

AS

SOCIOLOGY

7191/2

Paper 2 Research Methods and Topics in Sociology

Mark scheme

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

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

	Part	Marking guidance	Total marks
01		<p>Outline two advantages of using postal questionnaires in sociological research.</p> <p>Two marks for each of two appropriate advantages clearly outlined or one mark for appropriate advantage partially outlined, such as:</p> <ul style="list-style-type: none"> • reliability (1 mark); questions are standardised because there is no contact between respondent and researcher (+1 mark) • relatively cheap and quick (1 mark), so can be distributed to a larger sample (+1 mark) • answers filled in by respondent (1 mark), so they reflect the respondent's views and no filter from researcher (+1 mark) • answers can be anonymous (1 mark); may lead to respondents to answer honestly (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	4
02		<p>Evaluate the view that practical factors are the most important influence when selecting research methods.</p>	16
	Marks	Level Descriptors	
13–16		<p>Sound, conceptually detailed knowledge of a range of relevant material on some of the practical factors involved in selecting sociological research methods. 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 practical factors involved in selecting research methods. 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 relative importance of</p>	

	practical factors.
7–9	<p>Largely accurate knowledge but limited range and depth, eg a basic account of a few practical factors involved in 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 to three insubstantial points about the selection of research methods. 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 problems of particular methods.</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 time and/or costs or about methods in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions, and/or incoherence in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative Content

Concepts and issues such as the following may appear: practical, ethical and theoretical issues, including reliability, validity, representativeness; cost; funding; access; time; recording data; skill of the researcher; danger to researcher; informed consent; values of the researcher.

Section B

Topic B1 Culture and Identity

03	<p>Define the term ‘socialisation’.</p> <p>Two marks for a satisfactory definition such as: the process of acquiring the culture of society.</p> <p>One mark for a partial definition such as: norms and values.</p> <p>No marks for no/unsatisfactory definition.</p>	2
04	<p>Using one example, briefly explain how a subculture differs from mainstream culture.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example, such as:</p> <ul style="list-style-type: none"> • a subculture may have particular norms different from the mainstream (1 mark) for example norms of dress (+1 mark) • a subculture may have particular values different from the mainstream (1 mark) for example a religious group (+1 mark) • a subculture may have a particular lifestyle different from the mainstream (1 mark) such as a youth subculture which involves particular lifestyle choices (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
05	<p>Outline three sources from which ethnic groups may construct their identity.</p> <p>Two marks for each of three appropriate sources clearly outlined or one mark for appropriate source partially outlined, such as:</p> <ul style="list-style-type: none"> • history (1 mark); members of an ethnic group may have a common history eg slavery (+1 mark) • religion (1 mark); religious practice and belief may help give people a common identity eg Muslim (+1 mark) • language (1 mark) allows people to maintain a common identity eg speaking Urdu (+1 mark) • cultural practices and traditions (1 mark) allow people to identify with a particular ethnic group eg Chinese New Year celebrations (+1 mark) • reaction to racism (1 mark) may mean that ethnic identity becomes 	6

		<p>more significant for people as a source of resistance (+1 mark).</p> <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 an individual's social experiences may be shaped by their sexuality.	10
Marks	Level Descriptors		
8 – 10	<p>Answers in this band will show very good knowledge and understanding of two ways in which an individual's social experience may be shaped by their sexuality.</p> <p>There will be two applications of relevant material, eg the experience of discrimination/stigmatisation; different leisure activities.</p> <p>There will be appropriate analysis, eg of the changes in the significance of sexuality in shaping different social experiences.</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 individual's social experience may be shaped by their sexuality.</p> <p>There will be one or two applications of relevant material, eg the differences in status of different sexualities.</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 gender differences.</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:

- may be subject to discrimination/stereotyping/stigmatisation
- may be subject to physical/verbal abuse
- different leisure activities
- lack of representation in the media
- society makes the presumption of heterosexuality
- different social attitudes to expressions of sexuality

Sources may include the following or other relevant ones: **to follow**

07	Applying material from Item A and your knowledge, evaluate the view that social class is no longer a significant factor in shaping social identity.	20
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Item A

Postmodernist views of society include the idea that people are now able to create their own identity. In the past, social class was a significant factor in shaping social identity but, according to postmodernists, this is no longer the case.

However, other sociologists argue that class divisions are becoming more significant today and therefore social class remains important in shaping social identity.

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 social class is no longer a significant factor in shaping social identity. 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. 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 continued importance of social class 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 postmodernist views of the declining importance of social class. 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</p>

	<p>applying a narrow range of more relevant material.</p> <p>Evaluation limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5-8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points covering some aspects of social identity. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1-4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about identity or social class 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	<p>No relevant points.</p>

Indicative Content

Concepts and issues such as the following may appear: class differences; underclass; false consciousness; fragmentation of class; class cultures; pick and mix identities; the role of the media; diversity; consumer choice; media saturation; globalisation; shopping; the labour market; life chances; cultural capital; conflict; structuration.

Sources may include the following or other relevant ones: Beck; Bradley; Clarke and Saunders; Charlesworth; Devine; Jones; Marshall et al; Pakulski and Waters; Rojek; Savage et al; Scraton; Scott; Westergaard.

Section B

Topic B2 Families and Households

08	<p>Define the term 'social construction of childhood'.</p> <p>Two marks for a satisfactory definition, such as: the idea that the concept of childhood has been shaped by society and/or social attitudes.</p> <p>One mark for a partial definition such as: cultural differences in childhood or only an example given of how childhood has changed over time.</p> <p>No marks for no/unsatisfactory definition.</p>	2
09	<p>Using one example, briefly explain how individuals may have significant personal relationships besides those relationships with family members.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example, such as:</p> <ul style="list-style-type: none"> • friends (1 mark); may receive emotional support from friends (+1 mark) • housemates (1 mark); may share a number of social activities such as eating together (+1 mark) • pets (1 mark); may provide companionship for people (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
10	<p>Outline three reasons for the fall in the birth rate since 1900.</p> <p>Two marks for each of three appropriate reasons clearly outlined or one mark for appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> • fall in infant mortality (1 mark) means more children survive so reduced need to have lots of children (+1 mark) • children financially dependent for longer (1 mark) means that children are more of an economic burden so incentive to have less children (+1 mark) • improved access to contraceptive technology (1 mark) means that women have more control over their fertility (+1 mark) • women now prioritise career (1 mark) means that women delay childbirth/choose not to have children (+1 mark) 	6

		<ul style="list-style-type: none"> growth of child centredness (1 mark) means that parents invest more time and energy into fewer 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 the divorce rate may have been affected by social changes apart from divorce legislation.	10
	Marks	Level Descriptors	
	8 – 10	<p>Answers in this band will show very good knowledge and understanding of two ways in which the divorce rate may have been affected by changes in society apart from divorce legislation.</p> <p>There will be two applications of relevant material, eg secularisation has led to changing attitudes to divorce; how women's financial independence has led to more women being able to head a single parent family.</p> <p>There will be appropriate analysis, eg of the significance the rise of feminism.</p>	
	4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which the divorce rate may have been affected by changes in society apart from divorce legislation.</p> <p>There will be one or two applications of relevant material, eg how welfare benefits have allowed women to divorce and still cope financially.</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 the effects of divorce 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:

- secularisation
- 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 effect of longer life expectancy
- the rise of individualism
- higher expectations of marriage.

Sources may include the following or other relevant ones: **to follow**

12	Applying material from Item B and your knowledge, evaluate the contribution of feminist views to an understanding of family roles and relationships.	20
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Item B

Feminists take a critical view of the family. They argue that family life maintains and promotes gender inequality. For example, this is reflected in the domestic division of labour. However, some sociologists suggest that feminist theories ignore the extent of family diversity and the variation in family roles and relationships.

Marks	Level Descriptors
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the contribution of feminist views to our understanding of family roles and relationships. 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 by raising issues about the extent to which changes in the family have been exaggerated, or by contrasting feminist approaches with Marxist and/or functionalist views. 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 different feminist perspectives on the family and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9-12	Answers in this band will show largely accurate knowledge but limited range and

	<p>depth, eg a broadly accurate, if basic, account of some feminist accounts of family roles and relationships. 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 about the domestic division of labour. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1-4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about the family 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: decision-making; domestic labour; domestic violence; dual burden; emotion work; house husbands; joint and segregated conjugal roles; symmetrical family; gay couples; finance; patriarchy; feminism; march of progress.

Sources may include the following or other relevant ones: Barrett and McIntosh; Dunscombe and Marsden; Ferri and Smith; Gershuny; Hardill et al; Jansson; Man-Yee Kan; Mirrlees-Black; Oakley; Pahl and Vogler; Somerville; Sullivan; Warde and Hetherington.

Section B

Topic B3 Health

13	<p>Define the term 'morbidity'.</p> <p>Two marks for a satisfactory definition such as: illness or sickness.</p> <p>One mark for a partial definition such as: only an example given.</p> <p>No marks for no/unsatisfactory definition.</p>	2
14	<p>Using one example, briefly explain how health services can help to prevent illness or disease.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example, such as:</p> <ul style="list-style-type: none"> • dentistry (1 mark); dentists intervene to prevent the spread of tooth decay (+1 mark) • vaccinations (1 mark), prevent the spread of communicable diseases (+1 mark) • stop smoking clinics (1 mark), help people stop smoking and therefore reduce risk of heart disease and cancer (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
15	<p>Outline three reasons why working-class people may have higher levels of ill health than middle-class people.</p> <p>Two marks for each of three appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> • working conditions (1 mark); manual work more likely to involve working in dangerous/hazardous conditions (+1 mark) • differences in smoking patterns (1 mark); as working-class people more likely to smoke which increases risk of cancer/heart disease (+1 mark) • middle class more likely to take exercise (1 mark), which helps prevent obesity and reduces risk of heart disease (+1 mark) • working-class life is more stressful (1 mark), for example the stress of living in poverty (+1 mark) • working class less likely to access health care (1 mark) because they may find it more difficult to attend medical appointments (+1 mark). <p>Other relevant material should be credited.</p>	6

		No marks for no relevant points.	
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16		Outline and explain two ways in which improvements in living standards have been responsible for improvements in health.	10
Marks	Level Descriptors		
8 – 10	<p>Answers in this band will show very good knowledge and understanding of two ways in which improvements in living standards have been responsible for improvements in health.</p> <p>There will be two applications of relevant material, eg how improvements in diet have led to improvements in child health; how improved housing has led to a decline in diseases such as tuberculosis.</p> <p>There will be appropriate analysis, eg of how improvements in living standards have not been uniform across all sectors of the population.</p>		
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two improvements in living standards have been responsible for improvements in health.</p> <p>There will be one or two applications of relevant material eg how improvements in living standards have led to better health care.</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:

- damp free housing has led to decline of respiratory diseases
- improvements in diet has reduced childhood diseases and raised life expectancy
- better living standards has meant more money spend on health care and therefore the quality of provision has improved
- better pension provision means older people can enjoy a better quality of life
- improved living standards has meant better a more educated population who are more likely to absorb health education messages

- improved living standards means more funds available for medical research which has extended the range of medical interventions available

Sources may include the following or other relevant ones: to follow

17	Applying material from Item C and your knowledge, evaluate the view that health and illness are socially constructed.	20
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Item C

Many sociologists argue that health and illness are socially constructed and relative to the culture of society. That is, what counts as health and illness varies from place to place, time to time and group to group. Different cultures have different views of what it means to be sick or healthy, and of what causes illness.

Similarly, different groups within the same society may have different views of health and 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 social construction of health and illness. 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 discussion of the relative importance of social construction as opposed to biological factors. 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 extent of social construction 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 how health and illness are socially constructed. 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 about problems of defining 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 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: social construction; labelling; social and medical models; lay theories of health; mental illness; physical illness; alternative medicine; disability/impairment; cross-cultural and historical comparisons; medicalization; patriarchy; professional power; doctor- patient interactions.

Sources may include the following or other relevant ones: Becker et al; Blaxter; Bury; Cant and Sharma; Doyal; Foucault; Giddens; Goffman; Illich; McKeown; Navarro; Oliver; Parsons; Saks; Scheff; Shilling; Williams et al

Section B

Topic B4 Work, Poverty and Welfare

18	<p>Define the term 'alienation'.</p> <p>Two marks for a satisfactory definition such as: a sense of estrangement from oneself/a lack of purpose or meaning.</p> <p>One mark for a partial definition such as: monotony at work or only an example given.</p> <p>No marks for no/unsatisfactory definition.</p>	2
19	<p>Using one example, briefly explain how informal carers may provide day to day support for people in need.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example, such as:</p> <ul style="list-style-type: none"> • caring for a sick relative (1 mark) rather than using GP or hospital services (+1 mark) • providing practical assistance for day-to-day living (1 mark); eg cooking for those who are unable to cook for themselves (+1 mark) • providing social and/or emotional support (1 mark); eg taking old people to day centres <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
20	<p>Outline three effects of unemployment on individuals.</p> <p>Two marks for each of three appropriate effects clearly outlined or one mark for appropriate effect partially outlined, such as individuals who are unemployed are more likely to:</p> <ul style="list-style-type: none"> • be in poverty (1 mark) because benefit levels provide a minimum standard of living (+1 mark) • feel a lack of purpose (1 mark) because they have lost the routines of a working life (+1 mark) • loss of skills (1 mark) leads to increased likelihood of long term unemployment (+1 mark) • more likely to experience family breakup (1 mark) because of the financial and mental strain of unemployment (+1 mark) • more likely to suffer health problems (1 mark) because of poor diet/poorer access to health care due to poverty(+1 mark). <p>Other relevant material should be credited.</p>	6

		No marks for no relevant points.	
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21		Outline and explain two ways in which poverty may be passed on from one generation to the next.	10
	Marks	Level Descriptors	
	8 – 10	<p>Answers in this band will show very good knowledge and understanding of two ways in which poverty may be passed on from one generation to the next.</p> <p>There will be two applications of relevant material, eg how children may be socialised into a fatalistic culture of poverty; how lack of educational opportunities may lead to disadvantage in the labour market.</p> <p>There will be appropriate analysis, eg the significance of different social class cultures.</p>	
	4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which poverty may be passed on from one generation to the next.</p> <p>There will be one or two applications of relevant material eg an account of the impact of poor health on life chances.</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 poverty 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:

- socialised into a fatalistic culture of poverty
- lack of educational opportunities leading to disadvantages in the labour market
- lower value placed on education
- poor quality housing leads to poorer health
- poorer diet/health may mean poor do less well at school
- example of parents encourage reliance on benefits
- lack of resources at home may mean poor do less well in education system

Sources may include the following or other relevant ones: to follow

22	Applying material from Item D and your knowledge, evaluate the view that welfare benefits should be targeted at the poor rather than available to everyone.	20
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Item D

Some writers, especially those from a New Right perspective have expressed concerns about the cost of welfare. They argue that universal benefits are too costly and a waste of money. They would prefer a smaller welfare state targeted at the poorest members of society.

Marks	Level Descriptors
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on different sociological approaches to the view that welfare benefits should be targeted at the poor. 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. New Right, Marxist, social democratic, feminist perspectives. 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 cost implications of universal benefits 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 some reasons why welfare should be targeted at the poor. 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>

	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	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about types of benefit. 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 welfare 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: culture of poverty; dependency culture; cycle of deprivation; social exclusion; the role of the welfare state; poverty trap; selective/targeted benefits; universalism; stigma; scoungerphobia; two tier welfare system; social exclusion; citizenship rights.

Sources may include the following or other relevant ones: Alcock; Barry; Bartholomew; Dean and Taylor-Gooby; Giddens; Hills; Jordan; Marsland; Murray; Page; Pierson; Titmuss; 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	0	0	2
Q04, Q09, Q14, Q19	0	2	0	2
Q05, Q10, Q15, Q20	6		0	6
Q06, Q11, Q16, Q21	5	3	2	10
Q07, Q12, Q17, Q22	8	6	6	20
Totals	29	16	15	60

