AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Sociology 5191

SCY1R   Families and Households; Health; Mass Media

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, punctuation and grammar are accurate, so that meaning is clear.

The assessment criteria for Quality of Written Communication apply only to the assessment of parts (e) and (f) of the questions. The following criteria should be applied in conjunction with the mark scheme.

The Quality of Written Communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

In the 1 – 7 band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 8 – 15 band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

In the 16 – 20 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

Choose **one** Section and answer **all** parts of the question from that Section.

SECTION A: FAMILIES AND HOUSEHOLDS

1   **Total for this section: 60 marks**

> (a)   Explain what is meant by a 'reconstituted' family (**Item 1A**, line 8).   *(2 marks)*

Two marks for an appropriate explanation or definition, such as a stepfamily.

One mark for a partially satisfactory answer.

> (b)   Suggest **two** reasons why lone-parent families are likely to be headed by mothers rather than fathers (**Item 1A**, line 9).   *(4 marks)*

Two marks for each of two appropriate reasons suggested, such as:
- courts are more likely to give custody to mothers than to fathers;
- males may abandon pregnant females;
- women can choose to bear a child alone;
- it is more socially acceptable for mothers than fathers to bring up children alone;
- women are more willing to give up work in order to care for children.

> (c)   Suggest **three** reasons why 'the average age at which people first marry has been rising' (**Item 1A**, line 5).   *(6 marks)*

Two marks for each of three appropriate reasons suggested, such as:
- more educational opportunities for women;
- rising cost of weddings;
- rising cost of house buying;
- increased availability of contraception (hence fewer shotgun weddings);
- the desire to establish a career first;
- increased popularity of pre-marital cohabitation (hence delaying marriage).

> (d)   Identify and briefly explain **two** reasons for the increase in divorce, **apart from** changes in the law (**Item 1A**, lines 1 – 2).   *(8 marks)*

Two marks for each of two appropriate reasons identified, such as:
- changing social attitudes;
- women's increased financial independence;
- increased expectation of romantic love in marriage;
- secularisation;
- the growth of individualism;
- the impact of feminist ideas.

Note: no marks for changes in the law.

A further two marks for each of these satisfactorily explained, such as:
- Changing social attitudes: these have reduced the stigma attached to divorce and thus made it more acceptable or normal.
- Women's increased financial independence: this means that they do not need to remain in an unsatisfactory marriage, because they are no longer economically dependent on their husband.
- Increased expectation of romantic love in marriage: this means that couples now believe that love should be the sole basis of marriage. Hence when love dies, they have no other grounds for remaining married.

(e)   Examine the reasons for changes in the social position of children since industrialisation.
(20 marks)

0   No relevant points.

1 – 7   Answers in this band will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points about children with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about the position of children. Interpretation of material may be simplistic or at a tangent to the question. Analysis will be very limited or non-existent.

8 – 15   Answers in this band will show reasonable knowledge and understanding.

Lower in the band, this may be confined to a competent if basic account, for example of the effects of compulsory schooling. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on the rise of the nuclear family alongside more relevant material.

Higher in the band, knowledge will be broader and/or deeper. Answers will begin to consider a wider range of reasons. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of Postman. However, this is **not** a requirement, even to reach the top of the band.

16 – 20   Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on reasons for changes in the position of children since industrialisation. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

Candidates will consider a range of reasons for changes in the social position of children since industrialisation. Concepts and issues such as the following may appear: age patriarchy; legislative and policy changes such as the introduction and extension of compulsory schooling, child labour laws, child protection policies and children's rights; the impact of different media; the decline in infant mortality, birth rate and family size; changing perceptions of children as vulnerable; the shift from the family as unit of production to unit of consumption; growing affluence and consumerism; the privatisation of family life; surveillance of children etc. Evaluation/analysis may consider class, gender, ethnic or other differences in the status of children, debates between perspectives (eg march of progress, Postman, post-modernism).

Lower in the band, answers may examine a more limited range of reasons.

Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

(f)   Using material from **Item 1B** and elsewhere, assess the extent to which 'husbands and wives now have a relationship based on equality' (**Item 1B**, lines 2 – 3). *(20 marks)*

0   No relevant points.

1 – 7   In this band, analysis/evaluation will be very limited or non-existent, and answers will show only a limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points about couples or material ineffectually recycled from Item 1B with little understanding of relevant issues.

Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about housework. Interpretation of material may be simplistic or at a tangent to the question.

8 – 15   In this band there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show a reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of the symmetrical family, though interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer may make limited use of Item 1B (eg to discuss the impact of women's paid work). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance from a feminist standpoint.

16 – 20   In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on conjugal relationships, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Concepts and issues such as the following may appear: the gender division of labour; domestic labour, the dual burden/triple shift; decision-making and resources; domestic violence; the symmetrical family; joint and segregated conjugal roles; patriarchy; gender scripts, same sex relationships; differences between cohabiting and married couples; gender role socialisation; policy and legislation. Evaluation may be developed through debates between perspectives (eg varieties of feminism, march of progress, functionalism, the New Right, post-modernism), discussion of family diversity (eg class and ethnic differences in conjugal relationships), etc.

Sources may include Boulton, Dobash & Dobash, Dunne, Edgell, Gershuny, Hardill, Mirrlees-Black, Murray, Oakley, Parsons, Schor, Silver, Weeks, Young & Willmott etc.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

SECTION B: HEALTH

2   **Total for this section: 60 marks**

> (a)   Explain what is meant by the 'social selection' explanation of the relationship between class and health (**Item 2A**, lines 5 – 6).   *(2 marks)*

Two marks for an appropriate explanation or definition, such as that health causes/affects class position (and not vice versa), or that good (or bad) health causes upward (or downward) social mobility.

One mark for a partially satisfactory answer.

> (b)   Identify **two** features of the medical model of health and illness (**Item 2A**, line 9).   *(4 marks)*

Two marks for each of two appropriate features identified, such as:
- it is objective or scientific;
- each disease/condition has a specific cause (doctrine of specific aetiology);
- emphasis on cure (rather than prevention);
- it is hospital/clinic based;
- mind-body dualism (patients' mental states, feelings, thoughts, morals, souls, etc are irrelevant to cause or cure);
- the mechanical metaphor (the body as machine/doctors as technicians).

> (c)   Suggest **three** cultural and/or behavioural factors that may result in class differences in life expectancy, **apart from** access to health care (**Item 2A**).   *(6 marks)*

Two marks for each of three appropriate factors suggested, such as:
- smoking;
- diet;
- exercise;
- alcohol consumption;
- awareness of health issues.

Note: **not** access to health care.

> (d)   Identify and briefly explain **two** reasons why health statistics such as those referred to in **Item 2A** may not provide an accurate picture of the patterns of health and illness in society.
>   *(8 marks)*

Two marks for each of two appropriate reasons identified, such as:
- the statistics referred to are only about class differences;
- the statistics referred to are only about life expectancy;
- some people visit doctors when they are not ill;
- some people don't visit doctors when they are ill;
- diagnosis and recording errors/omissions;
- class categories used are too broad;
- people move in and out of different classes during their lives.

A further two marks for each of these satisfactorily explained, such as:
- The statistics referred to are only about class differences: they neglect ethnic, gender, regional, etc differences.

- The statistics referred to are only about life expectancy: they don't tell us about morbidity.
- Some people visit doctors when they are not ill: so they may be wrongly included in morbidity statistics.
- Diagnosis and recording errors/omissions: eg where there are multiple contributory causes of a death, not all may be recorded on the death certificate and thus in the statistics.

(e)   Examine the reasons for the patterns of mental illness found in society.   *(20 marks)*

0   No relevant points.

1 – 7   Answers in this band will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points about mental illness, with little understanding of relevant issues.

Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about deprivation and mental illness. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of health and class. Analysis will be very limited or non-existent.

8 – 15   Answers in this band will show reasonable knowledge and understanding.

Lower in the band, this may be confined to a competent if basic account, for example of a study of mental illness and labelling. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may make only limited links to the issue of patterns.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons and/or patterns. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of structural factors as an explanation of mental illness. However, this is **not** a requirement, even to reach the top of the band.

16 – 20   Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on mental illness. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

Candidates will consider a range of reasons, and two or more different patterns (eg class, gender, ethnic or age differences, changes over time etc). Concepts and issues such as the following may appear: material deprivation and stress, cultural factors, psychosocial pathways, social inequality and integration; medical power, labelling, master status, patriarchy, the male gaze, institutional racism, ethnocentrism, types and/or severity of mental illness. Evaluation might consider whether the patterns are facts or constructs. Sources may include Brenner, Brown and Harris, Durkheim, Dunham and Faris, Foucault, Fryer, Goffman, Laing and Esterson, Lemert, Sedgwick, Wilkinson etc.

Lower in the band, answers may examine a more limited range of reasons.

Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

(f)   Using material from **Item 2B** and elsewhere, assess sociological explanations for differences in access to health care experienced by different social groups.   *(20 marks)*

0   No relevant points.

1 – 7   In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points about health or care, or material ineffectually recycled from Item 2B with little understanding of relevant issues.

Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about women and health/care. Interpretation of material may be simplistic or at a tangent to the question.

8 – 15   In this band, there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of aspects of class inequality in health care. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may also indiscriminately list material on unequal health chances.

Higher in the band, knowledge of material will be broader and/or deeper, and will begin to identify a wider range of reasons and/or social groups and to make limited use of Item 2B (eg to discuss institutional racism). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of an explanation of gender differences in access to health care.

16 – 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on differences in access to health care drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Candidates will consider two or more explanations and at least two groups (eg class, gender, ethnic, age, regional). Concepts and issues such as the following may appear: the inverse care law; patriarchy; institutional racism; ageism; language barriers; private care; funding differences; different types of service (preventative, curative, palliative); cultural capital; speech codes; differences in health beliefs; differences in health needs; costs and benefits of using services. Evaluation may for example consider the relative importance of cultural and structural factors. Sources may include Bernstein, Blaxter, Bourdieu, Cartwright and O'Brien, Graham, Littlemore and Liversedge, Oakley etc.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

SECTION C: MASS MEDIA

3 **Total for this section: 60 marks**

> (a)   Explain what is meant by 'agenda-setting' (**Item 3A**, line 6).   *(2 marks)*

Two marks for an appropriate explanation or definition, such as where media professionals decide which issues to bring to public attention.

One mark for a partially satisfactory answer, eg not everything is reported.

> (b)   Suggest **two** reasons why media professionals may 'share the same outlook as media owners' (**Item 3A**, lines 9 – 10).   *(4 marks)*

Two marks for each of two appropriate reasons suggested, such as:
- media professionals and owners often come from similar backgrounds;
- owners recruit those with a similar worldview to their own;
- once employed in media organisations, secondary socialisation into the owners' worldview takes place;
- owners dismiss those who disagree with them/don't share their views.

> (c)   Suggest **three** ways in which government and/or the law may influence the output of the mass media (**Item 3A**, lines 1 – 3).   *(6 marks)*

Two marks for each of three appropriate ways suggested, such as through:
- libel laws;
- D-notices;
- the Official Secrets Act;
- control over funding of the BBC;
- control over the issuing of commercial broadcasting licences;
- the work of government 'spin doctors';
- selective leaking of information;
- privacy laws;
- official regulators/officially endorsed codes of practice.

> (d)   Identify and briefly explain **one** strength and **one** limitation of using content analysis to study news coverage (**Item 3A**, line 8).   *(8 marks)*

Two marks for one appropriate strength identified and two marks for one appropriate limitation identified, such as:
Strengths
- it is cheap;
- it allows researchers to make comparisons;
- material for analysis is readily available.
Limitations
- coding categories used are subjective;
- quantitative analysis reveals nothing about meanings;
- qualitative analysis may produce biased interpretations.

A further two marks for each of these satisfactorily explained, such as:
Strengths
- It is cheap: news coverage can be accessed at little or no cost from TV broadcasts, the internet, newspapers etc.
- It allows researchers to make comparisons: by quantifying results, researchers can compare news reporting across channels/newspapers/media, over time, between societies etc.

Limitations
- Coding categories used are subjective: they may be affected by the researcher's political etc biases and this will influence the findings.
- Quantitative analysis reveals nothing about meanings: merely counting how often something appears in a news report tells us nothing about what it means.

(e) Examine the ways in which the mass media portray **two** of the following: social class; disability; age; gender. *(20 marks)*

0 No relevant points.

1 – 7 Answers in this band will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points eg about a specific media representation, with little understanding of relevant issues.

Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about stereotyping. Interpretation of material may be simplistic or at a tangent to the question. Analysis will be very limited or non-existent.

8 – 15 Answers in this band will show reasonable knowledge and understanding.

Lower in the band, this may be confined to a competent if basic account, for example of aspects of a study of portrayals of gender. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on effects of the representations described. Some may give at best very limited attention to a second area.

Higher in the band, knowledge will be broader and/or deeper, and will begin to deal with two of the specified areas, if unequally. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of reasons for changes in portrayals of the groups chosen. However, this is **not** a requirement, even to reach the top of the band.

16 – 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on representations in two of the specified areas. This will be accurately and sensitively interpreted to meet the demands of the question. The answer will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

Concepts and issues may include the following: stereotyping/misrepresentation; under-representation/symbolic annihilation; news values; folk devils; hegemony; typologies of representations; able-bodyism; 'scroungermania'; strikers; ageism; patriarchy. Analysis/evaluation may be developed eg through consideration of changes/variations in representations eg over time; positive representations; different media/genres; debates between perspectives etc.

Sources may include:
- S. Cohen, Young, Pearson, Signorelli, Lambert et al, Dail, Biggs, Featherstone & Wernick, Sontag (on age);
- Tuchman, Mulvey, Meehan, Croteau & Hoynes, Gauntlett, Cumberbatch, Provenzo (on gender);
- Cumberbatch & Negrine, Darke, Longmore, Philo et al (on disability);
- Jhally & Lewis, Glennon & Butsch, GMG, Golding & Middleton (on social class).

Lower in the band, answers may examine a more limited range of material.

Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

(f)   Using material from **Item 3B** and elsewhere, assess the view that audiences are easily manipulated by the mass media.   (*20 marks*)

0   No relevant points.

1 – 7   In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points about 'copycat' violence, or material ineffectually recycled from Item 3B with little understanding of relevant issues.

Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about media influence. Interpretation of material may be simplistic or at a tangent to the question.

8 – 15   In this band, there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate, if basic, account offered, for example of the hypodermic syringe model or a study of audience effects, though interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer may begin to deal explicitly with 'ease' of manipulation and may make limited use of Item 3B (eg to discuss influence on consumers). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of the hypodermic syringe model.

16 – 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on the relationship between audiences and media, drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Concepts and issues such as the following may appear: active versus passive audiences; ideology/hegemony; opinion leaders; peer groups; advertising, false needs; identity, choice and consumption; atomisation, totalitarianism, propaganda; influence on vulnerable groups; media literacy; methodological issues etc. Evaluation may be developed, eg by locating the discussion within a debate between perspectives/models (eg two-step flow, hypodermic syringe, uses and gratifications, post-modernism). Sources may include Ang, Baudrillard, Blumler & Katz, Buckingham, Fiske, Katz & Lazarsfeld, Halloran, Livingstone & Bovill, Morley, Marcuse.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like.

Higher in the band, interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

ASSESSMENT GRIDS FOR UNIT 1 (SCY1R)

Families and Households

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
1 a	2	0	2
1 b	2	2	4
1 c	2	4	6
1 d	4	4	8
1 e	14	6	20
1 f	6	14	20
Total	30	30	60

Health

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
2 a	2	0	2
2 b	2	2	4
2 c	2	4	6
2 d	4	4	8
2 e	14	6	20
2 f	6	14	20
Total	30	30	60

Mass Media

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
3 a	2	0	2
3 b	2	2	4
3 c	2	4	6
3 d	4	4	8
3 e	14	6	20
3 f	6	14	20
Total	30	30	60