



AS
SOCIOLOGY
7191/2

Paper 2 Research Methods and Topics in Sociology

Mark scheme

June 2022

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, 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	<p>Outline two advantages of using structured interviews in sociological research.</p> <p>Two marks for each of two appropriate advantages clearly outlined or one mark for appropriate advantage partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ● data obtained is reliable (1 mark); because all respondents are asked the same questions in the same way (+1 mark) ● useful for obtaining factual detail (1 mark); because format allows for short standardised questions and answers (+1 mark) ● answers are easier to put into standardised statistical format (1 mark); therefore it is easier to analyse findings (+1 mark) ● less likelihood of interviewer bias (1 mark); because interview questions are pre-set and standardised (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	4

02	Evaluate the disadvantages of using personal documents in sociological research.	16
Marks	Level descriptors	
13–16	<p>Sound, conceptually detailed knowledge of a range of relevant material on some of the disadvantages of using personal documents in sociological research. Good understanding of the question and of the presented material.</p> <p>Appropriate material applied accurately to the issues raised by the question.</p> <p>There will be some reasonable evaluation or analysis.</p>	
10–12	<p>Broad or deep, accurate but incomplete knowledge of a range of disadvantages involved in using personal documents in sociological research. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>There will be some limited evaluation or analysis, eg the difficulty of identifying the credibility of personal documents.</p>	
7–9	<p>Largely accurate knowledge but limited range and depth, eg a basic account of a few disadvantages of using personal documents in sociological research. Understands some aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <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 or three insubstantial points about the disadvantages of personal documents. 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 examples of personal documents.</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 or two very insubstantial points about time and/or costs or about documents 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.
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Indicative content

Concepts and issues such as the following may appear: meaning; subjectivity; objectivity; authenticity; credibility; representativeness; reliability; informed consent; anonymity; confidentiality; harm; validity; access; funding; cost.

Section B
Topic B1 Culture and Identity

Qu	Marking guidance	Total marks
03	<p>Define the term 'subculture'.</p> <p>Two marks for a satisfactory definition such as: a group within a larger culture that shares some aspects of that culture but has some of their own, different norms and values.</p> <p>One mark for a partial definition such as: an example of a subculture.</p> <p>No marks for no/unsatisfactory definition.</p>	2
04	<p>Using one example, briefly explain how individuals may be socialised into a national identity.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ● through common experiences at school (1 mark); such as learning a common history (+1 mark) ● through global sporting events (1 mark); that encourage a sense of national pride (+1 mark) ● through the rituals and ceremonies (1 mark); which give everyone a shared national experience (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
05	<p>Outline three ways in which old age may be seen as a stigmatised social identity.</p> <p>Two marks for each of three appropriate ways clearly outlined or one mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ● by the use of language (1 mark); which may be abusive or derogatory towards older people (+1 mark) ● through media representation (1 mark); which may be negatively stereotyped (+1 mark) ● differential medical treatment (1 mark); whereby health needs of older people may be neglected (+1 mark) ● barriers in accessing employment (1 mark); therefore older people may have more limited chances of an economically active role in society (+1 mark) ● assumptions about dependency (1 mark); therefore older people may be denied access to certain leisure activities (+1 mark). 	6

	<p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	
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06	Outline and explain two ways in which gender identity may be expressed by lifestyle or consumption choices.	10
Marks	Level descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which gender identity may be expressed by lifestyle or consumption choices.</p> <p>There will be two applications of relevant material, eg the body as a project; choice of clothes/make up.</p> <p>There will be appropriate analysis, eg the extent that social class interacts with gender identity.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which gender identity may be expressed by lifestyle or consumption choices.</p> <p>There will be one or two applications of relevant material, eg leisure choices.</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 gender identity.</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:

- leisure choices
- involvement in sport
- choice of clothes/ hairstyles
- wearing make up
- metrosexuals
- ladettes
- pick and mix
- body as a project/body shape
- media representations of gender

- patriarchal control.

Sources may include the following or other relevant ones: Bradley; Connell; Craik; Deem; Katz and Sugiyama; Ling; Lury; Oakley; Wilkinson.

07	Applying material from Item A and your knowledge, evaluate the functionalist view of the role of the socialisation process.	20
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Item A

Functionalists believe that the socialisation process benefits all members of society. Social institutions shape individuals and transmit the culture of society. From a functionalist perspective, the role of the socialisation process is to integrate individuals into society as a whole.

Other sociologists are critical of this view of the socialisation process. For example, social action approaches place more emphasis on the way individuals create their own identity through interaction with others.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the functionalist view of the role of the socialisation process. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives (eg social action, Marxist, feminist) on the role of the socialisation process. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg on the significance of primary socialisation and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the functionalist view of the role of the socialisation process. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) from the general topic area but with</p>

	<p>limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points covering some aspects of socialisation and values. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about socialisation. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions and/or incoherence in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: primary and secondary socialisation; agencies of socialisation; social order; social solidarity; organic analogy; gender roles; norms; values; role models; collective conscience; ruling class ideology; patriarchal society; hyper reality; male gaze; beauty myth; gender regime; secularisation; pick and mix; structure and action; self; consensus and conflict; cultural capital; social control.

Sources may include the following or other relevant ones: Beck; Blumer; Durkheim; Goffman; Macionis and Plummer; Mac an Ghail; Mirza; Marx; Mead; Merton; Oakley; Parsons; Weber.

Topic B2 Families and Households

Qu	Marking guidance	Total marks
08	<p>Define the term 'extended family'.</p> <p>Two marks for a satisfactory definition such as: family unit that includes members in addition to parents and children such as grandparents and wider kin.</p> <p>One mark for a partial definition such as: families that include grandparents.</p> <p>No marks for no/unsatisfactory definition.</p>	2
09	<p>Using one example, briefly explain how the distinction between adults and children is becoming blurred in modern society.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ● children can easily make use of media technology (1 mark); which gives them access to adult themes (+1 mark) ● adults are continuing to take part in youthful leisure pursuits (1 mark); such as an interest in popular music (+1 mark) ● there is a loss of innocence (1 mark); as children are subject to adult concerns such as mental illness (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
10	<p>Outline three possible effects the rise of dual-earner households has had on the family.</p> <p>Two marks for each of three appropriate effects clearly outlined or one mark for each appropriate effect partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ● more equal domestic roles (1 mark); as more recognition in dual-earner households of equal contribution of both parents (+1 mark) ● more involvement of fathers in childcare (1 mark); because mothers are also working so cannot perform all the care role (+1 mark) ● increased affluence (1 mark); means more money for family to spend on material goods (+1 mark) ● other agencies involved in socialisation of children (1 mark); as children more likely to spend time in childcare outside the family eg nurseries (+1 mark) 	6

	<ul style="list-style-type: none"> ● more involvement of grandparents in childcare (1 mark); to allow both parents to work (+1 mark) ● reduced family size (1 mark); because focus more on career than having children (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	
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11	Outline and explain two ways in which an ageing population may affect family structure and organisation.	10
Marks	Level descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which an ageing population may affect family structure and organisation.</p> <p>There will be two applications of relevant material, eg increase in beanpole families; dual-earner families.</p> <p>There will be appropriate analysis, eg variations across social class, ethnicity etc.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which an ageing population may affect family structure and organisation.</p> <p>There will be one or two applications of relevant material, eg more extended families due to grandparents living with families.</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 an ageing population.</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 beanpole families
- more extended families due to grandparents living with families
- single person households
- effects on divorce rate

- childcare role for grandparents
- decline in family size
- increased domestic burden for women
- dual-earner families
- social class, gender, ethnic and regional differences.

Sources may include the following or other relevant ones: Arber; Brannen; Hockey and James; Phillipson and Downs; Pilcher; Ross et al.

12	Applying material from Item B and your knowledge, evaluate the view that traditional families are no longer the centre of peoples' personal lives.	20
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Item B
<p>Some sociologists argue that personal relationships now take on so many different forms that traditional families are no longer the centre of peoples' personal lives. The friends we choose are an increasingly important source of personal relationships. Furthermore, there is no longer such a thing as a typical family.</p> <p>Other sociologists argue that these changes are exaggerated and that many aspects of traditional families continue to be important for people.</p>

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that traditional families are no longer the centre of peoples' personal lives. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives (eg postmodernist, functionalist, personal life perspective). 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 individualisation thesis and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the view that traditional families are no longer the centre of peoples' personal lives. 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 family diversity. 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 families. 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: rise in divorce and cohabitation; births outside marriage, women’s paid work outside the home; conjugal roles, extended families; fictive kin; neo-conventional families; confluent love; the pure relationship; individualisation; plastic sexuality; beanpole families; divorce-extended families; same sex couples; lone parents; reconstituted families; the pure relationship; living apart together; nuclear families.

Sources may include the following or other relevant ones: Allan and Crow; Beck and Beck-Gernsheim; Chambers; Chester; Gabb; Giddens; May; Morgan; Smart; Stacey.

Topic B3 Health

Qu	Marking guidance	Total marks
13	<p>Define the term 'inverse care law'.</p> <p>Two marks for a satisfactory definition such as: those in greatest need of help get the fewest amount of resources allocated to them.</p> <p>One mark for a partial definition such as: poor people get a poor service.</p> <p>No marks for no/unsatisfactory definition.</p>	2
14	<p>Using one example, briefly explain why children may not be able to access health care.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ● parents may not have access to affordable transport (1 mark); so are less likely to be taken to the doctor's (+1 mark) ● parents may lack confidence when dealing with health professionals (1 mark); therefore, they are less able to demand a better service (+1 mark) ● families may not be able to afford private health care (1 mark); so cannot avoid NHS waiting lists (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
15	<p>Outline three reasons that may explain ethnic differences in health chances.</p> <p>Two marks for each of three appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ● poverty is linked to poor health (1 mark); ethnic minorities are more likely to be living in poverty than majority population (+1 mark) ● poor health may be linked to poor diet (1 mark); higher rates of heart disease may be linked to high-fat Asian diet (+1 mark) ● racism (1 mark); the daily experience of racism may adversely affect health (+1 mark) ● language barriers (1 mark); some older ethnic minorities may not speak fluent English and therefore have difficulty accessing health services (+1 mark) ● biological vulnerability (1 mark); for example, individuals from an African Caribbean background are more likely to develop sickle cell anaemia (+1 mark). 	6

	<p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	
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16	Outline and explain two ways in which aspects of women’s lives may have become medicalised.	10
Marks	Level descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which aspects of women’s lives may have become medicalised.</p> <p>There will be two applications of relevant material, eg pregnancy and childbirth; the treatment of pre-menstrual syndrome.</p> <p>There will be appropriate analysis, eg the role of the pharmaceutical companies in promoting medicalisation.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which aspects of women’s lives may have become medicalised.</p> <p>There will be one or two applications of relevant material, eg the rise of cosmetic surgery.</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 women’s experiences.</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:

- pregnancy and childbirth
- patriarchy
- the power of the medical profession
- the role of the pharmaceutical industry
- medical interventions surrounding weight loss
- the rise of cosmetic surgery
- the policing of motherhood

- postnatal depression
- treatment of menopause
- the treatment of pre-menstrual syndrome.

Sources may include the following or other relevant ones: Conrad and Schneider; Ehrenreich and English; Freidson; Graham; Illich; Moynihan and Smith; Navarro; Oakley; Williams et al.

17	Applying material from Item C and your knowledge, evaluate the view that mental illness is a result of the structure of society.	20
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Item C

Structuralist sociologists argue that mental illness is a real condition. They explain the distribution of mental illness in relation to the structure of society. They point to social patterns of mental illness based on social class, gender and ethnicity.

However, some interactionist sociologists argue that mental illness is a social construction. They look at the reasons why certain forms of behaviour are seen as mental illness.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that mental illness is a result of the 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 (eg biomedical, social constructionist, feminist). Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg some criticisms of the labelling explanation for mental illness and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the view that mental illness is a result of the 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 ethnicity and mental illness. 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 mental illness. 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: racism; unemployment; deprivation; mortification; medical power; racism; cultural bias; patriarchy; institutionalisation; medicalisation of deviance; poverty; stress; access to health care; myth of mental illness; iatrogenesis; discrimination; inequality; anomie; labelling; self-fulfilling prophecy; master status.

Sources may include the following or other relevant ones: Becker; Brown and Harris; Busfield; Foucault; Fryer; Goffman; Gove; Laing; Link and Ohelan; Littlewood and Lipsedge; Rosenhan; Scheff; Szasz; Turner; Wilkinson and Pickett.

Topic B4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
18	<p>Define the term 'universal benefits'.</p> <p>Two marks for a satisfactory definition such as: welfare that is available equally to all citizens, regardless of level of income or economic status.</p> <p>One mark for a partial definition such as: an example of universal benefit such as the NHS.</p> <p>No marks for no/unsatisfactory definition.</p>	2
19	<p>Using one example, briefly explain a disadvantage of voluntary groups providing welfare services.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ● lack of funding (1 mark); so the service may not be consistently relied upon (+1 mark) ● lack of expert knowledge (1 mark); so the quality of service may not reflect national benchmarks (+1 mark) ● patchy coverage (1 mark); so there may not be a service available locally (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
20	<p>Outline three ways in which age may affect the experience of poverty.</p> <p>Two marks for each of three appropriate ways clearly outlined or one mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ● children have limited work opportunities (1 mark); therefore, are less able to earn a substantial income (+1 mark) ● older people are less likely to be in full time work (1 mark); therefore, more dependent on a pension which generates less income (+1 mark) ● students may have high levels of debt (1 mark): and be unable to access other forms of credit (+1 mark) ● children of lone parents have less access to resources (1 mark); because lone parents may have difficulty accessing paid work (+1 mark) 	6

	<ul style="list-style-type: none"> ● housing costs for certain age groups (1 mark); compared to other age cohorts, young adults may have to live in rented accommodation which may be expensive (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	
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21	Outline and explain two reasons why people with disabilities may not receive the state benefits they are entitled to.	10
Marks	Level descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why people with disabilities may not receive state benefits they are entitled to.</p> <p>There will be two applications of relevant material, eg lack of an advocate for those with mental disability; complexity of welfare system.</p> <p>There will be appropriate analysis, eg different experiences for those with different disabilities.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why people with disabilities may not receive state benefits they are entitled to.</p> <p>There will be one or two applications of relevant material, eg stigma attached to claiming disability benefits and therefore people are reluctant to claim benefits that they are entitled to.</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 the experiences of people with disabilities.</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:

- stigma attached to claiming disability benefits
- information on benefits in inaccessible form eg for those with sight or hearing loss
- wrongly assessed by DWP

- stereotyping
- complexity of welfare system
- physically unable to access process of application
- lack of an advocate eg for those with mental disability.

Sources may include the following or other relevant ones: Alcock; Oliver; Oppenheim and Harker; Palmer; Shakespeare.

22	Applying material from Item D and your knowledge, evaluate the significance of work for people’s lives and life chances.	20
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Item D

For most adults, work is an important source of status and identity. It also has a major effect on the free time people have and on the money that they have to spend.

However, postmodernists argue that work is becoming less significant. They argue that consumption is a more important source of identity. Moreover, work itself is changing, for example more part time and temporary work arrangements, so making it less central to people’s lives.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the significance of work for people’s lives and life chances. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives (eg postmodernist, Marxist, functionalist, feminist). Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg the impact of age or gender on the significance of work and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the significance of work for</p>

	<p>people’s lives and life chances. 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 work and income. 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 work. 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: identity; physical and mental health; part-time work; retirement; child care/parenting; disengagement theory; consumption; gig economy; temporary work; zero hours contracts; job security; capitalism; unpaid work; leisure; reserve army of labour; short and long term unemployment.

Sources may include the following or other relevant ones: Arber; Bauman; Beck; Cumming and Henry; Doherty; Hockey and James; Parker; Roberts et al; Weber.

Assessment Objectives

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