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AS

# Sociology

7191/2 Paper 2 Research Methods and Topics in Sociology

Mark scheme

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7191

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

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

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

## Level of response marking instructions

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

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

### Step 1 Determine a level

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

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

### Step 2 Determine a mark

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

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

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

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

## Description of annotations

Annotation	Meaning/Use
0	Award 0 Mark
1	Award 1 Mark
2	Award 2 Mark
3	Award 3 Mark
4	Award 4 Mark
?	Unclear
0+1	(0+1) award 1 mark
1+0	(1+0) award 1 mark
1+1	(1+1) award 2 marks
Acc?	Poor accuracy
AN	Analysis
AO1	Assessment Objective 1
AO2	Assessment Objective 2
AO3	Assessment Objective 3
BOD	Benefit of the doubt
C	Concept
DES	Descriptive
DEV	Development
EG	Example / reference
EVAL	Evaluation
HLINE	Horizontal Line
IR	Irrelevant
K	Knowledge
REL	Relevance
REP	Repeat
Tick	Correct point
Tick Plus	Development of point
SEEN	Reviewed but no marks awarded
Highlight	Highlight Box
On Page comment	On Page Comment
Off Page Comment	Off page Comment

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> problems of using questionnaires with closed questions in sociological research.</p> <p><b>Two marks</b> for each of <b>two</b> problems clearly outlined or <b>one mark</b> for appropriate problem partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• they lack depth (1 mark); closed questions mean that research cannot explore reasons or meaning behind responses (+1 mark)</li> <li>• imposition effect (1 mark); researcher is imposing their framework on the research as they are deciding answers and responses (+1 mark)</li> <li>• restricted answers (1 mark); researcher may not anticipate the complete range of responses (+1 mark)</li> <li>• they discourage considered responses (1 mark); because format encourages a simple tick box response (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	4
02	Evaluate the disadvantages of using qualitative methods in sociological research.	16
<b>Marks</b>	<b>Level Descriptors</b>	
13–16	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on some of the disadvantages of using qualitative 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.</p>	
10–12	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge of a range of the disadvantages of using qualitative 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 theoretical advantages associated with some qualitative methods.</p>	
7–9	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a basic account of a few disadvantages of using qualitative 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>	

	Answers are unlikely to have any evaluation but may have some limited analysis within a largely descriptive account.
4–6	<p>Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about observations. 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 accounts of particular studies.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–3	<p>Answers in this band will show very limited knowledge, eg one to two very insubstantial points about time and/or costs or about methods in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions, and/or incoherence in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear: documents; participant observation; unstructured interviews; validity; reliability; verstehen; rapport; representativeness; generalisation; subjectivity; objectivity; positivism; interpretivism; Hawthorne effect; nature of topic; practical factors such as time, funding, access issues, skill of the researcher, personal danger; ethical issues such as informed consent, deception, harm to participants, vulnerability, anonymity and confidentiality.

Qu	Marking guidance	Total marks
03	<p>Define the term 'master status'.</p> <p><b>Two marks</b> for a satisfactory definition such as: where one aspect of a person's identity dominates other people's perceptions of that person.</p> <p><b>One mark</b> for a partial definition such as: an example of a master status such as being disabled.</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 identity may be shaped by their work.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example, such as:</p> <ul style="list-style-type: none"> <li>• work may define social class (1 mark); shared work situation may give people a strong sense of class identity (+1 mark)</li> <li>• work may help to give meaning (1 mark); the daily pattern of work may help to give people a routine and sense of purpose (+1 mark)</li> <li>• relationships with colleagues (1 mark); work-based friendships and routines may help to define an individual's sense of self (+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> characteristics of folk culture.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate characteristics clearly outlined or <b>one mark</b> for an appropriate characteristic partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• traditional (1 mark); associated with the culture of pre-industrial societies (+1 mark)</li> <li>• created by people themselves (1 mark); rather than by formal organisations</li> <li>• authentic (1 mark); rather than manufactured by companies for profit (+1 mark)</li> <li>• active (1 mark); people take part rather than passively consume (+1 mark)</li> <li>• rooted in the experiences of ordinary people (1 mark); passed on from one generation to the next by that direct experience (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

06	Outline and explain <b>two</b> ways in which agencies of socialisation may socialise individuals into a national identity.	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 a national identity.</p> <p>There will be two applications of relevant material, eg; schools teaching a common history; parents encouraging participation in cultural events/activities.</p> <p>There will be appropriate analysis, eg of the changes in the significance of national 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 a national identity.</p> <p>There will be one or two applications of relevant material, eg a discussion of national symbols.</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 nationality.</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:

- schools teaching a common history
- parents encouraging participation in cultural events/activities
- through the promotion by the media of national symbols such as national flags, the royal family
- being taught a common language by family
- media promotion of sporting events
- peer group interaction with others (both positive and negative)

**Sources may include the following or other relevant ones:** Anderson; Curtice and Heath; Gellner; Guibernau and Goldblatt; Hall; Modood; Schudson; Urban; Waters.



07	Applying material from <b>Item A</b> and your knowledge, evaluate the Marxist view of the role of the socialisation process.	20
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**Item A**

From a Marxist perspective, the role of the socialisation process is to make sure that people accept the beliefs and values of the dominant class. All agencies of socialisation play a part in promoting these beliefs and values.

However, some sociologists argue that socialisation benefits society as a whole.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of the Marxist view of the role of the socialisation process. 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 functionalist, feminist, neo-Marxist) on the role of the socialisation process. 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 significance of different agencies of socialisation and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of sociological explanations of the Marxist view of the role of the socialisation process. 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 socialisation and values. 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: capitalism; conflict; consensus; cultural capital; false class consciousness; legitimation; social control; ruling class ideology; hegemony; power; inequality; exploitation; patriarchy; primary socialisation; secondary socialisation; structural approaches, social action approaches.

**Sources may include the following or other relevant ones:** Althusser; Bourdieu; Bowles and Gintis; Durkheim; Giddens; Goffman; Gramsci; Hall; Lemert; Mead; Marx; Maduro; Parsons; Willis.

Qu	Marking guidance	Total marks
08	<p>Define the term 'primary socialisation'.</p> <p><b>Two marks</b> for a satisfactory definition such as: the process of learning the culture of society in early childhood.</p> <p><b>One mark</b> for a partial definition such as: socialisation carried out by the family.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	2
09	<p>Using <b>one</b> example, briefly explain how childhood may be a negative experience for some children in the United Kingdom today.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example, such as:</p> <ul style="list-style-type: none"> <li>• abuse (1 mark); some children may experience sexual and/or physical abuse that cause physical and/or mental trauma (+1 mark)</li> <li>• stress (1 mark); which has led to high rates of reported mental illness among children (+1 mark)</li> <li>• age patriarchy (1 mark); children's lives controlled by adults so they have little freedom (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	2
10	<p>Outline <b>three</b> reasons for the fall in the death rate in the United Kingdom since 1900.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate reasons clearly outlined or <b>one mark</b> for appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• improved sanitation (1 mark); so reduced incidence of water-borne diseases (+1 mark)</li> <li>• improved health education (1 mark); means that people are more aware of appropriate behaviour regarding their health (+1 mark)</li> <li>• improved diet (1 mark); so people have greater resistance to disease (+1 mark)</li> <li>• decline in dangerous jobs (1 mark); so fewer premature deaths among working people (+1 mark)</li> <li>• improvements in health care (1 mark); so more people have access to life-saving medical care (+ 1 mark)</li> <li>• advances in medical knowledge (1 mark); means that previously fatal illnesses are now treatable (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

11	Outline and explain <b>two</b> ways in which postmodernists argue that increased choice for individuals has affected patterns of family life.	10
Marks	Level Descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which postmodernists argue that increased choice for individuals has affected patterns of family life.</p> <p>There will be two applications of relevant material, eg choices about whether to get married, cohabit or live alone; choices over who constitutes members of a family.</p> <p>There will be appropriate analysis, eg the role of individualism in encouraging people to exercise their choice.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which postmodernists argue that increased choice has affected patterns of family life.</p> <p>There will be one or two applications of relevant material, eg people have more choice surrounding divorce and family separation.</p> <p>There will be some basic analysis.</p>	
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg descriptions of family types.</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:

- choices about whether to get married, cohabit or live alone
- choices over who constitutes members of a family
- legal changes about family life eg same-sex marriage
- choices concerning expression of sexuality
- choices about having children or not
- choices about divorce and separation

**Sources may include the following or other relevant ones:** Beck and Beck-Gernsheim; Giddens; May; Morgan; Smart; Stacey.

12	Applying material from <b>Item B</b> and your knowledge, evaluate sociological views on the impact of government policies and laws on the role of the family.	20
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**Item B**

From a functionalist perspective, government policies and laws support families in performing their functions. For example, the provision of welfare services by the state.

However, from a New Right perspective, legislation such as changes to divorce laws have undermined the traditional role of the family.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the sociological views on the impact of government policies and laws on the role of the family. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate about the significance of different policies/laws. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg by discussing the extent to which the role of the family has been undermined or supported by government policy/laws and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of sociological views on the impact of government policies and laws on the role of the family. 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 legislation on families. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p>

	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 families 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: patriarchy; familism; surveillance; ideological control; gender regimes; marital breakdown; family structure; family diversity; welfare dependency; underclass; reserve army of labour. Policies/laws on abortion; divorce; contraception; reproductive technology; marriage; adoption; pensions; benefits; taxes; education; childcare; child protection; sexuality; immigration may be discussed.

**Sources may include the following or other relevant ones:** Abbott and Wallace; Allan; Condry; Donzelot; Drew; Fletcher; Gittins; Land; Leonard; Lister; Murray; Parker; Smart and Neale; Wilson.

Qu	Marking guidance	Total marks
13	<p>Define the term 'medicalisation'.</p> <p><b>Two marks</b> for a satisfactory definition such as: conditions or activities previously seen as part of normal social life now seen as a medical issue.</p> <p><b>One mark</b> for an example of medicalisation such as pregnancy or criminal behaviour.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	2
14	<p>Using <b>one</b> example, briefly explain how individuals with mental illness may be stigmatised.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example, such as individuals with mental illness are:</p> <ul style="list-style-type: none"> <li>• seen as deviant (1 mark); the label of mental illness is used to condemn deviant behaviour (+1 mark)</li> <li>• seen as having themselves to blame (1 mark); individuals with mental illness are seen to be in some way responsible for their own situation and therefore less deserving of sympathy (+1 mark)</li> <li>• seen as weak (1 mark); individuals are seen as morally or mentally weak to succumb to mental illness (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for no relevant points.</p>	2

15	<p>Outline <b>three</b> reasons for geographical differences in life expectancy across the United Kingdom.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate reasons clearly outlined or <b>one mark</b> for appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"><li>• reflects social class pattern across the United Kingdom (1 mark); middle-class people enjoy better life chances and there are more middle-class people in the South of England (+1 mark)</li><li>• different industries in different areas (1 mark); hazardous working conditions more likely in jobs in traditional industrial areas (+1 mark)</li><li>• housing conditions (1 mark); greater incidence of poorer housing in large cities that can cause health problems (+1 mark)</li><li>• different exposure to pollution (1 mark); some areas are harmful to health eg next to busy roads which have high levels of air pollution (+1 mark)</li><li>• some areas have poorer access to health resources (1 mark); there are fewer health care facilities in the North of England (+1 mark)</li></ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6
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16	Outline and explain <b>two</b> ways in which differences in accessing health care may explain ethnic differences in health chances.	10
Marks	Level Descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which differences in accessing health care may explain ethnic differences in health chances.</p> <p>There will be two applications of relevant material, eg different beliefs about what constitutes a medical condition; language barriers may mean take up of health care is low.</p> <p>There will be appropriate analysis, eg of the different experiences of different ethnic 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 differences in accessing health care may explain may explain ethnic differences in health chances.</p> <p>There will be one or two applications of relevant material, eg cultural beliefs around gender may mean there is a reluctance to see health professionals of the opposite sex.</p> <p>There will be some basic analysis.</p>	
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg health experiences of different ethnic groups</p> <p>There will be little or no analysis.</p>	
0	No relevant points.	

### Indicative content

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

- limited access to health care due to material factors eg transport difficulties, inability to get time off work etc.
- lack of health care resources in deprived areas
- different beliefs about what constitutes a medical condition
- cultural beliefs around gender may mean there is a reluctance to see health professionals of the opposite sex
- language barriers may mean take up of health care is low
- ethnocentrism of health care professionals
- cultural factors such as reluctance to accept care from outside the community

**Sources may include the following or other relevant ones:** Gill et al; Latif; Moriarty; Nazoo; Nettleton; Salway; Sproston and Mindell.

17	Applying material from <b>Item C</b> and your knowledge, evaluate the view that modern medicine serves the interests of patriarchy.	20
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**Item C**

Feminists argue that the medical profession and the biomedical model of health serve the interests of patriarchy. They argue that women's views and women's interests are often marginalised by modern medical practice.

However, some sociologists argue that modern medicine serves the interests of society as a whole.

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 modern medicine serves the interests of patriarchy. 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 on the role of the modern medicine. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg some discussion of feminist as opposed to functionalist views 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 feminist view of the role of the medical profession. 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 role of the medical profession. 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 doctors 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: patriarchy; social control; discourse; capitalism; biomedical model; medicalisation; pharmaceuticalisation; professionalisation; demarcation; exclusion; social closure; dual closure; deprofessionalisation; complementary medicine.

**Sources may include the following or other relevant ones:** Barber; Douglas and Michaels; Doyal and Pennell; Ehrenreich and English; Foucault; Freidson; Lupton; Navarro; Oakley; Parsons; Turner; Walsh; Witz.

Qu	Marking guidance	Total marks
18	<p>Define the term 'subjective poverty'.</p> <p><b>Two marks</b> for a satisfactory definition such as: when people feel that they are poor.</p> <p><b>One mark</b> for a partial definition such as: non-official definition of poverty</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	2
19	<p>Using <b>one</b> example, briefly explain how an individual's sense of identity may be affected by losing their job.</p> <p><b>Two marks</b> for a clearly explained problem or <b>one mark</b> for a partially explained problem, such as:</p> <ul style="list-style-type: none"> <li>• loss of routine (1 mark); may feel a lack of direction or purpose in life (+1)</li> <li>• lack of money (1 mark); may lead to feeling of low self-worth (+1)</li> <li>• loss of status (1 mark); work is an important aspect of status and being unemployed removes that (+1)</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> advantages of voluntary groups providing welfare services.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate advantages clearly outlined or <b>one mark</b> for appropriate advantage partially outlined, such as they:</p> <ul style="list-style-type: none"> <li>• may be less bureaucratic (1mark); because they are smaller/more flexible (+1 mark)</li> <li>• may meet needs not met by other providers (1 mark); for example providing a specialist service (+1 mark)</li> <li>• can benefit individual volunteers involved (1 mark); by giving them a sense of contributing to society (+1 mark)</li> <li>• may save taxpayer money (1 mark); because the service is provided free (+1 mark)</li> <li>• can act as a lobby for the service users (1 mark); by taking part in government consultations (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

21	Outline and explain <b>two</b> reasons why technological change in the workplace may affect different social groups differently.	10
Marks	Level Descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why technological change in the workplace may affect different social groups differently.</p> <p>There will be two applications of relevant material, eg the ability of younger workers to retrain and learn to use new technology; the extent of new technology replacing the need for unskilled workers.</p> <p>There will be appropriate analysis, eg the link between technology and job security.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why technological change in the workplace may affect different social groups differently.</p> <p>There will be one or two applications of relevant material, eg the impact of technology on the feminisation of the workforce.</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 technological change.</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 impact of technological change on the decision to retire
- the ability of younger workers to retrain and learn to use new technology
- the extent of new technology replacing the need for unskilled workers
- newer forms of technological change replacing skilled workers
- the impact of technology on the feminisation of the workforce

**Sources may include the following or other relevant ones:** Blauner; Braverman; Grint; Ritzer; Zuboff.

22	Applying material from <b>Item D</b> and your knowledge, evaluate sociological explanations for the distribution of poverty among different social groups in the United Kingdom.	20
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**Item D**

The distribution of poverty among different social groups in the United Kingdom population is complex. Certain social groups are at greater risk of poverty than others.

Some sociologists would argue that type of family and unemployment are important causes of poverty.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations for the distribution of poverty among at least two different social groups within 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 explanations for poverty such as Marxist, Weberian, New Right, 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 the significance of structural factors and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of why members of the working class may be at more risk of unemployment and therefore 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 extent of poverty. 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 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: social class; gender; age; ethnicity; disability; geographical distribution; dual labour market; the operation of the labour market; lone parents; discrimination; inequality of opportunity, culture of poverty; feminisation of poverty; underclass; dependency culture; fatalism; socialisation; marginalisation; social exclusion; situational constraints; cycle of deprivation; the welfare state; structural factors; market situation; work situation; status situation.

**Sources may include the following or other relevant ones:** Alcock; Byrne; Castles and Kosack; Craine; Flaherty et al; Levitas et al; Lister; Murray; Pilkington; The Rowntree Foundation; Wilson.