AQA

A S S E S S M E N T a n d

Q U A L I F I C A T I O N S

A L L I A N C E

General Certificate of Education

Sociology 5191

SCY2R   Education; Wealth, Poverty and Welfare; Work and Leisure

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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: EDUCATION

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

> (a)   Explain what is meant by 'equality of opportunity' (**Item 1A**, line 2).   *(2 marks)*

Two marks for a satisfactory explanation or definition, such as: every person having the same chances.

One mark for a partially satisfactory answer.

> (b)   Suggest **two** ways in which schools may reinforce existing social class inequalities (**Item 1B**, lines 7 – 8).   *(4 marks)*

Two marks for each of two ways suggested, such as:
- different teacher expectations of different social classes;
- different levels of achievement of different social classes;
- different types of schools for different social classes;
- setting/streaming along social class lines;
- different types of courses eg vocational route for working class pupils.

> (c)   Suggest **three** factors that may explain gender differences in subject choice (**Item 1A**, line 8).   *(6 marks)*

Two marks for each of three factors suggested, such as differences in:
- employment opportunities;
- primary socialisation;
- peer group pressure;
- parental expectations;
- role models;
- image of the subject.

> (d)   Identify **two** policies or reforms aimed at raising educational achievement and briefly explain how each was meant to do so (**Item 1A**).   *(8 marks)*

Two marks for each of two appropriate policies or reforms identified, such as:
- Sure Start;
- Education Maintenance Allowances;
- school league tables;
- vocational initiatives;
- literacy hour;
- numeracy hour;
- Education Action Zones;
- schools being placed under Special Measures;
- beacon schools;
- marketisation.

A further two marks for each of these explained, such as:
- Sure Start: focused on deprived areas aimed at helping working class parents to support their children's education.
- Educational Maintenance Allowances: encourage poorer students to stay on in education or training after 16.
- school league tables: means that schools' performance is openly measured and this puts them under pressure to improve the level of educational achievement.

(e) Examine the ways in which home factors may affect social class differences in educational achievement. *(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 educational achievement, 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 some aspect of class and achievement. 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 about class and achievement. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list explanations of class differences in achievement without explicit reference to home factors.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of links between home factors and class differences in achievement. 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 the importance of cultural deprivation. 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 the links between home factors and class differences in achievement. This will be accurately and sensitively interpreted to meet the demands of the question. The candidate 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 different types of home factors such as material and cultural aspects. Concepts and issues such as the following may appear: deferred gratification, cultural deprivation, material deprivation, collectivism, fatalism, parental support, class subculture, linguistic deprivation, cultural capital, etc.

Analysis/evaluation may consider the relative importance of different home factors and/or the relative importance of home factors compared to school or other factors. Sources may include: Bernstein, Blackstone and Mortimore, Bourdieu, Douglas, Feinstein, Hyman, Smith and Noble, Sugarman, etc.

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

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 functionalist views of the role of education. *(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 education, or material ineffectually recycled from Item 1B, 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 some aspect of the education system. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into general accounts of the role of education.

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 the role of education in promoting society's values, 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 will begin to deal explicitly with the role of education from a functionalist view, for example reference to the education system and role allocation, and may make limited use of Item 1B (eg education and society's values). Candidates will consider a wider range of roles. 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 alternative views of the role of education.

16 – 20   In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on functionalist views of the role of education, 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: value consensus, social solidarity, role allocation, meritocracy, school as a mini society, universalistic and particularistic standards, etc.

     Evaluation may be developed, for example through a critique of functionalism, with reference to issues such as equality of opportunity, the values that school promotes, over-socialised view of pupils and/or failure to prepare for work adequately – or through a discussion of the alternative views on the role of the education system, such as Marxist, feminist and/or New Right. Sources may include Durkheim, Parsons, Davis and Moore, Bowles and Gintis, Bourdieu, Tumin, Willis.

     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: WEALTH, POVERTY AND WELFARE

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

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

Two marks for a satisfactory explanation or definition, such as: the ownership of assets, financial and/or physical.

One mark for a partially satisfactory answer eg an example of wealth.

> (b)   Suggest **two** reasons why 'rich individuals are often able to maintain their wealth' (**Item 2A**, lines 3 – 4).   *(4 marks)*

Two marks for each of two appropriate reasons suggested, such as:
- inheritance of wealth enables wealth to be maintained in families;
- some people have a particular talent or ability that enables them to maintain their wealth;
- the rich are able to avoid paying tax on their wealth;
- no wealth tax that redistributes wealth effectively;
- some people work extremely hard to maintain their wealth.

> (c)   Suggest **three** reasons why 'certain ethnic groups are more likely to experience poverty than others' (**Item 2A**, lines 2 – 3).   *(6 marks)*

Two marks for each of three appropriate reasons suggested, such as:
- more likely to be unemployed;
- less likely to have good educational qualifications;
- suffer discrimination;
- lower pay;
- less likely to be entitled to benefits (eg because newly arrived in the UK);
- language barriers.

> (d)   Identify and briefly explain **two** criticisms made of 'welfare services provided by private and voluntary organisations' (**Item 2A**, lines 7 – 8).   *(8 marks)*

Two marks for each of two appropriate criticisms identified, such as:
- may lead to a two tier system;
- enables the rich to jump queues;
- insurance does not always provide cover when needed;
- voluntary organisations may provide a sporadic service;
- may divert resources away from the public sector;
- charities may employ less well qualified staff.

A further two marks for each of these explained, such as:
- may lead to two tier system: more affluent are able to buy a better level of provision, while the poor have to make do with second class service;
- insurance does not always provide cover when needed: eg medical insurance may exclude certain conditions;
- voluntary organisations may provide a sporadic service: their ability to provide a service depends on attracting finance and resources and these may be uneven or inadequate.
- may divert resources away from the public sector: doctors and nurses trained at public expense may then go into private practice.

	(e) Examine the problems in defining and measuring poverty.	*(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 poverty, 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 studies on poverty. 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 that identifies a way of defining or measuring poverty, with little discussion. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list various different measures of poverty.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of problems of definition and measurement though not necessarily equally. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example the problems of an absolute definition. 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 the problems of definition and measurement. 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.

Candidates will examine both definition and measurement, although not necessarily equally, and refer to concepts and issues such as primary, secondary, absolute, relative and subjective poverty, poverty lines, deprivation index, consensual measure, social exclusion. Analysis/evaluation may consider the usefulness of the different definitions and measurements, and may locate these or other issues within a theoretical framework (eg Marxist, social democratic, New Right). Sources may include: Byrne, Townsend, Rowntree, Mack and Lansley, Gordon et al, Piachaud, CPAG, Walker.

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

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 the view that poverty is caused by the class structure of society. *(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 poverty, or material ineffectually recycled from Item 2B 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 some aspect of the causes of poverty. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of the effects of poverty.

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 a theory of poverty, though interpretation to meet the demands of the question may remain implicit (eg limited focus on the class structure of society).

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer may begin to deal explicitly with the contribution of the class structure of society to poverty and to make limited use of Item 2B (eg to discuss the impact of the welfare system or the workings of the labour market). 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 evaluation of Marxist views from a New Right perspective.

16 – 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on how poverty is caused by the class structure of society, drawn from Item 2B 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: structural and situational constraints, discrimination, reserve army of labour, culture of poverty, dependency culture, the role of the welfare state. Evaluation may be developed for example through discussion of New Right, Marxist, social democratic, feminist perspectives. Sources may include Kincaid, Townsend, Miliband, Murray, Weber, Marx, Byrne, Le Grand, Marsland, Dean and Taylor-Gooby, Lewis, 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: WORK AND LEISURE

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

> (a)   Explain what is meant by 'industrialisation' (**Item 3A**, line 1).   *(2 marks)*

Two marks for a satisfactory explanation or definition, such as: the shift from an agricultural economy to one based on factory production.

One mark for a partially satisfactory answer.

> (b)   Suggest **two** ways in which large corporations may influence people's use of leisure time (**Item 3A**).   *(4 marks)*

Two marks for each of two appropriate ways suggested, such as:
- by influencing the consumer through advertising;
- by the provision of facilities;
- by closing down facilities and reducing choices;
- by producing cheap mass-produced leisure products;
- by determining their leisure time via work contracts and expectations.

> (c)   Identify **three** reasons why not all groups in society have equal access to leisure opportunities (**Item 3A**, lines 8 – 9).   *(6 marks)*

Two marks for each of three reasons identified, such as differences in:
- money;
- opportunity due to work pressures;
- time due to domestic responsibilities;
- physical restrictions on their opportunities, eg mobility problems;
- geographical location;
- restrictions due to age.

> (d)   Identify and briefly describe **two** examples of how technology has had an impact on leisure (**Item 3A**).   *(8 marks)*

Two marks for each of two appropriate examples identified, such as:
- internet;
- cars;
- computer games;
- labour-saving devices;
- cheap flights;
- television.

A further two marks for each of these satisfactorily described, such as:
- internet: surfing the internet provides a way of people spending their leisure time;
- labour-saving devices: provides more time for leisure;
- cheap flights: enables more people to take a greater number of foreign holidays.

(e) Examine explanations of ethnic group differences in patterns of employment and unemployment. *(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 ethnicity and employment and/or unemployment, 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 pattern of unemployment. 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 on ethnicity and employment in general. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may discuss ethnicity and life chances in general.

            Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of causes of employment and unemployment patterns such as discrimination, lack of education, geographical location, language barriers. 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 the relative importance of individual factors as opposed to wider social factors. 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 the causes of the patterns of both employment and unemployment across different ethnic groups. 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.

            Candidates will refer to a number of different causes of patterns. Concepts and issues such as the following may appear: dual labour market theory, discrimination, racism, language barriers, educational qualifications, social class, reserve army of labour, dependency culture, etc. Analysis/evaluation may consider the relative importance of different causes and the different experiences of different ethnic groups. Sources may include Brown and Gay, Castles and Kosack, Rex and Tomlinson, Phizacklea and Miles, Pilkington, Murray.

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

            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 conflict at work is an inevitable feature of capitalism. *(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 strikes, or material ineffectually recycled from Item 3B 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 conflict at work. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of an example of a strike or conflict.

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 causes of conflict at work, 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 the impact of capitalism on conflict at work and to make limited use of Item 3B (eg to discuss exploitation and surplus value). 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 Marxist views.

16 – 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on the impact of capitalism on conflict at work, 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: exploitation, surplus value, types of conflict, the role of unions, worker resistance, industrial relations, management style, institutionalisation of conflict, coercion, job satisfaction. Evaluation may be developed, for example through discussion of alternative types of conflict or through Marxist with pluralist and functionalist perspectives. Sources may include Parsons, Hyman, Marx, Edwards and Scullion, Burawoy, Dahrendorf, Beynon.

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 2 (SCY2R)

Education

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

Wealth, Poverty and Welfare

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

Work and Leisure

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