



General Certificate of Education

Sociology 1191

**SCLY1 Culture and Identity;
Families and Households;
Wealth, Poverty and Welfare**

Mark Scheme

2010 examination - January 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.

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Dr Michael Cresswell, Director General.

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:

- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear
- 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.

The assessment criteria for quality of written communication apply to the assessment of parts (d) and (e) 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 – 9 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 10 – 18 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 19 – 24 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.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research that is presented in the mark bands of the higher mark questions may be present in any of the mark bands, not solely the higher band.

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

SECTION A: CULTURE AND IDENTITY

1

Total for this section: 60 marks

(a) Explain what is meant by 'folk' culture (Item 1A).

(2 marks)

Two marks for a satisfactory explanation or definition, such as the culture of traditional/pre-industrial societies or one that emerges directly from the experiences of the people.

One mark for a partially satisfactory answer.

(b) Explain the difference between 'high culture' and 'low culture' (Item 1A).

(4 marks)

Four marks for a satisfactory explanation, ie:

- high culture is culture that is seen to have artistic and/or intellectual merit.
- low culture is culture seen as being of inferior quality.

Two marks for transposing the definitions.

One mark for each of **two** partially satisfactory definitions.

(c) Suggest three ways in which gender may affect leisure opportunities.

(6 marks)

Two marks for each of **three** appropriate ways suggested, such as:

- women may have less disposable income to spend on leisure activities
- women may have less free time because of domestic duties/dual burden
- social expectations about what sort of leisure activities are appropriate for different genders
- more funding for male leisure activities
- social attitudes make it easier for men to spend more time on leisure activities
- women subject to more social control in public spaces.

One mark for each of **three** partially appropriate answers.

- (d) Examine sociological contributions to our understanding of how identity is shaped by any **two** of the following: social class; disability; sexuality; age. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited knowledge and understanding and show very limited interpretation, application, analysis or evaluation.

Lower in the band, there may be one or two very insubstantial points, for example about social class, 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 an influence on identity. Interpretation and application of material may be simplistic, or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

10 – 18 Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent if basic account, for example of how identity may be shaped by class, disability, sexuality or age. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe different experiences of age, etc without analysing or evaluating.

Higher in the band, knowledge will be broader and/or deeper, and will be applied to two factors, if unequally. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation for example of how identity in relation to the different factors is changing. However this is **not** a requirement to reach the top of this band.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on how identity is shaped by two factors from class, disability, sexuality or age. This will be accurately and sensitively interpreted and applied to 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.

Concepts and issues such as the following may appear: deviance, subculture, stereotyping, social construction, fragmentation of class, different class subcultures, cultural capital, underclass, hegemonic masculinity, compulsory heterosexuality, learned helplessness, social model of disability, discourse, delinquency, status frustration, resistance, rituals, the meaning of style, incorporation, age sets, bricolage, age as a stigmatised identity. Analysis and evaluation may be developed, for instance through a contrast between functionalist, Marxist, interactionist, feminist and/or postmodernist views or a consideration of the links between different aspects of identity.

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.

<p>In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Charlesworth, Clarke, Connell, Cumberbatch and Negrine, Hall, Hebdige, Lees, Marshall, Mac an Ghaill, Marsh and Keating, McRobbie, Murray, Olney and Kim, Pakulski and Waters, Redhead, Rich, Savage, Shakespeare, Scott, Thornton.</p>
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- (e) Using material from **Item 1B** and elsewhere, assess the functionalist view that socialisation is mainly concerned with transmitting 'the norms and values of society' (**Item 1B**, lines 2-3). *(24 marks)*

0 No relevant points.

1 – 9 Answers in this band will show only limited interpretation, application, analysis and evaluation and will show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about socialisation, 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 socialisation. Interpretation of material may be simplistic or at a tangent to the question.

10 – 18 Answers in this band will show some reasonable interpretation, application, analysis and evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of how agents of socialisation promote norms and values, though interpretation and application to the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal specifically with how socialisation promotes the norms and values of society and may make limited use of Item 1B (eg to discuss the functionalist view of socialisation). 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 functionalist views.

19 – 24 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 socialisation and the norms and values of society, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider the socialisation process from different perspectives (eg functionalist, Marxist, social action, postmodernist, feminist) and will address the issue of whose norms and values are being promoted.

Concepts and issues such as the following may appear: consensus, organic analogy, social order, social solidarity, ruling class ideology, false consciousness, legitimisation, patriarchy, gender role socialisation, social interaction, the self, social action, looking glass self, labelling. Analysis and evaluation may be developed, for instance via a discussion of the role of socialisation in society.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Beck, Blumer, Durkheim, Goffman, Macionis and Plummer, Mac an Ghail, Mirza, Marx, Mead, Oakley, Parsons, Weber.

SECTION B: FAMILIES AND HOUSEHOLDS

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

- (a) Explain the difference between the 'birth rate' and the 'fertility rate' (**Item 2A**).
(4 marks)

Four marks for a satisfactory explanation eg:

- birth rate is the number of live births per 1000 of the population per year
- fertility rate is the average number of children women will have between the ages of 15 and 44.

Two marks for transposing the definitions.

One mark for each of **two** partially satisfactory definitions.

- (b) Suggest **two** reasons why women might delay having children (**Item 2A**). (4 marks)

Two marks for each of **two** appropriate reasons suggested, such as:

- women may choose to have a career first
- women may prioritise education
- couples may feel the need to save up first
- the age of first marriage is rising
- advances in reproductive technology.

One mark for each of **two** partially appropriate reasons.

- (c) Suggest **two** ways in which the position of children can be said to have improved over the last one hundred years. (4 marks)

Two marks for each of **two** appropriate ways suggested, such as:

- more rights
- more educated
- healthier
- more protected
- families are more child-centred
- more facilities in society geared towards children's needs.

One mark for each of **two** partially appropriate reasons.

NB: for any of the above points two distinct examples of different ways will score four marks, eg better diet and improved medical care.

- | | |
|--|------------|
| (d) Examine the ways in which government policies and laws may affect the nature and extent of family diversity. | (24 marks) |
|--|------------|

0 No relevant points.

1 – 9 Answers in this band will show only limited knowledge and understanding and show very limited interpretation, application, analysis or evaluation.

Lower in the band, there may be one or two very insubstantial points, for example about family diversity, 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 divorce laws. Interpretation and application of material may be simplistic, or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

10 – 18 Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent if basic account, for example of how government policies and/or laws may affect family diversity perhaps with reference to divorce or civil partnerships. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on family diversity without linking it to government policies and/or laws.

Higher in the band, knowledge will be broader and/or deeper. The answer will begin to identify a wider range of ways in which government policies and/or laws may affect the nature and/or extent of family diversity. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example of the different impact policies and/or laws have had on diversity. However this is **not** a requirement to reach the top of this band.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on the ways government laws and policies may affect both the nature and the extent of family diversity. This will be accurately and sensitively interpreted and applied to 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.

Concepts and issues such as the following may appear: Divorce Law 1984, Civil Partnership Act 2004, cohabitation, lone parent families, marriage rates, births outside marriage, policies relating to: adoption, child care, housing, immigration, taxes and benefits. Analysis and evaluation may be developed, for instance through comparing the impact of various policies and/laws, or locating the account within a theoretical framework (for example New Right, feminist).

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.

In answering this question candidates may refer to some of the following sources and/or relevant alternative ones: Murray, Stacey, Weeks, Beck, Morgan, Chester, Donzelot, Abbott and Wallace, Lister.
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- (e) Using material from **Item 2B** and elsewhere, assess the Marxist view that the main role of the family is to serve the interests of capitalism. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited interpretation, application, analysis or evaluation, and will show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about the family, 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 the role of family. Interpretation of material may be simplistic or at a tangent to the question.

10 – 18 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of one or two functions of the family for capitalism, though interpretation and application to 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 deal with the Marxist view of the role of the family and may make limited use of Item 2B (for example, to discuss the role of the family as a market for consumer goods). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation, for instance the Marxist view of the role of family contrasted with functionalist views.

19 – 24 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 role of the family in serving the interests of capitalism, drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a variety of views – most likely Marxist, functionalist and feminist.

Concepts and issues such as the following may appear: primary socialisation, social control, ideology, hierarchy, authority, false consciousness, inheritance of property, consumerism, stabilisation of adult roles, gender roles, patriarchy etc. Analysis and evaluation may be developed, for instance through a contrast between Marxist, functionalist and feminist views of the role of the family.

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

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

In answering this question candidates may refer to some of the following sources and/or relevant alternative ones: Parsons, Murdock, Morgan, Engels, Zaretsky, Greer, Somerville, Delphy and Leonard, Purdy.
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SECTION C: WEALTH, POVERTY AND WELFARE

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

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|---|
| (a) Explain what is meant by the 'private' sector of welfare providers (Item 3A).
(2 marks) |
|---|

Two marks for a satisfactory explanation or definition, such as welfare provided by commercial organisations.

One mark for a partially satisfactory answer.

- | |
|---|
| (b) Explain the difference between relative poverty and absolute poverty. (4 marks) |
|---|

Four marks for a satisfactory explanation ie:

- relative poverty is where a person is unable to afford the standard of living considered acceptable by the majority of the population
- absolute poverty is where someone cannot afford the basic necessities of life.

Two marks for transposing the definitions.

One mark for each of **two** partially satisfactory definitions.

- | |
|--|
| (c) Suggest three ways in which the informal sector may provide day-to-day support to people in need (Item 3A).
(6 marks) |
|--|

Two marks for each of **three** appropriate ways suggested such as:

- care of a sick relative
- child care needs
- providing meals
- shopping for the infirm
- household tasks/cleaning.

One mark for each of **three** partially appropriate answers.

(d) Examine the reasons why some minority ethnic groups are likely to experience poverty. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited knowledge and understanding and show very limited interpretation, application, analysis or evaluation.

Lower in the band, there may be one or two very insubstantial points, for example 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 a particular ethnic minority group and poverty. Interpretation and application of material may be simplistic or at a tangent to the question, for example an account of life chances for a minority ethnic group. Analysis and/or evaluation will be very limited or non-existent.

10 – 18 Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent if basic account, for example of two or three reasons why minority ethnic groups may be poor. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe various theories/explanations for poverty.

Higher in the band, knowledge will be broader and/or deeper. The answer will begin to identify a wider range of minority ethnic groups and/or reasons. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example making links between different explanations of poverty for minority ethnic groups. However this is **not** a requirement to reach the top of this band.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on the distribution of poverty among different minority ethnic groups. This will be accurately and sensitively interpreted and applied to 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 discuss different experiences for different minority ethnic groups. They will examine a range of different explanations such as New Right, Marxist, functionalist and Weberian theories.

Concepts and issues such as the following may appear: dependency culture, culture of poverty, racial discrimination, unequal access to the labour market, reserve army of labour, underclass, educational disadvantage, the benefit system, asylum seekers, social exclusion, access to services. Analysis and evaluation may be developed, for instance through considering the usefulness of the different explanations across a range of different minority groups.

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.

In answering this question candidates may refer to some of the following sources and/or relevant alternative ones: Alcock, Berthoud, Castles and Kosack, Flaherty et al, Modood, Murray, Pilkington, Rex and Tomlinson, Field.
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- (e) Using material from **Item 3B** and elsewhere, assess the view that the welfare state has failed to abolish poverty. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited interpretation, application, analysis or evaluation, and show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about the welfare state, 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 some aspect of the welfare state. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of the development of the welfare state.

10 – 18 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of the causes of poverty, though interpretation and application to the demands of the question may remain implicit, for example explanations of poverty with no reference to the role of the welfare state.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal with whether the welfare state has abolished poverty and may make limited use of Item 3B (eg to discuss the Marxist view of welfare and poverty). 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 effectiveness of the welfare state.

19 – 24 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 extent to which the welfare state has abolished poverty, drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider the different perspectives on welfare and poverty in society.

Concepts and issues such as the following may appear: dependency culture, culture of poverty, capitalism, poverty trap, cycle of deprivation, underclass, universal benefits, selective benefits, social exclusion, structural factors, exploitation, capitalism, the third way. Analysis and evaluation may be developed, for instance by discussing alternative views on the effectiveness of the welfare state such as Marxist, New Right, social democratic, and by discussing alternative views on the causes of poverty.

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

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

In answering this question candidates may refer to some of the following sources and/or relevant alternative ones: Alcock, Barry, Byrne, Dean and Taylor-Gooby, Murray, Marsland, Le Grand, Giddens, Modood, Glendinning and Millar, Townsend.
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ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)**Examination Series: January 2010****Culture and Identity**

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
1 (a)	1	1	2
1 (b)	2	2	4
1 (c)	3	3	6
1 (d)	14	10	24
1 (e)	10	14	24
Total	30	30	60

Families and Households

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
2 (a)	2	2	4
2 (b)	2	2	4
2 (c)	2	2	4
2 (d)	14	10	24
2 (e)	10	14	24
Total	30	30	60

Wealth, Poverty and Welfare

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
3 (a)	1	1	2
3 (b)	2	2	4
3 (c)	3	3	6
3 (d)	14	10	24
3 (e)	10	14	24
Total	30	30	60