

Version 1.0



**General Certificate of Education
June 2012**

Sociology 1191

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

Unit 1

Mark Scheme

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 students' 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 students' 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 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 to download from the AQA Website: www.aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

QUALITY OF WRITTEN COMMUNICATION

Where students 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. Students 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 the 24 mark 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 students' 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, students' 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, students' 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, students' 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.

Section A: Culture and Identity

Total for this section: 60 marks

0	1	Explain what is meant by 'master status' (Item 1A). <i>(2 marks)</i>
----------	----------	--

Two marks for a satisfactory explanation or definition, such as where one aspect of a person's identity dominates perceptions of that person.

One mark for a partially satisfactory answer, eg simply defines the term status.

0	2	Suggest two ways in which an individual's leisure choices may be affected by their social class. <i>(4 marks)</i>
----------	----------	---

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

- financial resources
- cultural expectations about what is appropriate for different social classes
- time considerations due to nature of work commitments, eg unsocial hours
- the physical demands of work.

One mark for each of **two** partially appropriate answers, eg a comparative example such as upper class go hunting while working class play darts.

0	3	Suggest three ways in which disability may shape an individual's experience in society, apart from that referred to in Item 1A . <i>(6 marks)</i>
----------	----------	---

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

- work opportunities
- leisure opportunities
- degree of independence
- status in society
- physical/verbal abuse.

One mark for each of **three** partially appropriate answers, eg an example such as people with a disability may not be able to play football.

NB: no marks for 'takes on a master status' or 'affected by expectations and reaction of the rest of society'.

0 4

Examine the ways in which sociologists can contribute to our understanding of how social identity is shaped by gender. (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 gender, 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 differences between men and women. Interpretation 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 gender and life chances. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe the experiences of different genders without focusing on the issue of shaping social identity.

Higher in the band, knowledge will be broader and/or deeper, and will begin to deal with different ways that social identity may be shaped by gender. Material will be interpreted accurately, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example of whether gender is significant as a factor in shaping social identity. 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 material on sociological contributions to our understanding of the ways in which social identity may be shaped by gender. This will be accurately and sensitively interpreted and applied to meet the demands of the question. The student 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: hegemonic masculinity; new man; laddism; ladettes; peer pressure; sexuality; gender roles; glass ceiling; conjugal roles; beauty myth; feminism; patriarchy; stereotypes; socialisation; crisis of masculinity. Analysis and evaluation may be developed, for instance through a discussion of the importance of gender as a source of social identity or a consideration of the relative importance of gender in shaping social identity compared with other factors.

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.

Sources may include: Connell; Faludi; Gilmore; Greer; Mac an Ghail; Oakley; Rutherford; Sharpe; Thorne; Walby; Walter; Wolf.

0 | 5

Using material from **Item 1B** and elsewhere, assess the Marxist view of the role of the socialisation process. (24 marks)

0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about social class or material ineffectually recycled from the Item 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 aspects of the socialisation process, 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 Marxist views on the role of the socialisation process and may make limited use of the Item (eg to discuss the role of religion). 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 Marxist view.

19 – 24 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of the Marxist view of the role of the socialisation process, drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Concepts and issues such as the following may appear: capitalism; conflict; consensus; cultural capital; false class consciousness; legitimation; social control; ruling-class ideology; hegemony; power; inequality; exploitation; patriarchy; primary socialisation; secondary socialisation; structural approaches; social action approaches. Analysis and evaluation may be developed, for instance by comparing different sociological perspectives on the role of the socialisation process.

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

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

Sources may include: Althusser; Bourdieu; Bowles and Gintis; Durkheim; Giddens; Goffman; Gramsci; Hall; Lemert; Mead; Marx; Maduro; Parsons.

Section B: Families and Households

Total for this section: 60 marks

0	6	Explain what is meant by the 'matrifocal family' (Item 2A).	<i>(2 marks)</i>
----------	----------	--	------------------

Two marks for a satisfactory explanation or definition, such as: family with a mother as the head of the household.

One mark for a partially satisfactory answer, eg an example rather than a definition.

0	7	Suggest two reasons for the decline in the number of first marriages over the past 40 years or so, apart from those referred to in Item 2A .	<i>(4 marks)</i>
----------	----------	---	------------------

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

- secularisation
- increased fear of divorce
- decline in stigma attached to cohabiting
- higher expectations of marriage
- increased availability of effective contraception
- increased cost of weddings.

One mark for each of **two** partially satisfactory answers, eg those that fail to explicitly mention change.

NB: No marks for changing role of women/women rejecting notion of marriage in order to develop their careers.

0	8	Suggest three effects on society of an ageing population.	<i>(6 marks)</i>
----------	----------	--	------------------

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

- increase in dependency ratio
- changes in demand for health and social care services
- older people represent an increasingly important group of voters
- raising of retirement age
- older people are an increasingly important consumer group
- changing attitudes to ageing
- changes in family roles and relationships.

One mark for each of **three** partially appropriate answers, eg those that fail to explicitly mention a change, for example just 'dependency ratio'.

0 | 9

Examine different sociological views on changes in the experience of childhood in the past 50 years or so. (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 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 changes to childhood. Interpretation 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 one of the recent changes in childhood (eg the disappearance of childhood). Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately include material on historical changes to childhood.

Higher in the band, knowledge will be broader and/or deeper, and consider sociological material on two or more recent changes in childhood. Material will be interpreted accurately, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of the importance of different changes. 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 changes in the experience of childhood in the last 50 years or so. This will be accurately and sensitively interpreted and applied to the demands of the question. The student 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: expansion of higher education; child-centredness; age patriarchy; globalisation; toxic childhood; children's health; child poverty; the disappearance of childhood; the commercialisation of childhood; the impact of technology; family diversity; gender/class/ethnic/cross-cultural differences. Analysis and evaluation may be developed for instance by comparing the importance of particular changes or by locating the debate between different perspectives (eg 'march of progress' versus more critical perspectives).

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.

Sources may include: Evans and Chandler; Gattrell; Gittins; Jenks; Mayall; Palmer; Postman; Pugh; Opie; Womack.

1 0

Using material from **Item 2B** and elsewhere, assess the view that the growth of family diversity has led to the decline of the traditional nuclear family. (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, there may be one or two very insubstantial points about family diversity, or material ineffectually recycled from the Item 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 changes to the 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 family diversity, 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 with a wider range of aspects of family diversity and may make limited use of the Item (for example, whether the growth of diversity is exaggerated). 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 of the extent of family diversity.

19 – 24 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of the view that the growth of family diversity has led to the decline of the traditional nuclear family, drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Concepts and issues such as the following may appear: cereal packet family; cohabitation; trial marriage; lone-parent families; neo-conventional family; decline in stigma; births outside marriage; divorce; remarriage; serial monogamy; singletons; sex outside marriage; ethnic diversity; civil partnerships; gay and lesbian families; new reproductive technologies. Analysis and evaluation may be developed, for instance by considering the extent to which changes in family life have led to family diversity or by considering whether the traditional nuclear family has declined. Students may consider a variety of views – most likely New Right, feminist and postmodern.

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

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

Sources may include: Allan and Crow; Beck; Chester; Dench et al; Ferri and Smith; Giddens; Morgan; Murray; Rapoport and Rapoport; Somerville; Stacey; Weeks et al.

Section C: Wealth, Poverty and Welfare

Total for this section: 60 marks

1	1	Explain what is meant by 'subjective' poverty (Item 3A).	<i>(2 marks)</i>
----------	----------	---	------------------

Two marks for a satisfactory explanation or definition, such as: when people feel that they are poor.

One mark for a partially satisfactory answer, eg a definition of poverty that is not objective.

1	2	Suggest two reasons why older people are more likely to experience poverty (Item 3A).	<i>(4 marks)</i>
----------	----------	---	------------------

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

- rely on state pension which may be inadequate
- occupational pension may be inadequate
- may be denied access to labour market
- have extra costs to pay
- unwilling to claim benefits that they are entitled to
- unaware of benefits available
- unable to work.

One mark for each of **two** partially appropriate answers, eg answers that are relevant but not explicit, such as 'pensions'.

1	3	Suggest three policies that governments might use to reduce differences in living standards between rich and poor.	<i>(6 marks)</i>
----------	----------	---	------------------

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

- provide benefits in kind for poor, such as Sure Start
- raise benefits in cash for the poor, such as Income Support
- raise income taxes on rich/make income tax system more progressive
- impose tax on wealth
- get long-term unemployed into work
- increase minimum wage
- build social housing.

One mark for each of **three** partially appropriate answers, eg answers that are relevant but are not explicit such as 'benefits'.

1 4

Examine the contribution of different types of welfare provider to meeting people's welfare needs. (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 the welfare state, 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 welfare provision. Interpretation of material may be simplistic, or at a tangent to the question, for example an account of the principles behind the welfare state. 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 the contribution of a welfare provider. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may only focus on one type of welfare provider.

Higher in the band, knowledge will be broader and/or deeper, and will begin to deal with at least two different types of welfare provider. Material will be interpreted accurately, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of alternative views of welfare provision. 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 contribution of two or more different types of welfare provider. This will be accurately and sensitively interpreted and applied to the demands of the question. The students will show the ability to organise material and to analyse and/or evaluate it explicitly to produce a coherent and relevant answer.

Concepts and issues such as the following may appear: welfare pluralism; residual versus institutional systems of welfare; two-tier systems; patriarchy; funding; accountability; universal/selective benefits; welfare dependency; the welfare state; state/public providers; private provision; self-help; informal care; the care market; the role of the voluntary sector; the Third Way; the Big Society. Analysis and evaluation may be developed, for instance through considering the effectiveness of the different types of welfare provider. Students may locate these and other issues within a theoretical framework (eg feminist, functionalist, New Right, Marxist, social democratic).

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.

Sources may include: Field; Giddens; Ginsberg; Glendinning and Millar; Hills; Le Grand; Marsland; Murray; Townsend; Westergaard and Resler.

1 | 5

Using material from **Item 3B** and elsewhere, assess the view that poverty is caused by the class structure of society. (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, there may be one or two very insubstantial points about poverty, or material ineffectually recycled from the Item 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 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.

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 correctly presented and a broadly accurate if basic account offered, for example of a theory of poverty, though interpretation and application to the demands of the question may remain implicit, for example limited focus on the class structure of society.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal with the contribution of the class structure of society to poverty and may make limited use of the Item (eg to discuss the way the labour market works). 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 an evaluation of Marxist views from a New Right perspective.

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 how poverty is caused by the class structure of society, drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Concepts and issues such as the following may appear: culture of poverty; poverty trap; underclass; dependency culture; social exclusion; structural and situational constraints; exploitation; reproduction of labour; capitalism; reserve army of labour; culture of dependency; cycle of deprivation; the welfare state; discrimination; universalism; citizenship rights; two-tier welfare system; the Third Way. Analysis and evaluation may be developed, for instance by discussing Marxist, New Right, feminist or social democratic perspectives.

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

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

Sources may include: Alcock; Blackman; Byrne; Davis and Moore; Dean and Taylor-Gooby; Giddens; Kincaid; Marsland; Marx; Miliband; Murray; Saunders; Townsend; Walker; Weber; Westergaard and Resler.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)**Examination Series: June 2012****Culture and Identity**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	1		1	1	2
	0	2		2	2	4
	0	3		3	3	6
	0	4		14	10	24
	0	5		10	14	24
Total				30	30	60

Families and Households

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	6		1	1	2
	0	7		2	2	4
	0	8		3	3	6
	0	9		14	10	24
	1	0		10	14	24
Total				30	30	60

Wealth, Poverty and Welfare

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	1	1		1	1	2
	1	2		2	2	4
	1	3		3	3	6
	1	4		14	10	24
	1	5		10	14	24
Total				30	30	60

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion