marks for a satisfactory definition such as: institutions which play a part in teaching individuals the norms and values of society.

One mark for a partial definition such as: an example of an agency or a definition which focuses on one aspect of the phrase.

No marks for no/unsatisfactory definition.

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0 4   Using **one** example, briefly explain how labelling can affect an individual's sense of self.

[2 marks]

Two marks for a clearly explained example or **one mark** for a partially explained example, such as:

- master status (1 mark); a label may override all other aspects of identity (+1 mark)

- self-fulfilling prophecy (1 mark); an individual may internalise a label and live up to that label (+1 mark)

- an individual may oppose their label (1 mark), and actively work against the label to try and prove the label is wrong (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

| 0 | 5 | | Outline **three** characteristics of mass culture. |

[6 marks]

Two marks for each of **three** appropriate characteristics clearly outlined or **one mark** for an appropriate characteristic partially outlined, such as:

- commercial (1 mark); produced by businesses in order to make a profit (+1 mark)

- passive (1 mark); audience consumes the culture passively (+1 mark)

- mass produced (1 mark); produced on a large scale to a standard format (+1 mark)

- inauthentic (1 mark); seen as having no roots in the experiences of ordinary people (+1 mark)

- trivial (1 mark); seen as having little or no artistic or intellectual merit (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

0 6   Outline and explain **two** ways in which an individual's social experiences may be shaped by disability.

[10 marks]

Marks	Level descriptors
8-10	Answers in this band will show very good knowledge and understanding of two ways in which an individual's social experiences may be shaped by disability. There will be two applications of relevant material, eg the experience of discrimination/stigmatisation; the degree of media representation/stereotyping. There will be appropriate analysis, eg of the changes in the significance of disability in shaping different social experiences.
4-7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which an individual's social experiences may be shaped by disability. There will be one or two applications of relevant material, eg the differences in status of people with disabilities. There will be some basic analysis.
1-3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg there may be some drift into general accounts of types of disability. There will be little or no analysis.
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:
- may be subject to discrimination/stereotyping/stigmatisation
- may be subject to physical/verbal abuse
- differential access to work, education, leisure facilities etc
- lack of representation in the media
- society makes the presumption of dependency
- social attitudes to expressions of sexuality.

Sources may include the following and/or other relevant ones: Anderson and Kitchin; Barnes; Best; Friedson; Finkelstein; Goffman; Oliver; Shakespeare; Tisdall; Watson; Wood.

| 0 | 7 | Applying material from **Item A** and your knowledge, evaluate the view that globalisation is having a significant impact on social identity in the United Kingdom today.

[20 marks]

Item A

For some sociologists, globalisation is having a significant impact on social identity in the United Kingdom today. Globalisation exposes people to a range of influences and experiences that may challenge local and national sources of identity.

One possible consequence of this is the emergence of new hybrid identities.

Marks	Level descriptors
17-20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that globalisation is having a significant impact on social identity in the United Kingdom today. Good understanding of the question and of the presented material will be shown.

Appropriate material will be applied accurately to the issues raised by the question.

Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives. Analysis will show clear explanation and may draw appropriate conclusions. |
| 13-16 | 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.

Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.

Some limited explicit evaluation, eg of the continued importance local/national cultures and/or some appropriate analysis, eg clear explanations of some of the presented material. |
| 9-12 | Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the impact of globalisation on social identity in the United Kingdom today. Understands some limited but significant aspects of the question; superficial understanding of the presented material.

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.

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. |

5-8	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.
	Limited application of suitable material, and/or material often at a tangent to the demands of the question.
	Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1-4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about social identity or globalisation in general. Very little/no understanding of the question and of the presented material.
	Significant errors, omissions, and/or incoherence in application of material.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: globalisation; cultural imperialism; hybrid cultures; McDonaldisation; choice; diversity; time - space compression; global village; interactivity; capitalism; global media corporations; role of the internet; democracy and social media.

Sources may include the following and/or other relevant ones: Bauman; Best; Bradley; Flew; Giddens; Hall; Marsh and Keating; Harvey; O'Brien and Hensby; Pieterse; Ritzer ; Rosenau.

Topic B2 Families and Households

0	8	Define the term 'serial monogamy'.

[2 marks]

Two marks for a satisfactory definition, such as: having a number of marriages/long term partners over the course of one's life, one at a time.

One mark for a partial definition such as: having lots of partners or a definition which focuses on one aspect of the phrase only.

No marks for no/unsatisfactory definition.

0	9	Using **one** example, briefly explain how women may be exploited within the family.

[2 marks]

Two marks for a clearly explained example or **one mark** for a partially explained example, such as:

- domestic labour (1 mark); women may be expected to perform the majority of domestic labour (+1 mark)

- abuse (1 mark); women may suffer from physical and/or sexual abuse from partner (+1 mark)

- lack power (1 mark); women may be excluded from decision-making process (+ 1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

1	0

Outline **three** reasons for women delaying childbirth.

[6 marks]

Two marks for each of **three** appropriate reasons clearly outlined or **one** mark for appropriate reasons partially outlined, such as:

- children financially dependent for longer (1 mark) means that children are more of an economic burden so need to save up first (+1 mark)

- improved access to contraceptive technology (1 mark) means that women have more control over their fertility (+1 mark)

- women now prioritise career (1 mark) and therefore feel the need to establish themselves in their career before having children (+1 mark)

- age of first marriage is rising (1 mark) therefore women may delay having children until relationship is secure (+1 mark)

- women more likely to prioritise education (1 mark) as there are now more job opportunities for women (+1 mark)

Other relevant material should be credited.

No marks for **no** relevant points.

| 1 | 1 | | Outline and explain **two** ways in which government policies may affect the experience of childhood today. |

[10 marks]

Marks	Level descriptors
8-10	Answers in this band will show very good knowledge and understanding of two ways in which one or more government policies may affect the experience of childhood today. There will be two applications of relevant material, eg how government policies have impacted on child poverty; how policies on child protection have increased the role of state agencies in monitoring children's experiences. There will be appropriate analysis, eg of the significance of changes to the education system.
4-7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which one or more government policies may affect the experience of childhood today. There will be one or two applications of relevant material, eg how policies on child care provision have impacted on how families juggle work and child care commitments. There will be some basic analysis.
1-3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg there may be some drift into accounts of childhood in general. There will be little or no analysis.
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:
- adoption/fostering policies
- changes to education provision
- policies on the extent and cost of child care provision
- welfare benefits that support children
- social services provision/interventions
- child protection measures.

Sources may include the following and/or other relevant ones: Browne; Donzelot; Gittins; Harding; Jenks; Lewis; Margo et al; Mayall; Murray; Palmer; Postman; Smart and Neale; Womack.

| 1 | 2 | | Applying material from **Item B** and your knowledge, evaluate the contribution of Marxist views to our understanding of the family. |

[20 marks]

Item B

Marxists see all social institutions as serving the interests of capitalism. They argue that institutions such as the family help to maintain the system of class inequality and exploitation.

Alternatively, functionalists argue that the family performs vital functions for the whole of society. For example, family members benefit from the support and emotional satisfaction they give each other.

Marks	Level descriptors
17-20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the contribution of Marxist views to our understanding of the family. Good understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives, eg by raising issues about the extent to which the family serves capitalism, or by contrasting Marxist approaches with feminist and/or functionalist views. Analysis will show clear explanation and may draw appropriate conclusions.
13-16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation eg of different Marxist perspectives on the family and/or some appropriate analysis, eg clear explanations of some of the presented material.
9-12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some Marxist accounts of the functions of the family. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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.

5-8	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about family and hierarchy. Understands only very limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1-4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about the family 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: primary socialisation; social control; Ideology; hierarchy; authority; reproduction of labour; false consciousness; inheritance of property; consumerism; stabilisation of adult roles; gender roles; patriarchy, reserve army of labour.

Sources may include the following and/or other relevant ones: Althusser; Benston; Cooper; Delphy and Leonard; Engels; Foucault; Henderson et al; Marcuse; Morgan; Parsons; Somerville; Zaretsky.

Topic B3 Health

| 1 | 3 | Define the term 'health chances'.

[2 marks]

Two marks for satisfactory definition such as: the likelihood of suffering ill health.

One mark for a partial definition such as: an example which addresses only one aspect of the phrase.

No marks for no/unsatisfactory definition.

| 1 | 4 | Using **one** example, briefly explain how the movement of people between countries may affect the patterns of health and illness in the United Kingdom.

[2 marks]

Two marks for a clearly explained example or **one mark** for a partially explained example, such as:

- more people may be exposed to a range of different diseases (+1 mark) because they choose to travel more widely on holiday (+1 mark)

- more rapid spread of communicable diseases from countries outside the United Kingdom (+1 mark), due to increased air travel between different countries and the United Kingdom (+1 mark)

- migration of people of different ethnicities into the United Kingdom means more diverse population (1 mark); different ethnic groups have different susceptibilities to different diseases (+1 mark).

Other relevant material should be credited.

No mark for **no** relevant points.

| 1 | 5 | Outline **three** ways in which the medical profession may serve its own interests rather than the interests of society as a whole. |

[6 marks]

Two marks for each of **three** appropriate ways clearly outlined or **one mark** for each appropriate way partially outlined, such as:

- may gain high rewards in return for their services (1 mark), by using their monopoly power (+1 mark)

- processes are medicalised (eg childbirth) (1 mark), which gives more control and power to the medical profession (+1 mark)

- medical interventions may cause harm to patients (iatrogenesis) (1 mark), and the medical profession may attempt to cover this up (+1 mark)

- may recommend unnecessary treatment (1 mark), because they may have a financial interest in doing so eg cosmetic surgery (+1 mark)

- may recommend curative medical interventions when cheaper health prevention measures may be more effective (1 mark) for example heart surgery rather than promoting healthy lifestyles (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

| 1 | 6 | | Outline and explain **two** reasons why members of some ethnic groups may be more likely to be diagnosed with mental illness than members of other ethnic groups.

[10 marks]

Marks	Level descriptors
8-10	Answers in this band will show very good knowledge and understanding of two reasons why members of some ethnic groups may be likely to be diagnosed with mental illness.

There will be two applications of relevant material, eg how racism by psychiatrists may lead to higher rates of diagnosis; how the stress of poverty can impact on mental illness.

There will be appropriate analysis, eg of differences in the experiences of different minority ethnic groups. |
| 4-7 | Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why members of some ethnic groups may be likely to be diagnosed with mental illness.

There will be one or two applications of relevant material eg how interpretations of different cultural practices can lead to different diagnoses.

There will be some basic analysis. |
| 1-3 | Answers in this band will show limited knowledge and little or no understanding of the question or the material.

There will be limited focus on the question, eg there may be some drift into outlining sociological views on mental illness.

There will be little or no analysis. |
| 0 | No relevant points. |

Indicative content

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

- the impact of racism in wider society on self esteem
- ethnocentrism/racism by psychiatrists
- minority ethnic groups more likely to experience poverty and unemployment and the effects of this on mental health
- interpretations of differences in cultural practices
- language barriers
- more likely to be admitted to mental health care via the criminal justice system
- less power to resist diagnostic labels.

Sources may include the following and/or other relevant ones: Browne; Fernando; Latif; Mallet et al; Moriarty; Nazroo; Nettleton; Pilgrim and Rogers; Rehman and Owen; Smith et al; Virdee.

| 1 | 7 | Applying material from **Item C** and your knowledge, evaluate the view that disability is socially constructed.

[20 marks]

Item C

Traditionally, disability was seen as an imperfection that meant a person was unable to perform everyday tasks.

Alternatively, the idea of the social construction of disability is that a person may have an impairment of some kind. However, this impairment only becomes a disability as a result of the way in which society is organised and responds to the impairment.

Marks	Level descriptors
17-20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that disability is socially constructed. Good understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a discussion of the relative importance of social construction as opposed to biological factors. Analysis will show clear explanation and may draw appropriate conclusions.
13-16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg of the extent of social construction/or some appropriate analysis, eg clear explanations of some of the presented material.
9-12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of how disability is socially constructed. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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.

5-8	Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about problems for disabled people. Understands only very limited aspects of the question; simplistic understanding of the presented material.
	Limited application of suitable material, and/or material often at a tangent to the demands of the question.
	Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1-4	Answers in this band will show very limited knowledge, eg one to two very insubstantial points about types of disability 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: medical model of disability; social model of disability; impairment; learned helplessness; discrimination; labelling; master status; media representations; physical and mental disability; stigmatisation.

Sources may include the following and/or other relevant ones: Barnes; Becker; Charlton; Corker and Shakespeare; Friedson; Finkelstein; Goffman; Oliver; Shakespeare; Tremain; Wood.

Topic B4 Work, Poverty and Welfare

| 1 | 8 | Define the term 'welfare state'.

[2 marks]

Two marks for a satisfactory definition such as: the government providing a minimum standard of living for all citizens.

One mark for a partial definition such as: an example of an aspect of the welfare state such as benefits.

No marks for no/unsatisfactory definition.

| 1 | 9 | Using **one** example, briefly explain how technological change may lead to reskilling.

[2 marks]

Two marks for a clearly explained example or **one mark** for a partially explained example, such as:

- introduction of computer technology has reduced the need for many unskilled tasks (1 mark) and replaced them with the need for computer literacy/programming skills (+1 mark)

- new technology can be more complex to operate and/or maintain (1 mark) and therefore requires workers to be better trained (+1 mark)

- new technology requires more flexible workers as technology is continually being updated (1 mark) workers need to be adaptable and willing to acquire new skills (+1 mark)

Other relevant material should be credited.

No mark for **no** relevant points.

| 2 | 0 | | Outline **three** reasons why families with young children may be likely to experience poverty. |

[6 marks]

Two marks for each of **three** appropriate reasons clearly outlined or **one mark** for appropriate reasons partially outlined such as:

- expense of children (1 mark) young children have particular expenses such as nappies (+1 mark)

- mothers may suffer career break (1 mark) and therefore suffer a drop in income (+1 mark)

- impractical for both parents to work full-time (1 mark) because of the need to look after young children (+1 mark)

- Child care is expensive (1 mark) means that little financial reward for both parents to go out to work (+1 mark)

- child benefit is inadequate (1 mark) and does not cover all the expense of children (+1 mark).

Other relevant material should be credited.

No mark for **no** relevant points.

| 2 | 1 | Outline and explain **two** ways in which government policies may have affected the gap between rich and poor during the last 40 years. |

[10 marks]

Marks	Level descriptors
8-10	Answers in this band will show very good knowledge and understanding of two ways in which one or more government policies may have affected the gap between rich and poor during the last 40 years. There will be two applications of relevant material, eg the effects of changes in the tax system; how housing policies may have impacted on the gap between rich and poor. There will be appropriate analysis, eg the extent of the widening gap between rich and poor.
4-7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which one or more government policies may have affected the gap between rich and poor during the last 40 years. There will be one or two applications of relevant material eg an account of the impact of benefit changes. There will be some basic analysis.
1-3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg there may be some drift into accounts of government policies in general. There will be little or no analysis.
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:
- effects of government housing policies
- changes in government taxation policies
- reduction in certain types of benefits
- the impact of government policies on levels of long term unemployment
- the impact of the expansion of higher education
- the impact of government legislation on the influence of trades unions
- privatisation policies.

Sources may include the following and/or other relevant ones: Alcock; Bartholomew; Cribb et al; Field; Giddens; Hills et al; McKnight; Page; Townsend.

2 2   Applying material from **Item D** and your knowledge, evaluate sociological views on the significance of worklessness for people's lives and life chances.

[20 marks]

Item D

For some people, worklessness has a significant negative effect on their lives and life chances. The unemployed may struggle to make ends meet, and being out of work may also affect self-esteem.

However, there are some social groups that may choose not to work, or may not need to work. For these groups, worklessness can be a positive experience.

Marks	Level descriptors
17-20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on different sociological views on the significance of worklessness for people's lives and life chances Good understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives eg New Right, Marxist, social democratic, feminist. Analysis will show clear explanation and may draw appropriate conclusions.
13-16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg the role of factors such as social class, age or gender on people's experiences and/or some appropriate analysis, eg clear explanations of some of the presented material.
9-12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the effects of unemployment. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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.

5-8	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about retirement. Understands only very limited aspects of the question; simplistic understanding of the presented material.
	Limited application of suitable material, and/or material often at a tangent to the demands of the question.
	Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1-4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about unemployment 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: identity; physical and mental health; discrimination; racism; short and long term unemployment; retirement; child care/parenting; part-time work; reserve army of labour; leisure; disengagement theory; capitalism; unpaid work.

Sources may include the following and/or other relevant ones: Arber; Cumming and Henry; Edgell; Fagin and Little; Kelvin et al; Hockey and James; Rifkin; Roberts et al; Weber.

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
Total	**29**	**16**	**15**	**60**