



AS SOCIOLOGY 7191/2

Paper 2 Research Methods and Topics in Sociology

Mark scheme

June 2025

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Section A**Research Methods**

Qu	Marking guidance	Total marks
01	Outline two factors that influence a sociologist's choice of research topic. Two marks for each of two factors clearly outlined or one mark for each appropriate factor partially outlined. Answers may include: • values of the researcher (1 mark); the extent to whether the topic is seen as important to research (+1 mark) • funding (1 mark); the extent to which organisations are willing to fund the research (+1 mark) • access (1 mark); whether the topic is easy to investigate or not (+1 mark) • the usefulness of the research (1 mark); to society or particular groups in society (+1 mark). Other relevant material should be credited. No marks for no relevant points.	4

Qu	Marking guidance	Total marks
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02	Evaluate the disadvantages of using official statistics in sociological research.	16
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Marks	Level descriptors
13–16	Sound, conceptually detailed knowledge of a range of relevant material on some of the disadvantages 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 the disadvantages 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 relative importance of practical factors.
7–9	Largely accurate knowledge but limited range and depth, eg a basic account of a few disadvantages 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 or three insubstantial points about the disadvantages 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 or 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 validity; reliability; verstehen; meaning; positivism; interpretivism; representativeness; omissions; social construction of statistics; power and social control; operationalisation of terms; scope of official statistics; qualitative data; subjectivity; objectivity; nature of the topic.

Section B**Topic B1 Culture and Identity**

Qu	Marking guidance	Total marks
03	Define the term ‘popular culture’. Two marks for a satisfactory definition such as: attitudes, ideas and perspectives or products that are easily accessed, consumed and enjoyed by many ordinary people. One mark for a partial definition such as: an example of popular culture such as pop music or mass-market films. No marks for no/unsatisfactory definition.	2

Qu	Marking guidance	Total marks
04	Using one example, briefly explain how the perceptions of others may affect an individual’s sense of identity. Two marks for a clearly explained example or one mark for a partially explained example. Answers may include: • master status (1 mark); perceptions of others may override all other aspects of identity (+1 mark) • looking-glass self (1 mark); an individual may come to see oneself as others see them (+1 mark) • an individual may reject others’ perceptions (1 mark); and actively work to try and prove others’ perceptions wrong (+1 mark). Other relevant material should be credited. No marks for no relevant points.	2

Qu	Marking guidance	Total marks
05	Outline three characteristics of a subculture. Two marks for each of three appropriate characteristics clearly outlined or one mark for each appropriate characteristic partially outlined, such as: • resistance to mainstream culture (1 mark); subcultures, such as those in schools, may actively oppose the dominant culture (+1 mark) • style choices (1 mark); unique clothes, hairstyles, music tastes etc, may be indicative of different cultural values of the subculture (+1 mark) • norms and values may be an inverse of mainstream social values (1 mark); eg the subculture may place high value on deviant norms and values that are opposite those of wider society (+1 mark) • use of specialized slang or jargon lexicons that are specific to the subculture (1 mark); use of different language may be a form of symbolic resistance (+1 mark) • subcultures are an important source of social identity (1 mark); the association with peers with similar values can establish identity – eg for youths or minority ethnic groups (+ 1 mark) • may maintain norms and values of the parent culture (1 mark); the subculture may also ascribe to values of mainstream culture eg material success or be pro-education (+ 1 mark) • may emerge due to inequality (1 mark); divisions caused by class, age, gender, or ethnicity may give rise to subcultures (+1 mark). Other relevant material should be credited. No marks for no relevant points.	6

Qu	Marking guidance	Total marks
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06	Outline and explain two ways in which an individual's social experiences may be shaped by ethnicity.	10
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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 ethnicity. There will be two applications of relevant material, eg discrimination/stigmatisation; institutional racism; the degree of media representation/stereotyping. There will be appropriate analysis, eg of the changes in the significance of ethnicity in shaping different social experience.
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 ethnicity. There will be one or two applications of relevant material, eg the differences in status of minority ethnic groups. 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 ethnic differences. 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, healthcare etc
- negative or underrepresentation in the media
- engaging in different cultural practices
- may experience intergenerational conflict
- may experience 'tight knit' communities with strong group support.

Sources may include the following and/or other relevant ones:

Alexander; Ansari; Gilroy; Hall; Hill; Miles; Modood; Parekh; Peach; Pilkington; Said; Virdee; Wellman.

Qu	Marking guidance	Total marks
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07	Applying material from Item A and your knowledge, evaluate the feminist view that the role of socialisation is to reinforce and reproduce patriarchy.	20
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Item A

Some feminists argue that the role of socialisation is to reinforce patriarchy and gender inequality. They suggest that agencies of socialisation, such as the family and the media, transmit values that justify gender inequality and reproduce traditional gender roles.

However, other sociologists argue that patriarchy has significantly declined in society. Some view the socialisation process in a more positive light, arguing that it creates harmony and stability in society.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the feminist view of the role of socialisation. 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 different types of feminism such as liberal, radical or Marxist feminism. 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 view that socialisation has a positive role or that patriarchy is declining 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 feminist view of socialisation. 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 feminism and gender socialisation. 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 feminism or socialisation. 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: gender identity; masculinity/femininity; gender regime; power; gender inequality; gender roles; role models; exploitation; patriarchy; male gaze; symbolic annihilation; changing position of women; manipulation; canalisation; primary socialisation; secondary socialisation; employment; liberal feminism; Marxist feminism; radical feminism; functionalism; New Right; postmodernism; structural approaches, social action approaches.

Sources may include the following or other relevant ones:

Barrett and McIntosh; Butler; Farley; Firestone; Francis; Gershuny; Gittins; Hakim; McRobbie; Oakley; Sharpe; Skelton; Stanko; Walby; Wilkinson; Wolf.

Section B**Topic B2 Families and Households**

Qu	Marking guidance	Total marks
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08	Define the term 'dual burden'. Two marks for a satisfactory definition such as: when a person has paid work but is also responsible for domestic labour. One mark for a partial definition such as: one person has an unequal number of roles to carry out. No marks for no/unsatisfactory definition.	2
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Qu	Marking guidance	Total marks
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09	Using one example, briefly explain why there has been a decline in marriage rates. Two marks for a clearly explained example or one mark for a partially explained example, such as: - growing secularisation (1 mark); as the influence of religion declines, individuals feel free to choose not to marry (+1 mark) - alternatives to marriage (1 mark); the stigma attached to cohabitation and remaining single has declined (+1 mark) - changes in the position of women (1 mark); better educational and career prospects mean that women are no longer economically dependent on men, giving women more freedom not to marry (+1 mark) - risk of divorce (1 mark); to avoid the risks involved in the breakdown of long-term legal commitments individuals may choose not to marry (+1 mark). Other relevant material should be credited. No marks for no relevant points.	2
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Qu	Marking guidance	Total marks
10	Outline three reasons why lone parent families are more likely to be headed by a woman. Two marks for each of three appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined. Answers may include: • men are less likely to give up work on the birth of a child (1 mark); so are less likely to take on the role of main carer for their children (+1 mark) • women may breastfeed their children (1 mark); so women are more likely to be involved in childcare in the early months of a child's life (+1 mark) • women are more likely to be awarded custody of children by the courts (1 mark); because it is seen as the cultural norm for women to bring up children (+1 mark) • the father may have abandoned the mother before the birth (1 mark); so women are left as the only carer (+1 mark) • women may make a positive choice to be a single parent (1 mark); because of the changing economic position of women in society (+1 mark) • widespread social norms about gender roles (1 mark); reinforced by agents of socialisation such as media or religion (+1 mark). Other relevant material should be credited. No marks for no relevant points.	6

Qu	Marking guidance	Total marks
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11	Outline and explain two ways in which family diversity may impact on the domestic division of labour.	10
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Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ways in which family diversity may impact on the domestic division of labour. There will be two applications of relevant material, eg, women taking part in paid employment may lead to the neo-conventional nuclear family and greater negotiation in regard to the domestic division of labour; the increase in same-sex couples means that couples do not have to conform to pre-existing gender scripts within the family. There will be appropriate analysis, eg, the impact on the type of housework being completed; salary difference between the partners; the impact of class and ethnicity.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which family diversity may impact on the domestic division of labour in the family. There will be one or two applications of relevant material, eg, the increase in divorce and the rise of lone parent families may lead to the lone parent carrying out all the domestic labour. 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, drift into general accounts on the domestic division of labour. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- the symmetrical family may lead to joint conjugal roles and greater equality in the domestic division of labour
- the dual earner family/neo conventional nuclear family may lead to women taking on the dual burden
- the extended family/beanpole family may lead to women taking on the triple shift
- single parent households may lead to children having to take responsibility of some housework
- there may be greater symmetry within same-sex families due to a lack of gender scripts
- there may be greater negotiation of roles and gender scripts amongst cohabiting couples

- families of choice may be more symmetrical due to greater levels of income equality amongst its members
- cultural diversity: families from South Asian heritage may be more likely to be patriarchal in structure with segregated conjugal roles.

Sources may include the following or other relevant ones:

Ballard; British Social Attitudes Survey; Crompton and Lyonette; Dunne; Gershuny; Giddens; Man-Yee Kan; Oakley; Smart; Stacey; Sullivan; Vogler, Weeks; Wilmott and Young.

Qu	Marking guidance	Total marks
12	Applying material from Item B and your knowledge, evaluate the Marxist view that the main role of the family is to serve the interests of capitalism.	20

Item B

Marxists see 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. One way in which the family does this is by socialising children into accepting hierarchies. The family is also an important market for consumer goods.

Alternatively, functionalists argue that the family performs vital functions for society. For example, it benefits family members by offering mutual support and emotional satisfaction.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the Marxist view that the main role of the family is to serve the interests of capitalism. 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 the extent to which families provide a market for consumer goods/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 of the ways in which the family may serve the interests of capitalism. 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 the role of the family in society. 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 families. 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; false consciousness; inheritance of property; consumerism; stabilisation of adult roles; gender roles; patriarchy.

Sources may include the following or other relevant ones:

Delphy and Leonard; Engels; Greer; Morgan; Murdock; Parsons; Purdy; Somerville; Zaretsky.

Topic B3 Health

Qu	Marking guidance	Total marks
13	Define the term ‘diseases of affluence’. Two marks for a satisfactory definition such as: diseases that arise out of growing wealth in society. One mark for a partial definition such as: an example of a disease of affluence eg obesity. No marks for no/unsatisfactory definition.	2

Qu	Marking guidance	Total marks
14	Using one example, briefly explain how disability can be seen to be socially constructed. Two marks for a clearly explained example or one mark for a partially explained example. Answers may include: • lack of physical adjustments (1 mark); mean that individuals with disabilities are excluded (+1 mark) • discriminatory attitudes (1 mark); mean that individuals with disabilities are not treated fairly, for example they may face verbal abuse (+1 mark) • media representation (1 mark); may encourage people to see individuals with disabilities as threatening or dangerous (+1 mark). Other relevant material should be credited. No marks for no relevant points.	2

Qu	Marking guidance	Total marks
15	Outline three reasons for ethnic differences in the patterns of mental illness. Two marks for each of three appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined. Answers may include: • impact of racism (1 mark); may have negative effect on self-esteem (+1 mark) • unequal treatment by law enforcement officers (1 mark) means that ethnic minorities are more likely to be admitted to mental health care via the criminal justice system (+1 mark) • ethnocentrism by psychiatrists (1 mark); means that they are more likely to label certain types of behaviour as mental illness (+1 mark) • poverty (1 mark); ethnic minorities are more likely to experience poverty and it may have a negative effect on mental health (+1 mark) • lack of power in society (1 mark); therefore less able to resist diagnostic labels (+1 mark). Other relevant material should be credited. No marks for no relevant points.	6

Qu	Marking guidance	Total marks
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16	Outline and explain two reasons why there may be social class differences in the take up of advice to prevent illness or disease.	10
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Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two reasons why there may be social class differences in the take up of advice to prevent illness or disease. There will be two applications of relevant material, eg working-class individuals are less likely to be able to attend appointments because of work commitments; middle-class individuals may have greater confidence in questioning doctors and therefore receive more detailed advice. There will be appropriate analysis, eg the significance of gender or ethnicity in relation to social class patterns.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why there may be social class differences in the take up of advice to prevent illness or disease. There will be one or two applications of relevant material, eg material factors may prevent working-class individuals taking up advice about exercise or diet. 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 general accounts of social class differences in health. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- middle-class individuals may have greater confidence in questioning doctors and therefore receive more detailed advice
- cultural capital that allows middle-class individuals to access specialist advice and treatment
- working-class individuals are less likely to be able to attend appointments because of work commitments
- lack of access to transport for working-class individuals so cannot attend appointments
- middle-class individuals may have greater knowledge of health care so are more likely to listen to health prevention advice
- material factors may prevent working-class individuals taking up advice about exercise or diet

- working-class fatalism about being able to control aspects of health and illness

Sources may include the following or other relevant ones:

Dixon et al; Doyal and Pennell; Saunders; Tudor-Hart; Wardle and Steptoe; Wilkinson and Marmot.

Qu	Marking guidance	Total marks
17	Applying material from Item C and your knowledge, evaluate the view that the medical profession may serve the interests of themselves rather than their patients.	20

Item C

Weberian sociologists argue that the medical profession use various strategies to maintain their high status and power over patients. Furthermore, they believe that the medical profession may serve the interests of themselves rather than their patients.

This contrasts with the functionalist view that sees the medical profession as protecting patients and benefitting society.

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 the medical profession may serve the interests of themselves rather than their patients. 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 functionalist, feminist, Weberian. 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 extent to which the medical profession uses professionalism strategies in the labour market 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 view that the medical profession may serve the interests of themselves rather than their patients. 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 the sick role. 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 role of the medical profession. 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: capitalism; big pharma; medicalisation; pharmaceuticalisation; professionalism; altruism; social closure strategies; medical ethics; the sick role; gatekeeping; consumer choice; private medicine; iatrogenesis; alternative medicine; complementary therapies; social control; biomedical model.

Sources may include the following or other relevant ones:

Carpenter; Conrad and Schneider; Foucault; Freidson; Illich; Navarro; Parsons; Saks; Turner; Weber; Witz.

Topic B4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
18	Define the term ‘absolute poverty’. Two marks for a satisfactory definition such as: where someone cannot afford the basic necessities of life. One mark for a partial definition such as: an example of absolute poverty eg homelessness. No marks for no/unsatisfactory definition.	2

Qu	Marking guidance	Total marks
19	Using one example, briefly explain why wealthy people are likely to remain wealthy. Two marks for a clearly explained example or one mark for a partially explained example. Answers may include: • having wealth enables an individual to acquire more (1 mark); for example, by investing in property that generates income that adds to wealth (+1 mark) • through cultural capital (1 mark); this enables wealthy people to maintain their position in society (+1 mark) • through hard work or talent (1 mark); wealthy people may have a particular talent or ability that enables them to generate more wealth (+1 mark). Other relevant material should be credited. No marks for no relevant points.	2

Qu	Marking guidance	Total marks
20	Outline three possible effects of retirement on individuals. Two marks for each of three appropriate effects clearly outlined or one mark for each appropriate effect partially outlined. Answers may include: • lower income (1 mark); retired people usually have a drop in income when they retire, and this may limit their lifestyle (+1 mark) • lack of structure to the day (1 mark); which working might have provided (+1 mark) • provides an opportunity for new hobbies and interests (1 mark); as no longer have the constraint of work (+1 mark) • loss of role in society (1 mark); work provides many people with a sense of identity and achievement which they may lose in retirement (+1 mark) • change in caring responsibilities (1 mark); retired grandparents may take on childcare responsibilities for their families (+1 mark) • loss of status (1 mark); work provides many people with a status which they lose in retirement (+1 mark). Other relevant material should be credited. No marks for no relevant points.	6

Qu	Marking guidance	Total marks
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21	Outline and explain two reasons why manual workers may experience high levels of alienation at work.	10
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Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two reasons why manual workers may experience high levels of alienation at work. There will be two applications of relevant material, eg the lack of control over the work process; the monotonous nature of some manual work. There will be appropriate analysis, eg different experiences of different types of manual work.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why manual workers may experience high levels of alienation at work. There will be one or two applications of relevant material, eg the effect of technology on manual work. 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 general accounts the nature of manual work. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- Scientific Management – manual work may be more likely to be broken down into smaller repetitive parts making it monotonous and alienating.
- pay and conditions – manual workers are more likely to experience poor pay and working conditions so leading to frustration and alienation.
- job insecurity – manual jobs may be more subject to redundancies and sackings so creating alienation.
- lack of autonomy at work – manual jobs typically do not allow control over the work process so leading to alienation.
- the effect of technology - the use of technology may lead to the deskilling of manual work reducing it to machine minding which is alienating.
- opportunities for career advancement – manual work may have fewer opportunities for career advancement so reducing motivation, job satisfaction and increasing alienation.

Sources may include the following or other relevant ones:

Blauner; Braverman; Friedman; Gallie; Marx; Ritzer; Taylor; Toynbee; Woudhuysen.

Qu	Marking guidance	Total marks
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22	Applying material from Item D and your knowledge, evaluate the view that the welfare state has failed to tackle the real causes of poverty.	20
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Item D

Marxists argue that the welfare state fails to tackle the real causes of poverty. In fact, it helps to maintain the current system of social inequality by providing a minimum standard of living. This minimum standard deals with the worst extremes of poverty and therefore helps to prevent serious opposition to the way capitalist society is organised.

However, sociologists from a social democratic perspective argue that the welfare state does in fact address poverty and is an important part of government strategy to abolish poverty in society.

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 the welfare state has failed to tackle the real causes of poverty. 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 the New Right critique of the welfare state 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 view that the welfare state has failed to tackle the real causes of poverty. 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 the benefit system. 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 welfare. 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: dependency culture; culture of poverty; capitalism; social control; poverty trap; cycle of deprivation; underclass; universal benefits; selective benefits; social exclusion; structural factors; positivist approaches; social construction; exploitation; capitalism; the third way.

Sources may include the following or other relevant ones:

Alcock; Barry; Bartholomew; Byrne; Dean and Taylor-Gooby; Giddens; Glendinning and Millar; Le Grand; Murray; Marsland; Modood; Pierson; Townsend.

Assessment Objectives

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