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

Paper 2 Research Methods and Topics in Sociology

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**Mark scheme**

June 2019

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Version: 1.0 Final

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.

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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, i.e. 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> advantages of using overt participant observation in sociological research.</p> <p><b>Two marks</b> for each of <b>two</b> reasons clearly outlined or <b>one mark</b> for appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• can avoid ethical issue of deception (1 mark); because consent can be sought (+1 mark);</li> <li>• can record information openly (1 mark); so more likely to be accurate compared to relying on memory (+1 mark);</li> <li>• can ask questions (1 mark); so data can be more valid because understanding can be checked (+1 mark);</li> <li>• access problems are reduced (1 mark); because it can be easier to get in/stay in/leave (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	4
02	Evaluate the importance of ethical issues in the choice of methods for 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 ethical issues in the choice of methods of sociological research. Good understanding of the question and 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 ethical issues may affect the validity of data; consideration of examples of particular methods being unethical eg covert observation studies.</p>	
10–12	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge of a range of ethical issues in the choice of methods of 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 consideration of the various effects of unethical research on individuals.</p>	
7–9	<p>Answers in this band will show largely accurate knowledge but limited range and depth.</p> <p>Understands some aspects of the question; superficial understanding of the</p>	

	<p>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>Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points. 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 and/or don't sufficiently relate to a specified research method.</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: informed consent, deception, harm to participants vulnerability, anonymity and confidentiality; requirements of funding bodies to meet ethical standards; the vulnerability of unethical research to legal challenges and claims; awareness of other affecting choice of method, eg practical, theoretical, representativeness, validity, reliability.

Qu	Marking guidance	Total marks
03	<p>Define the term 'labelling'.</p> <p><b>Two marks</b> for a satisfactory definition such as; prejudging a person on the basis of a stereotype.</p> <p><b>One mark</b> for a partial definition such as: an example of labelling.</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 social class may impact on their leisure choices.</p> <p><b>Two marks</b> for a clearly explained example or <b>1 mark</b> for a partially explained example, such as:</p> <p style="padding-left: 40px;">Upper class individuals may choose sports such as croquet and horse riding while working class individuals choose playing football and darts (1 mark); due to income constraints/cultural expectations/ differential opportunities (+1 mark)</p> <p>Other relevant material should be credited.</p> <p><b>0 marks</b> for <b>no</b> relevant points.</p>	2
05	<p>Outline <b>three</b> ways in which global culture may influence an individual's sense of identity.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate ways clearly outlined or <b>one mark</b> for an appropriate way partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• global culture may overwhelm local cultures (+1mark); therefore, individuals take on aspects of global culture as part of their identity (+1 mark)</li> <li>• global media culture of material success (+1 mark) may encourage some individuals to turn away from religious/spiritual values (+1 mark);</li> <li>• access to global culture allows individuals more choice (+1 mark); individuals can mix and match different aspects of global culture to create their own hybrid identity (+1 mark)</li> <li>• global culture may strengthen local sense of identity/encourage resistance (+1 mark); in reaction to the perceived threat of global (western) culture (+1 mark)</li> <li>• more links with global culture (+1 mark) means people feel shared global identity (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

<b>06</b>	Outline and explain <b>two</b> ways in which agencies of socialisation may shape attitudes to sexual identities.	<b>10</b>
<b>Marks</b>	<b>Level Descriptors</b>	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which agencies of socialisation may shape attitudes to sexual identities.</p> <p>There will be two applications of relevant material, e.g.; the role of media representations in informing perceptions of sexual identities; the way sexual identities are dealt with in sex education in school.</p> <p>There will be appropriate analysis, of the changes in the representation of sexual identities in the media.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one of two ways in which agencies of socialisation may shape attitudes to sexual identities.</p> <p>There will be one or two applications of relevant material, eg a discussion of stereotypes and language within peer 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 labelling.</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 education system may promote the assumption of heterosexuality for example via sex education
- use of language around the description of sexual identities (eg within families, schools, peer group, the media)
- representation by the media of sexual identities
- the way families may deal with expressions of sexual identities
- the role of religion in limiting the range of acceptable sexual identities

**Sources may include the following or other relevant ones:** Connell; Taylor; Rich; Hunt; Walter; Lees; Greer



<b>07</b>	Applying material from <b>Item A</b> and your knowledge, evaluate sociological explanations of the ways in which age may shape social identity.	<b>20</b>
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<b>Item A</b>
<p>Biology clearly influences the way that society divides people of all ages. Different age groups also experience aspects of life, such as work, leisure and personal relationships, in different ways.</p> <p>However, some sociologists argue that other factors such as gender or ethnicity are more important in shaping our identity.</p>

<b>Marks</b>	<b>Level Descriptors</b>
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of the ways in which age may shape social identity. Good understanding of the question and of the presented material will be shown. Reference will be made to different age groups.</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 (e.g. postmodernist, structuralist) on how age may shape social identity. 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, e.g. the significance of age as a source of identity for different age groups 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 sociological explanations of the ways in which age may shape social identity. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>

5–8	Answers in this band will show limited undeveloped knowledge, eg two or three
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	<p>insubstantial points covering some aspects of age and identity. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about age. 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: gender ethnicity and class differences; pick and mix identities; status; dependence; access to labour market; access to educational opportunities; stigmatisation; discrimination; legislative restrictions; age as a social construct; toxic childhood; the third age;

**Sources may include the following or other relevant ones:** Pilcher; Palmer; Jenks; Postman; MacDonald et al; Brake; Mc Robbie; Bradley; Ginn and Arber.

Qu	Marking guidance	Total marks
08	<p>Define the term 'net migration'.</p> <p><b>Two marks</b> for a satisfactory definition such as: the difference between the number of immigrants coming into an area and the number of emigrants leaving an area within a year.</p> <p><b>One mark</b> for a partial definition such as: the number of people moving into an area.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	2
09	<p>Using <b>one</b> example, briefly explain how family life may be negative for women.</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 women may experience domestic violence, sexual, physical and/or mental trauma. (+1 mark)</li> <li>• patriarchy (+1 mark), expected to be 'warm baths' helping men cope with pressures of work</li> <li>• dual burden/triple shift (+1 mark); expected to take on additional roles to their partners eg dealing with paid and unpaid work</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 increase in one-person households.</p> <p><b>2 marks</b> for each of <b>three</b> appropriate ways clearly outlined or <b>1 mark</b> for an appropriate way partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• ageing population (+1 mark) leading to death of one partner and the other partner living alone for longer (+1 mark)</li> <li>• increase in divorce rate (1 mark); more separated individuals living alone (+1 mark)</li> <li>• living apart together (LAT) families (+1 mark); rising numbers choosing to become one-person households, while retaining their relationship with a partner (+1 mark)</li> <li>• less social stigma (+1 mark); living alone has become more socially acceptable as it becomes more common (+1 mark)</li> <li>• rise in affluence (+1 mark); so more people can afford to live alone (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

<b>11</b>	Outline and explain <b>two</b> ways in which changes in families and households have affected the experience of childhood.	<b>10</b>
<b>Marks</b>	<b>Level Descriptors</b>	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which changes in families and households have affected the experience of childhood.</p> <p>There will be two applications of relevant material, eg increased divorce may mean children lose contact with one of their biological parents; increased stay at home dads mean that a child's primary carer may be their father.</p> <p>There will be appropriate analysis,</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways changes in families and households have affected the experience of childhood.</p> <p>There will be one or two applications of relevant material, eg more lone parents and the impact on children</p> <p>There will be some basic analysis.eg a consideration of the significance of these changes</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, e.g. drift into descriptions of the experience of childhood</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:

- Increase in divorce
- Working women
- Rise in reconstituted families
- Less contact with extended family
- More dual earning families
- Beanpoles
- Decrease of marriage
- Civil partnerships
- Stay at home dads

**Sources may include the following or other relevant ones:** Rodgers and Pryor; Flouri and Buchanan; Ford and Millar; Dex; Margo; Murray.

<b>12</b>	Applying material from <b>Item B</b> and your knowledge, evaluate the view that the growth of diversity has led to a decline in the importance of the traditional nuclear family unit.	<b>20</b>
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**Item B**

In recent years the UK has moved to a more diverse range of family arrangements. Some sociologists would suggest that the changes in household structures and relationships show that the traditional family has declined.

However, other sociologists argue that these changes have been exaggerated: for example postmodernists would argue that there is more individual choice about relationships.

<b>Marks</b>	<b>Level Descriptors</b>
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that the growth of diversity has led to a decline in the importance of the traditional nuclear family unit. 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 family diversity. 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 New Right view of family diversity, 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 types of family diversity. 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	Answers in this band will show limited undeveloped knowledge, eg two or three
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	<p>insubstantial points about divorce. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1-4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about the family.</p> <p>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**

rise in divorce and cohabitation; births outside marriage, women's paid work outside the home; conjugal roles, extended families; neo-conventional families; beanpole families; divorce-extended families; same sex couples; lone parents; reconstituted families; the pure relationship; living apart together.

**Sources may include the following or other relevant ones:** Chester, Dennis; Silva and Smart; Rapoport and Rapoport; Morgan; Abbott and Wallace; Giddens; Beck; Stacey; Weeks; Somerville

Qu	Marking guidance	Total marks
13	<p>Define the term 'mortality rate'.</p> <p><b>Two marks</b> for a satisfactory definition such as: the number of deaths per thousand of the total population each year</p> <p><b>One mark</b> for a partial definition such as: the death rate per year</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	2
14	<p>Using <b>one</b> example, briefly explain why there may be a decline of respect for medicine.</p> <p><b>2 marks</b> for a clearly explained example or <b>1 mark</b> for a partially explained example, such as:</p> <ul style="list-style-type: none"> <li>• patients have more access to medical knowledge (+1 mark); allows them to challenge expertise of medical profession (+1 mark)</li> <li>• doubts about the effectiveness of conventional medicine (+1 mark); with rise of alternative medicine (+1 mark)</li> <li>• increased incidence of degenerative diseases (+1 mark); more diseases for which there are no medical cures (e.g. cancer) so doctors less important (+1 mark)</li> <li>• existence of patients' right organisations (+1 mark); patients more able to challenge medical profession (+ 1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	2
15	<p>Outline <b>three</b> reasons for gender differences in patterns of mental illness.</p> <p><b>2 marks</b> for each of <b>three</b> appropriate ways clearly outlined or <b>1 mark</b> for an appropriate way partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• the effect of women's roles (+1 mark); women carry greater burden such as triple burden which leads to more mental illness (+1 mark)</li> <li>• sexism by medical staff (+1 mark); more likely to interpret women's complaints as psychological and treat them accordingly (+1 mark)</li> <li>• gender role socialisation (+1 mark); women socialised into greater willingness to discuss emotions and seek help for mental health problems (+1 mark)</li> <li>• less contact with medical professionals (+1 mark); men are less likely to use health care services (+1 mark)</li> <li>• less power to resist labels (1 mark); women are less able to avoid label of mental illness than men because of power/status differences (+1 mark)</li> </ul>	6

	Other relevant material should be credited.  <b>No marks</b> for <b>no</b> relevant points.	
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<b>16</b>	Outline and explain <b>two</b> ways in which material factors may affect class differences in access to health care.	<b>10</b>
<b>Marks</b>	<b>Level Descriptors</b>	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which material factors may affect class differences in access to health care.</p> <p>There will be two applications of relevant material, e.g. the cost of private treatment which may prevent some working-class individuals accessing health care; working long hours /shifts may mean that there are difficulties attending medical appointments.</p> <p>There will be appropriate analysis, e.g. of the nature of class differences in access to health care.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one of two ways in which material factors may affect class differences in access to health care.</p> <p>There will be one or two applications of relevant material, eg cost of transport to get to hospital appointments.</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, e.g. drift into general account of health chances of different social classes.</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:

- inverse care law
- lack of funding for some services
- difficulty getting time off work for medical appointments
- transport issues
- cost of private treatment/health insurance
- cost of child care
- costs of NHS care e.g. prescription charges

**Sources may include the following or other relevant ones:**  
Calnan; Tudor-Hart; Checkland et al; Dixon et al; Alford;



<b>17</b>	Applying material from <b>Item C</b> and your knowledge, evaluate sociological explanations for ethnic differences in health chances.	<b>20</b>
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**Item C**

Research has shown that there are important differences in health chances based on ethnicity. This may be due to a range of factors which include material and cultural differences as well as racism and discrimination.

However some sociologists argue that factors such as class, gender and age are more important in shaping health chances. There are large differences in health chances within a range of minority ethnic groups.

<b>Marks</b>	<b>Level Descriptors</b>
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations for ethnic differences in health chances.</p> <p>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 structural and cultural factors in explaining ethnic differences in health chances.</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, e.g. on the significance of racism in health care provision 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, e.g. a broadly accurate, if basic, account of ethnic differences in health chances.</p> <p>Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation limited at most to juxtaposition of competing positions or to one or two</p>

	isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points covering some aspects of ethnicity and health. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about ethnicity 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**

M Concepts and issues such as the following may appear: material explanations; cultural explanations; institutional racism; diet and lifestyle; language; mental illness; poverty; inequality; labelling; discrimination; access to health care.

**Sources may include the following or other relevant ones:** Nettleton; Gill et al; Salway; Balarajan; Sposton and Mindel; Nazroo; Latif

Qu	Marking guidance	Total marks
18	<p>Define the term ‘social exclusion’.</p> <p><b>Two marks</b> for a satisfactory definition such as: a situation where an individual is denied access to important areas of social activity such as employment, political activity, educational opportunities, health chances, etc.</p> <p><b>One mark</b> for a partial definition such as: an example of social exclusion.</p> <p><b>No marks</b> for no/unsatisfactory definition.</p>	2
19	<p>Using <b>one</b> example, briefly explain why households with children may be more at risk from poverty than other households.</p> <p><b>Two marks</b> for a clearly explained reason or <b>one mark</b> for a partially explained reason, such as:</p> <ul style="list-style-type: none"> <li>• the expense of children (+1 mark); young children have particular expenses that have to be met e.g. nappies (+1 mark)</li> <li>• child care is expensive (+1 mark); takes up a large proportion of disposable income (+ 1 mark)</li> <li>• carers are likely to have career breaks (+1 mark); therefore family as a whole on a lower income than couples without children (+1 mark)</li> <li>• state benefits are inadequate (+1 mark); child benefit /maternity pay may not be enough to cover the expense of children</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> ways in which government policies may reduce the gap between rich and poor in the United Kingdom today.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate ways clearly outlined or <b>one mark</b> for an appropriate way partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• provide benefits in kind for poor (+1 mark); such as free education or health care (+1 mark)</li> <li>• provide benefits in cash for the poor (+1 mark); such as job seekers allowance (+ 1 mark)</li> <li>• raise income taxes on rich/ make income tax system more progressive (+1 mark); so that rich pay a higher percentage of their income in tax than the poor (+ 1 mark)</li> <li>• impose tax on wealth (+ 1 mark); so reducing the gap between the wealthy and non-wealthy (+ 1 mark)</li> <li>• get long term unemployed into work (+1 mark ); so that they can receive an income above that which they received on benefit (+ 1 mark)</li> </ul>	6

	<ul style="list-style-type: none"> <li>raise minimum wage (+1 mark); will raise income of some of poorest groups in society( + 1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	
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<b>21</b>	Outline and explain <b>two</b> ways in which technological change can affect job satisfaction.	<b>10</b>
<b>Marks</b>	<b>Level Descriptors</b>	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which technological change can affect job satisfaction.</p> <p>There will be two applications of relevant material, eg the impact of technology on skills levels required in a job; the impact of technological change on control / surveillance at work.</p> <p>There will be appropriate analysis, eg of Marxist views of the link between technology and job satisfaction.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which technological change can affect job satisfaction.</p> <p>There will be one or two applications of relevant material, eg the reskilling opportunities of technological change.</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 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 technology on de-skilling
- reskilling/chance to acquire new skills
- the impact of computerisation
- impact on autonomy and control/surveillance
- the significance of technological change for unemployment levels
- empowerment/changes in status

**Sources may include the following or other relevant ones;** Blauner; Braverman; Bryman; Carey; Gratton; Grint; Kling; Lewis; Littler; Marx; Piore; Pollert; Ritzer; Thompson; Winlow; Zuboff;

<b>22</b>	Applying material from <b>Item D</b> and your knowledge, evaluate the view that poverty and inequality are caused by the class structure of society.	<b>20</b>
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**Item D**

Marxist sociologists argue that poverty is related to the way capitalist societies are organised. The distribution of resources in society is determined by the class structure.

However, the New Right believe poverty is related to individual choices and cultural attitudes. Others may also point out that gender, ethnicity and age are also significant factors.

<b>Marks</b>	<b>Level Descriptors</b>
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that poverty and inequality are caused by the class structure of 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 on the causes of poverty and inequality.</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, e.g. of the Marxist perspective from a New Right perspective.</p> <p>and/or some appropriate analysis, e.g. 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 poverty and inequality are caused by the class structure of 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 social class and poverty.</p> <p>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.</p> <p>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: structural and situational constraints; discrimination; reserve army of labour; social exclusion; culture of poverty; dependency culture; the role of the welfare state; capitalism; globalisation

**Sources may include the following or other relevant ones:** Barry; Kincaid; Townsend; Miliband; Murray; Weber; Marx; Byrne; Le Grand; Marsland; Dean and Taylor-Gooby; Lewis