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AS  
**SOCIOLOGY**  
**(7191/2)**

Paper 2 Research Methods and Topics in Sociology

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**Mark scheme**

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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.

**Section A**

**Research Methods**

**0 1**

Outline **two** problems of using structured interviews in sociological research.

**[4 marks]**

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

- inflexible wording of questions (1 mark) may result in the interviewee misunderstanding questions (+1 mark)
- unsuitability for studying sensitive/personal topics (1 mark) because rapport and trust cannot easily be established (+1 mark)
- questions are decided in advance (1 mark), so they reflect the researcher’s priorities and not the interviewee’s (+1 mark)
- status differences between interviewee and interviewer (1 mark) may lead to interviewee seeking to impress rather than answer honestly (+1 mark).

Other relevant material should be credited.

**No marks** for **no** relevant points.

**0 2**

Evaluate the problems of using participant observation in sociological research.

**[16 marks]**

<b>Marks</b>	<b>Level descriptors</b>
13–16	<p>Sound, conceptually detailed knowledge of a range of relevant material on some of the problems of using participant observation (PO). 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>Broad or deep, accurate but incomplete knowledge of a range of problems of PO. 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 of reasons for loss of objectivity in PO.</p>
7–9	<p>Largely accurate knowledge but limited range and depth, eg a basic account of a few practical problems of using PO. Understands some aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Answers are unlikely to have any evaluation but may have some limited analysis within a largely descriptive account.</p>

4–6	<p>Limited undeveloped knowledge, eg two to three insubstantial points about some features of PO. 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 advantages of using PO.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–3	<p>Very limited knowledge, eg one to two very insubstantial points about PO 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: practical, ethical and theoretical issues, including reliability, validity, representativeness, bias/subjectivity, qualitative data, interpretivism, positivism; time, cost, getting in, staying in, getting out, nature of the group under study, researcher’s personal characteristics; deceit, informed consent, anonymity, harm; overt versus covert research.

**Section B**

**Topic B1 Culture and Identity**

**0 3**

Define the term 'folk culture'.

**[2 marks]**

**Two marks** for a satisfactory definition such as: the norms and values of traditional/preindustrial societies or customs that emerge directly from the experiences of the people.

**One mark** for a partial definition such as: traditions or customs.

**No marks** for no/unsatisfactory definition.

**0 4**

Using **one** example, briefly explain how parents may socialise their children into gender roles.

**[2 marks]**

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

- parents may socialise their children into gender roles by dressing sons and daughters differently (1 mark) which encourages them to associate themselves with a particular gender (+1 mark)
- parents may socialise their children into gender roles by encouraging different activities of daughters and sons (1 mark) such as ballet lessons for daughters and football for sons (+1 mark)
- parents may socialise their children into gender roles through role models (1 mark) such as the mother being the main carer and the father the main breadwinner (+1 mark).

Other relevant material should be credited.

**No marks** for **no** relevant points.

**0 5**

Outline **three** characteristics of the globalisation of culture.

**[6 marks]**

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

- global products such as McDonalds (1 mark) are now found worldwide and everyone can consume them (+1 mark)
- global media corporations (1 mark) means that everybody experiences the same media products (+1 mark)
- Internet access (1 mark) allows people to communicate across national boundaries (+1 mark)
- international division of labour (1 mark) means that the whole world is economically interdependent (+1 mark)
- international tourism (1 mark) means that people can absorb the culture of communities around the world (+1 mark).

Other relevant material should be credited.

**No marks** for **no** relevant points.

**0 6**

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

**[10 marks]**

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of an individual's social experience and of age.</p> <p>There will be two applications of relevant material, eg the different legal responsibilities and prohibitions; the degree of dependence/independence.</p> <p>There will be appropriate analysis, eg of the changes in the significance of age in shaping different social experiences.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of an individual's social experiences and/or of age.</p> <p>There will be one or two applications of relevant material, eg the differences in status of different age groups.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into general accounts 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:

- work opportunities available
- access and experience of education
- leisure opportunities and choices
- the nature of personal roles and relationships
- the experiences of different cohorts
- the social construction of age
- the significance of biological/physical factors
- class, gender and ethnicity differences with reference to age.

**0 7**

Applying material from **Item A** and your knowledge, evaluate interactionist views of how social identity is shaped by interactions with others.

**[20 marks]**

**Item A**

Interactionist sociologists emphasise the importance of the self. Individuals develop a self-concept, a picture of themselves, which is an important influence on the way they act. This self-concept is developed through interactions with other people and helps shape a person's social identity.

<b>Marks</b>	<b>Level descriptors</b>
17–20	<p>Sound, conceptually detailed knowledge of a range of relevant material on the extent to which social identity is shaped by interaction with others. Sophisticated understanding of the question and of the presented material.</p> <p>Appropriate material applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Accurate, broad and/or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable good 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 different interactionist approaches and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Largely accurate knowledge but limited range and depth, eg a broadly accurate if basic account of the looking glass self. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation limited to juxtaposition of competing positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Limited undeveloped knowledge, eg two to three insubstantial points covering some aspects of social identity. Understands only 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 an account of socialisation.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>

1–4	<p>Very limited knowledge, eg one to two very insubstantial points about identity in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>Minimal or no analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear: looking glass self; impression management; front-stage/backstage; master status; I/me/self; socialisation; stigmatised identity; ideology; macro/micro; structure/action; meaning; labelling: societal reaction; negotiation; self-concept; consensus; conflict; structuration.

**Topic B2 Families and Households**

**0 8**

Define the term 'expressive role'.

**[2 marks]**

**Two marks** for a satisfactory definition, such as: responsibility for providing warmth, security and emotional support.

**One mark** for a partial definition such as: the housewife role or only an example given.

**No marks** for no/unsatisfactory definition.

**0 9**

Using **one** example, briefly explain how migration may affect family diversity.

**[2 marks]**

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

- the number of extended families (1 mark) many ethnic groups coming to the United Kingdom have a tradition of living in an extended family (+1 mark)
- the number of children in a family (1 mark) many migrating families have a greater than average number of children (+1 mark)
- attitudes to marriage (1 mark) some ethnic groups may uphold traditional attitudes to marriage and are reluctant to divorce (+1 mark).

**No marks** for **no** relevant points.

**1 0**

Outline **three** reasons for the increase in single person households.

**[6 marks]**

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

- increase in divorce (1 mark) may mean that one parent lives alone (+1 mark)
- increased geographical mobility (1 mark) may mean that it is necessary for people to live away from their family (+1 mark)
- people do not worry as much about living alone (1 mark) as there is less social stigma (+1 mark)
- rise in affluence (1 mark) means that people can financially afford to live on their own (+1 mark).

**No marks** for **no** relevant points.

1 | 1

Outline and explain **two** ways in which changes to gender roles have affected diversity of family structures.

**[10 marks]**

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of gender roles and of diversity of family structures.</p> <p>There will be two applications of relevant material, eg how changes to gender roles have led to women delaying marriage; how women's financial independence has led to more lone parent families.</p> <p>There will be appropriate analysis, eg of the significance of the dual burden in contemporary families.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of gender roles and/or of diversity of family structures.</p> <p>There will be one or two applications of relevant material, eg how women's greater involvement in paid work has led to more childless couples.</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 there may be some drift into accounts of family diversity in general.</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:

- gender role models in family and/or in wider society
- impact of feminism on attitudes and expectations
- women's access to and experience of paid work
- women's financial independence allowing more freedom of choice
- the increase in lone parent families
- the development of joint conjugal roles
- the increase in single person households
- the increase in childless couples.

1 | 2

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

**[20 marks]**

**Item B**

For functionalist sociologists, the family is an important institution in society. They see the family as playing a number of important roles essential for the smooth running of society. However, other sociologists have emphasised different functions that families may fulfil in society.

<b>Marks</b>	<b>Level descriptors</b>
17–20	<p>Sound, conceptually detailed knowledge of a range of relevant material on the contribution of functionalist views to our understanding of the family, good sophisticated understanding of the question and of the presented material.</p> <p>Appropriate material applied accurately and with sensitivity 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 by comparing different functionalist views or by contrasting functionalist approaches with Marxist and/or feminist views. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Accurate, broad and/or deep but incomplete knowledge. Understands a number of significant aspects of the question; good 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 debate about the symmetrical family and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Largely accurate knowledge but limited range and depth, eg a broadly accurate if basic account of Parsons and stabilisation of adult personalities. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation limited at most to juxtaposition of competing positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Limited undeveloped knowledge, eg two to three insubstantial points about the role of the family. 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 a 'family and social change answer.</p>

	Very limited, minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Very limited knowledge, eg one to two very insubstantial points about the family in general. Very little/no understanding of the question and of the presented material.  Significant errors, and/or omissions, and/or significant incoherence in application of material.  Minimal or no analysis or evaluation.
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear: stabilisation of adult personalities; social stability; sexual/reproductive/educational/economic functions of family; family as a unit of consumption; reproduction; primary socialisation; gender roles; patriarchy; geographical mobility; hierarchy; social control.

**Topic B3 Health**

**1 | 3**

Define the term 'iatrogenesis'.

**[2 marks]**

**Two marks** for satisfactory definition such as: illness or sickness caused by medical treatment.

**One mark** for a partial definition such as: illness or sickness or only an example given.

**No marks** for no/unsatisfactory definition.

**1 | 4**

Using **one** example, briefly explain how cultural factors may lead to differences in health.

**[2 marks]**

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

- valuing short-term hedonism (1 mark) leads some working-class people to engage in behaviour that causes illness in the longer term (+1 mark)
- possessing cultural capital (1 mark) allows middle-class patients to obtain better health care (+1 mark)
- not speaking English (1 mark) may act as a barrier to obtaining health care (+1 mark).

**No mark** for **no** relevant points.

**1 | 5**

Outline **three** features of the functionalist view of the sick role.

**[6 marks]**

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

- the sick role is a form of deviance (1 mark) because it involves failure to perform normal role obligations (+1 mark)
- the medical profession are the only ones who can decide if someone is genuinely sick (1 mark) based on their scientific expertise (+1 mark)
- the medical profession are gatekeepers to the role (1 mark) to prevent people illegitimately escaping their normal role obligations (+1 mark)
- the role exempts genuinely sick people from work (1 mark) but only so long as they cooperate with treatment (+1 mark)
- the sick have a right not to be blamed for their illness (1 mark) and therefore have a right to be looked after by others (+1 mark).

**No marks** for **no** relevant points.

<b>1</b>	<b>6</b>	Outline and explain <b>two</b> ways in which social groups' definitions of illness affect their use of health care.	<b>[10 marks]</b>
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of the social construction of illness and use of health care.</p> <p>There will be two applications of relevant material, eg social class variations in self-diagnosis and presentation at medical consultations; how differences in folk aetiologies generate consultations with different types of practitioner (medical, spiritual etc).</p> <p>There will be appropriate analysis, eg of how class differences in cultural capital/access to medical knowledge affect propensity to seek health care.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of the social construction of illness and/or use of health care.</p> <p>There will be one or two applications of relevant material eg how the medical profession has defined and treated normal bodily processes such as pregnancy and childbirth as illnesses.</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 there may be some drift into outlining inequalities in health care.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

**Indicative content**

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

- the medicalisation of pregnancy and childbirth
- cross-cultural, ethnic, gender and class differences in definitions/perceptions of illness, eg 'sinking heart', lower back pain, 'man flu'
- folk aetiologies of disease
- types of care: preventative, curative, palliative
- the health professions; complementary and alternative medicine
- doctor-patient interaction; strategic interactions; contested diagnoses
- medical knowledge and power.

1 | 7

Applying material from **Item C** and your knowledge, evaluate sociological explanations of mental illness.

**[20 marks]**

**Item C**

Whereas many people see mental illness as purely the result of an individual’s psychological characteristics, sociologists see it as closely linked to social factors. For example, different social classes, ethnic groups and genders have different rates and patterns of diagnosed mental disorders. This may be due to the pressures they face as a result of their social position, or it may be the result of their interactions with others.

<b>Marks</b>	<b>Level descriptors</b>
17–20	<p>Sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of mental illness. 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>Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a discussion of the relative importance of structural factors and interpersonal interactions or of the interrelationships between them. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>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 whether/how far the self-fulfilling prophecy is inevitable/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Largely accurate knowledge but limited range and depth, eg a broadly accurate if basic account of how labelling may produce mental illness. Understands some aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation limited at most to juxtaposition of competing positions or to one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Limited undeveloped knowledge, eg two to three insubstantial points about social factors and mental illness. Understands only very limited aspects of the question;</p>

	<p>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>Very limited knowledge, eg one to two very insubstantial points about health 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: labelling by doctors, family members etc; societal reaction; self-concept; self-fulfilling prophecy; mortification of the self; total institutions; strategic interaction; the medical model of mental illness; ethnocentrism in psychiatry; patriarchy/the male gaze; capitalism; alienation; the dual burden; racism; different types of mental illness (eg depression, psychosis).

**Topic B4: Work, Poverty and Welfare**

**1 | 8**

Define the term 'wealth'.

**[2 marks]**

**Two marks** for a satisfactory definition such as: a stock of assets/resources.

**One mark** for a partial definition such as: assets or resources or only an example given.

**No marks** for no/unsatisfactory definition.

**1 | 9**

Using **one** example, briefly explain how poverty may be functional for some groups in society.

**[2 marks]**

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

- it keeps wages down (1 mark) which benefit the owners of businesses (+1 mark)
- it provides an incentive to work hard (1 mark) otherwise individuals run the risk of ending up in poverty (+1 mark)
- it provides work for social workers etc (1 mark) who find employment dealing with those in poverty (+1 mark).

**No mark** for **no** relevant points.

**2 | 0**

Suggest **three** reasons why people with disabilities may be more likely than other social groups to experience poverty.

**[6 marks]**

**Two marks** for each of **three** appropriate reasons clearly outlined or **one mark** for appropriate reasons partially outlined, such as people with disabilities are more likely to:

- earn less (1 mark) because they may be excluded from certain jobs (+1 mark)
- have particular health and/or social care needs that are costly (1 mark) such as needing help with mobility (+1 mark)
- have a lower pension (1 mark) because they have had a shorter working life (+1 mark)
- be excluded from the labour market (1 mark) due to discrimination by employers (+1 mark)
- have poorer access to education (1 mark) and are therefore less able to access well paid jobs (+1 mark)
- be dependent on state benefits (1 mark) and these may be inadequate to cover living expenses (+1 mark).

**No mark** for **no** relevant points.

**2** | **1**

Outline and explain **two** ways in which work in industrial society may lead to alienation.

**[10 marks]**

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of work in industrial society and of alienation.</p> <p>There will be two applications of relevant material, eg how work in industrial society leads to a lack of control over the work process; how specialisation means workers are disconnected to the final product.</p> <p>There will be appropriate analysis, eg how alienation may be a consequence of capitalism.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of work in industrial society and of alienation.</p> <p>There will be one or two applications of relevant material eg an account of the effect of lack of control over the work process.</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 there may be some drift into accounts of technological change in general.</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 the nature of work
- the exploitative nature of work in capitalist societies
- specialisation/division of labour in industrial society
- the nature of working relationships/industrial relations
- extrinsic as opposed to intrinsic satisfaction
- monotony/meaninglessness
- lack of control/autonomy over life
- the ‘false’ nature of personal relationships.

**2 2**

Applying material from **Item D** and from your knowledge, evaluate the view that poverty is caused by the class structure of society.

**[20 marks]**

**Item D**

For many sociologists, poverty is related to the way in which capitalist societies are organised. The class structure determines the distribution of resources in society and the rewards that people receive. The result of this system is to leave some members of society in poverty.

<b>Marks</b>	<b>Level descriptors</b>
17–20	<p>Sound, conceptually detailed knowledge of a range of relevant material on how poverty is caused by the class structure of society. Sophisticated understanding of the question and of the presented material.</p> <p>Appropriate material applied accurately and with sensitivity 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. New Right, Marxist, social democratic, feminist perspectives. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Accurate, broad and/or deep, but incomplete knowledge. Understands a number of significant aspects of the question; good 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 Marxist view of the causes of poverty and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Largely accurate knowledge but limited range and depth, eg a broadly accurate if basic account of a theory of poverty. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation limited to juxtaposition of competing positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Limited undeveloped knowledge, eg two to three insubstantial points about the class system. Understands only 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 a dependency culture answer.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>

1–4	Very limited knowledge, eg one to two very insubstantial points about poverty in general. Very little/no understanding of the question and of the presented material.  Significant errors and/or omissions in application of material.  Minimal or no analysis or evaluation.
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear: structural and situational constraints; discrimination; capitalism; reserve army of labour; culture of poverty; dependency culture; cycle of deprivation; social exclusion; the role of the welfare state; feminism.

### Assessment objectives

Paper 2	AO1	AO2	AO3	Total
<b>Research Methods</b>				
<b>Q01</b>	2		2	4
<b>Q02</b>	6	5	5	16
<b>Topics</b>				
<b>Q03, Q08, Q13, Q18</b>	2	0	0	2
<b>Q04, Q09, Q14, Q19</b>	0	2	0	2
<b>Q05, Q10, Q15, Q20</b>	6		0	6
<b>Q06, Q11, Q16, Q21</b>	5	3	2	10
<b>Q07, Q12, Q17, Q22</b>	8	6	6	20
<b>Totals</b>	<b>29</b>	<b>16</b>	<b>15</b>	<b>60</b>

