AQA

AS
SOCIOLOGY
7191/2

Paper 2 Research Methods and Topics in Sociology

Mark scheme

June 2020

Version: 1.0 Final 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 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.

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

Qu	Marking guidance	Total marks
01	Outline **two** problems with using a random sample in sociological research. **Two marks** for each of **two** problems clearly outlined or **one mark** for appropriate problem partially outlined, such as: • not representative (1 mark); no guarantee that a simple random sample will generate a representative sample (+1 mark) • difficulty of finding sampling frame (1 mark); sampling frames do not exist for all target populations (+1 mark) • expensive (1 mark); for large samples it would be very expensive to access a list of the target population (+1 mark) • need a large sample (1 mark); for random sampling to work there needs to be a large sample for it to be meaningful (+1 mark) • need extra information about target population (1 mark); in order to stratify sample and make it more representative (+1 mark) Other relevant material should be credited. **No marks** for **no** relevant points.	**4**

02	Evaluate the disadvantages of using self-completion questionnaires in sociological research.	16

Marks	Level Descriptors
13−16	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on some of the disadvantages of using self-completion questionnaires in sociological research. Good understanding of the question and of the presented material. Appropriate material applied accurately to the issues raised by the question. There will be some reasonable evaluation or analysis, eg the extent to which issues relating to response rate can be overcome.
10−12	Answers in this band will show broad or deep, accurate but incomplete knowledge of a range of the disadvantages of using self-completion questionnaires in sociological research. Understands a number of significant aspects of the question; reasonable understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. There will be some limited evaluation or analysis, eg the theoretical issues associated with postal questionnaires.
7−9	Answers in this band will show largely accurate knowledge but limited range and depth, eg a basic account of a few disadvantages of using self-completion questionnaires in sociological research. Understands some aspects of the question; superficial understanding of the presented material. Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material. Answers are unlikely to have any evaluation but may have some limited analysis within a largely descriptive account.
4−6	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about questionnaires. Understands only very limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into accounts of particular studies. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–3	Answers in this band will show very limited knowledge, eg one or 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. Significant errors, omissions, and/or incoherence in application of material. No analysis or evaluation.

	0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: validity; reliability; imposition effect; response rate, representativeness; subjectivity; objectivity; positivism; interpretivism; meanings; patriarchy; social desirability; practical factors such as time, funding, question design, nature of topic; ethical issues such as anonymity and confidentiality.

Section B
Topic B1 Culture and Identity

Qu	Marking guidance	Total marks
03	Define the term 'value consensus'. **Two marks** for a satisfactory definition such as: agreement by members of society that something is good and worthwhile. **One mark** for a partial definition such as: agreement on values. **No marks** for no/unsatisfactory definition.	**2**
04	Using **one** example, briefly explain how having a disability may shape an individual's experience of society. **Two marks** for a clearly explained example or **one mark** for a partially explained example, such as: • some individuals may experience verbal or physical abuse (1 mark); individuals might find abuse contributes to social exclusion (+1 mark) • restricted opportunities (1 mark); individuals with a disability may find it difficult to get a job (+1 mark) • difficulties accessing public transport (1 mark); which limit leisure opportunities (+1 mark). Other relevant material should be credited. **No marks** for **no** relevant points.	**2**
05	Outline **three** factors that may contribute to an individual's ethnic identity. **Two marks** for each of **three** appropriate factors clearly outlined or **one mark** for an appropriate factor partially outlined, such as: • 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 sense of 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 more significant for people as a source of resistance (+1 mark). Other relevant material should be credited.	**6**

	No marks for **no** relevant points.	

06	Outline and explain **two** ways in which agencies of socialisation may help to create subcultures.	**10**

Marks	**Level Descriptors**
8−10	Answers in this band will show very good knowledge and understanding of two ways in which agencies of socialisation may help to create subcultures. There will be two applications of relevant material, eg; pupils' experience of the education system may encourage them to form distinct subcultures in school; media may encourage the formation and development of youth subcultures. There will be appropriate analysis, eg of the different types of youth subcultures.
4−7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which agencies of socialisation may help to create subcultures. There will be one or two applications of relevant material, eg a discussion of the role of peer groups in the creation of subcultures. There will be some basic analysis.
1−3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg drift into general accounts of subcultures. There will be little or no analysis.
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:
- the role of the education system in the formation of pupil subcultures
- the role of religion in the creation of subcultural groups
- the impact of media on youth subcultures
- deviant subcultures
- the role of peer groups
- subcultural differences in relation to gender/social class/ethnicity
- subcultural differences in family socialisation
- labelling and stereotyping
- different theoretical explanations for subcultures
- the significance of the workplace for the formation of subcultures
- the ways in which experiences of relative deprivation and marginalisation can lead to formation of subcultures.

Sources may include the following or other relevant ones: Charlesworth; Heath; Jackson; Mac an Ghaill; Miller; Modood; Sewell; Strinati; Willis

07	Applying material from **Item A** and your knowledge, evaluate the view that interactions with others is the key factor in shaping identity.	**20**

Item A
Social action or symbolic interactionist sociologists argue that individuals develop a self-concept which has an important influence on the way they behave. This self-concept or sense of identity is developed through interactions with other people. These approaches recognise that individuals have some choice and control over their identity. However, other sociologists emphasise the importance of social institutions, rather than interactions with others, as the key factor in shaping identity.

Marks	**Level Descriptors**
17−20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that interactions with others is the key factor in shaping identity. Good understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through different interactionist approaches and/or contrast them with structuralist approaches. Analysis will show clear explanation and may draw appropriate conclusions.
13−16	Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg on the role of social interaction in shaping identity, and/or some appropriate analysis eg clear explanations of some of the presented material.
9−12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the view that interactions with others is the key factor in shaping identity. Understands some limited but significant aspects of the question; superficial understanding of the presented material. Applying material (possibly in a list-like fashion) from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.

	Evaluation limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.

5−8	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points covering some aspects of the shaping of identity. Understands only very limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1−4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about identity. Very little/no understanding of the question and of the presented material. Significant errors, omissions and/or incoherence in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: looking-glass self; Impression management; frontstage/backstage; master status; stigmatised identity; I/me/self; negotiation; self-concept; labelling; meaning; societal reaction; consensus; structure; conflict; choice; structuration.

Sources may include the following or other relevant ones: Bauman; Becker; Cicourel; Cooley; Durkheim; Giddens; Goffman; Lawler; Lemert; Mead; Oakley; Parsons; Weber; Woodward; Young.

Topic B2 Families and Households

Qu	Marking guidance	Total marks
08	Define the term 'beanpole family'. **Two marks** for a satisfactory definition such as: families with declining numbers of children in each generation, and greater life expectancy so more generations alive at any one time. **One mark** for a partial definition such as: more generations alive at any one time. **No marks** for no/unsatisfactory definition.	2

Qu	Marking guidance	Total marks
09	Using **one** example, briefly explain how the experience of childhood may have improved over the last 50 years. **Two marks** for a clearly explained example or **one mark** for a partially explained example, such as: • more explicit protection for the welfare of children (1 mark); for example through the creation of legal rights for children (+1 mark) • families are more child-centred (1 mark); for example, parents incorporate children in decision making (+1 mark) • improved living standards (1 mark); means more money spent on children and their activities (+1 mark) Other relevant material should be credited. **No marks** for **no** relevant points.	2

Qu	Marking guidance	Total marks
10	Outline **three** functions of the family. **Two marks** for each of **three** appropriate functions clearly outlined or **one mark** for an appropriate function partially outlined, such as: • economic (1 mark); families provide for the material needs of family members (+1 mark) • socialisation (1 mark); families are an important agent of socialisation whereby children are taught the norms and values of society (+1 mark) • reproduction of gender roles (1 mark); families teach children traditional gender roles through socialisation and parenting practice (+1 mark) • reinforce patriarchy (1 mark); families contribute to the oppression of women through domestic violence (+1 mark) • reproduces capitalism (1 mark); by providing a safe haven from the exploitative nature of work (+1 mark)	6

- reproduction (1 mark); family may provide a stable environment for the reproduction and raising of children (+ 1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

11	Outline and explain **two** ways in which migration may affect household structures in the UK.	**10**

Marks	Level Descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ways in which migration may affect household structures in the UK. There will be two applications of relevant material, eg the growth of multi-person households amongst young male migrants; the number of extended families among migrant groups. There will be appropriate analysis, eg the extent to which migrant fertility rates are higher than average and consequent impact on household structure.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which migration may affect household structures in the UK. There will be one or two applications of relevant material, eg the increase in the number of lone parent households as a result of migration. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg drift into descriptions of different household types. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- the extent of extended family units
- incidence of lone parent families
- differential birth rates among different communities
- reasons for migration
- the age and gender of migrants
- globalisation
- cultural diversity
- mixed marriages
- asylum seekers
- globalised family networks
- undocumented workers
- people trafficking
- living apart together.

Sources may include the following or other relevant ones: Berthoud; Bhatti; Chambers; Modood et al; Peach; Pryce; Rapoport and Rapoport; Rendall and Salt; Reynolds..

| 12 | Applying material from **Item B** and your knowledge, evaluate the view that gender roles and relationships have become more equal in modern family life. | **20** |

Item B

Some sociologists suggest that increased participation by women in the labour market and changing attitudes to gender roles have led to more equality in modern family life. Couples are free to choose roles and identities based on personal choice.

However, feminists argue that inequalities of power and control continue to exist, and oppose the view that gender roles and relationships have become more equal in modern family life.

Marks	Level Descriptors
17−20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that gender roles and relationships have become more equal in modern family life. Good understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different theoretical perspectives such as feminism and postmodernism or between different feminist approaches. Analysis will show clear explanation and may draw appropriate conclusions.
13−16	Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg by discussing the extent to which gender roles and relationships have become more equal, and/or some appropriate analysis, eg clear explanations of some of the presented material.
9−12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of sociological views on the view that gender roles and relationships have become more equal in modern family life. Understands some limited but significant aspects of the question; superficial understanding of the presented material. Applying material (possibly in a list-like fashion) from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material. Evaluation limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.

5−8	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points covering some aspects of conjugal roles. Understands only very limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1−4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about family in general. Very little/no understanding of the question and of the presented material. Significant errors, omissions and/or incoherence in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content:

Concepts and issues such as the following may appear: triple shift; dual burden; domestic violence; gender role socialisation; individuation; the 'pure relationship'; decision making; women's paid work outside the home; choice; connectedness thesis; conjugal roles; house husbands; domestic division of labour; financial control; decision making; symmetrical family.

Sources may include the following or other relevant ones: Beck and Beck-Gernsheim; Chambers; Dobash and Dobash; Dunne; Dunscombe and Marsden; Edgell; Gershuny; Gatrell et al; Giddens; Gray; Oakley; Pahl; Stacey; Smart

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Topic B3 Health

Qu	Marking guidance	Total marks
13	Define the term 'big pharma'. **Two marks** for a satisfactory definition such as: powerful global pharmaceutical companies. **One mark** for a partial definition such as: drug companies. **No marks** for no/unsatisfactory definition.	**2**

Qu	Marking guidance	Total marks
14	Using **one** example, briefly explain why there are regional differences in health chances across the UK. **Two marks** for a clearly explained example or **one mark** for a partially explained example, such as: • reflects social class pattern across the UK (1 mark); there are more middle-class people in the south of England who enjoy better life chances (+1 mark) • different industries in different areas (1 mark); hazardous working conditions more likely in jobs in traditional industrial areas (+1 mark) • some areas have poorer access to health resources (1 mark); there are more health care facilities in south of England (+1 mark). Other relevant material should be credited. **No marks** for **no** relevant points.	**2**

Qu	Marking guidance	Total marks
15	Outline **three** features of the biomedical model of health and illness. **Two marks** for each of **three** appropriate features clearly outlined or **one mark** for an appropriate feature partially outlined, such as: • body as a machine (1 mark); can be fixed by a 'mechanic' in the same way as a machine (+1 mark) • health seen as absence from disease (1 mark); ignores social context of definitions of health and illness (+1 mark) • focuses on curative aspect of health care (1 mark); rather than preventative approach of health education (+ 1 mark) • takes a scientific approach (1 mark); importance of trained medical experts (+1 mark) • medicalisation of issues (1 mark); medical interventions are preferred regarding problems that may be social in nature (+1 mark).	**6**

	Other relevant material should be credited. **No marks** for **no** relevant points.	

16	Outline and explain **two** reasons why there are social class differences in the patterns of mental illness.	**10**

Marks	**Level Descriptors**
8−10	Answers in this band will show very good knowledge and understanding of two reasons why there are social class differences in the patterns of mental illness. There will be two applications of relevant material, eg levels of stress caused by poverty; labelling/stereotyping of people with mental illness by health professionals in relation to social class. There will be appropriate analysis, eg social class differences in resources to cope with mental illness.
4−7	Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why there are social class differences in the patterns of mental illness. There will be one or two applications of relevant material, eg the impact on self-esteem of social inequality. There will be some basic analysis.
1−3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg drift into general statements about causes of mental illness. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- levels of stress caused by poverty and/or unemployment
- labelling by the medical profession
- levels of educational and economic resources to deal with mental health issues
- social construction of mental health
- inequality and social esteem
- the impact of behavioural choices on mental health
- social class patterns may be partly explained by the fact that private medical health care may not be recorded in statistics
- mental illness and social control

- class differences in values and attitudes towards mental health eg fate/acceptance/nothing can be done.

Sources may include the following or other relevant ones: Brown and Harris; Goffman; Foucault; Fryer Link and Phelan; Marmot; Wilkinson and Pickett; Scheff.

| 17 | Applying material from **Item C** and your knowledge, evaluate sociological explanations for gender differences in health chances. | **20** |

Item C

There are gender differences in patterns of mortality and morbidity. Some sociologists have explained these different health chances by focusing on male and female gender roles. They suggest that the social expectations of men and women help produce these patterns.

However, other sociologists suggest that social class in combination with gender is the main determining factor in explaining the differences in health chances.

Marks	Level Descriptors
17−20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations for gender differences in health chances. Good understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a consideration of the differences between gender patterns in mortality rates and those of morbidity rates. Analysis will show clear explanation and may draw appropriate conclusions.
13−16	Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg a discussion of the relative importance of gender roles in determining gender differences in health chances and/or some appropriate analysis, eg clear explanations of some of the presented material.
9−12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of gender differences in health chances. Understands some limited but significant aspects of the question; superficial understanding of the presented material.

		Applying material (possibly in a list-like fashion) from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.

Evaluation limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive. |
| | 5−8 | Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points covering some aspects of gender and health. Understands only very limited aspects of the question; simplistic understanding of the presented material.

Limited application of suitable material, and/or material often at a tangent to the demands of the question.

Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed. |
| | 1−4 | Answers in this band will show very limited knowledge, eg one or two very insubstantial points about gender in general. Very little/no understanding of the question and of the presented material.

Significant errors, omissions and/or incoherence in application of material.

No analysis or evaluation. |
| | 0 | No relevant points. |

Indicative content

Concepts and issues such as the following may appear: access to health care; attitudes to health and illness; biological factors; medicalisation; iatrogenesis; differential diagnosis; gender roles; patriarchy; poverty; risk taking behaviour; socialisation; stress; patterns of work; the interaction between social class and gender.

Sources may include the following or other relevant ones: Busfield; Mackenzie et al; Miller and Glendinning; Nettleton; Payne; Scambler.

Topic B4 Work, Poverty and Welfare

Qu	Marking guidance	Total marks
18	Define the term 'income'. **Two marks** for a satisfactory definition such as: amount of money received over a period of time. **One mark** for a partial definition such as: an example of income such as earnings. **No marks** for no/unsatisfactory definition.	**2**

Qu	Marking guidance	Total marks
19	Using **one** example, briefly explain **one** problem of using a relative definition of poverty. **Two marks** for a clearly explained example or **one mark** for a partially explained example, such as: - hard to construct measure (1 mark); difficulty in deciding what are necessities rather than luxuries (+1 mark) - not objective; (1 mark) involves subjective judgements about what should be included (+1 mark) - comparisons over time can be difficult (1 mark); because definitions can change over time (+1 mark). Other relevant material should be credited. **No marks** for **no** relevant points.	**2**

Qu	Marking guidance	Total marks
20	Outline **three** causes of job satisfaction. **Two marks** for each of **three** appropriate causes clearly outlined or **one mark** for an appropriate cause partially outlined, such as: - pay (1 mark); the level of pay may reflect the status of the work (+ 1 mark) - social contact (1 mark); forming positive working relationships with work colleagues (+1 mark) - working conditions (1 mark); clean, safe environment helps workers to feel more positive about work (+1 mark) - attitudes of management (1 mark); harmonious, consultative, supportive relationships/absence of conflict (+1 mark) - autonomy (1 mark); more independence about how work is performed (+1 mark) - variety of tasks (1 mark); can make work more interesting and challenging (+1 mark).	**6**

	Other relevant material should be credited. **No marks** for **no** relevant points.	

21	Outline and explain **two** ways in which globalisation has affected the extent of poverty in the UK today.	**10**

Marks	**Level Descriptors**
8−10	Answers in this band will show very good knowledge and understanding of two ways in which globalisation has affected the extent of poverty in the UK. There will be two applications of relevant material, eg the growing insecurity of the secondary labour market in the UK caused by outsourcing; global financial transfers make it harder to tax the wealthy so governments have less money for the relief of poverty. There will be appropriate analysis, eg the link between globalisation and the ability of national governments to raise taxes so have reduced ability to relieve poverty.
4−7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which globalisation has affected the extent of poverty in the UK. There will be one or two applications of relevant material, eg the ability of capital to relocate production around the world so reducing the number of jobs in the UK. There will be some basic analysis.
1−3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg drift into general accounts of poverty. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- the growing insecurity of the secondary labour market in the UK caused by outsourcing
- the effect of migrant workers on wage rates
- the ability of capital to relocate production around the world so reducing the number of jobs in the UK
- global financial transfers make it harder to tax the wealthy so gap between rich and poor widens
- the opportunities that access to global markets bring so increasing jobs and pay
- the ability of global corporations to avoid paying tax which reduces the tax base and therefore limits government's ability to relieve poverty.
- immigrant communities coming to the UK may experience racism and become marginalised.

Sources may include the following or other relevant ones: Byrne; Castells and Beck; Edgell; Gratton; Held and McGrew; Hirst and Thompson; Mackinnon et al; Mingione; Sklair.	

22	Applying material from **Item D** and your knowledge, evaluate the view that poverty is caused by the attitudes of the poor themselves.	**20**

Item D

Some writers argue that individuals are responsible for their own poverty. The poor share a set of norms and values that make it more likely for an individual to experience poverty. This culture of poverty may be passed on from one generation to the next.

Others argue that poverty is a result of structural factors, rather than being caused by the attitudes of the poor themselves.

Marks	Level Descriptors
17−20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that poverty is caused by the attitudes of the poor themselves. Good understanding of the question and of the presented material will be shown.
	Appropriate material will be applied accurately to the issues raised by the question.
	Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example by considering the issue of individual responsibility for poverty from different perspectives (eg, functionalist, New Right, Weberian, Marxist).
	Analysis will show clear explanation and may draw appropriate conclusions.
13−16	Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable understanding of the presented material.
	Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.
	Some limited explicit evaluation, eg of the culture of poverty and/or some appropriate analysis, eg clear explanations of some of the presented material.
9−12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the individual or cultural explanations for poverty. Understands some limited but significant aspects of the question; superficial understanding of the presented material.
	Applying material (possibly in a list-like fashion) from the general topic area but with limited regard for its relevance to the issues raised by the question or applying a narrow range of more relevant material.
	Evaluation limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.

5–8	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points covering some aspects of dependency culture. Understands only very limited aspects of the question; simplistic understanding of the presented material.
	Limited application of suitable material, and/or material often at a tangent to the demands of the question.
	Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about the poor. Very little/no understanding of the question and of the presented material.
	Significant errors, omissions and/or incoherence in application of material.
	No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: culture of poverty; underclass; dependency culture; fatalism; socialisation; marginalisation; social exclusion; situational constraints; cycle of deprivation; the welfare state; structural factors.

Sources may include the following or other relevant ones: Alcock; Blackman; Coates and Silburn; Craine; Dean and Taylor-Gooby; Field; Kempson; Lewis, Marsland, Murray; Walker.

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**