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# A-LEVEL SOCIOLOGY

SCLY1 Culture and Identity; Families and Households; Wealth, Poverty and Welfare  
Mark scheme

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1191  
June 2014

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Version 1.0: Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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

0	1	Explain what is meant by the ‘culture’ of society ( <b>Item 1B</b> ). (2 marks)
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**Two** marks for a satisfactory explanation and/or definition of ‘culture’, such as: shared norms and/or values.

**One** mark for a partially satisfactory answer, eg norms.

0	2	Suggest <b>two</b> ways in which an individual’s social experience is affected by their sexuality, <b>apart from</b> being stigmatised by society ( <b>Item 1A</b> ). (4 marks)
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**Two** marks for each of **two** appropriate ways identified, such as:

- may be subject to discrimination/stereotyping
- may be subject to physical/verbal abuse
- different leisure activities
- lack of representation in the media
- society makes the presumption of heterosexuality.

**One** mark for each of **two** partially appropriate answers, eg an example of stereotyping.

**NB: No** marks for stigmatised or similar.

0	3	Suggest <b>three</b> characteristics of the postmodernist view of culture and/or identity. (6 marks)
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**Two** marks for each of **three** appropriate characteristics suggested, such as:

- importance of consumption
- globalisation
- choice
- diversity
- media saturation
- hyper-reality
- consumers are active and creative people
- no metanarratives.

**One** mark for each of **three** partially appropriate answers, eg answers that give an example such as 24-hour media.

0	4
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Examine sociological explanations of the ways in which ethnicity may shape social identity. (24 marks)
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**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 ethnicity, 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 aspects of ethnicity. 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 a way in which ethnicity may shape social identity. Interpretation may be limited and may not be applied explicitly to the demands of the question, for instance, answers may indiscriminately describe the experiences of different ethnic groups without focusing on the issue of social identity.

**Higher in the band**, knowledge will be broader and/or deeper, and students will apply this to the ways in which ethnicity may shape social identity. 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 how the relationship between ethnicity and social identity 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 material on sociological explanations of how ethnicity may shape identity. 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: hybrid cultures; assimilation; discrimination; life chances; racism; multiculturalism; diaspora; dual identity; cultural navigation; cultural defence; mixed identities; globalisation; grammar of race. Analysis and evaluation may be developed, for instance via a debate about the importance of ethnicity as a source of identity, or through a discussion of the contrast between functionalist, Marxist, interactionist, feminist and/or postmodernist views.

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

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**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: Back; Ballard; Bradley; Butler; Ghumann; Gilroy; Hall; Hennink; Johal; Mirza; Modood; Pilkington; Tizard and Phoenix; Sewell.
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0   5	Using material from <b>Item 1B</b> and elsewhere, assess the functionalist view of the role of the socialisation process. <span style="float: right;">(24 marks)</span>
0	No relevant points.
1-9	<p>Answers in this band will show only limited interpretation, application, analysis and evaluation and show only limited knowledge and understanding.</p> <p><b>Lower in the band</b>, there may be one or two very insubstantial points about socialisation or material ineffectually recycled from the Item with little understanding of relevant issues.</p> <p><b>Higher in the band</b>, 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.</p>
10-18	<p>Answers in this band will show some reasonable interpretation, application, analysis and evaluation and will show reasonable knowledge and understanding.</p> <p><b>Lower in the band</b>, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of the functionalist view of socialisation, though interpretation and application to the demands of the question may remain implicit.</p> <p><b>Higher in the band</b>, knowledge and understanding of material will be broader and/or deeper. The answer will deal with the functionalist view of the role of socialisation and may make limited use of the Item (eg to discuss the role of socialisation in integrating members of society). 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.</p>
19-24	<p>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 functionalist 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. Students will consider the issue of the role of socialisation from different perspectives (eg social action theory, functionalist, feminist, Marxist).</p> <p>Concepts and issues such as the following may appear: primary and secondary socialisation; agencies of socialisation; social order; social solidarity; organic analogy; gender roles; norms; values; role models; collective conscience; ruling class ideology; patriarchal society; hyper-reality; male gaze; beauty myth; gender regime; secularisation; spiritual shopping; pick and mix; structure and action; self; consensus and conflict; cultural capital; social control. Analysis and evaluation may be developed, for instance by discussing the role of socialisation in society.</p>

**Lower in the band**, interpretation and application may be less selective and/or analysis and 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.

Sources may include: Beck; Blumer; Durkheim; Goffman; Macionis and Plummer; Mac an Ghail; Mirza; Marx; Mead; Oakley; Parsons; Weber.
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**Section B: Families and Households**


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<b>0</b>	<b>6</b>	Explain what is meant by a 'beanpole' family. (2 marks)
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**Two** marks for a satisfactory explanation or definition, such as: a multi-generational or extended family which is long and thin. (Definition needs to convey idea of both vertical extension and horizontal compression.)

**One** mark for a partially satisfactory answer, eg one that omits any one of the two elements above.

<b>0</b>	<b>7</b>	Identify <b>two</b> ways in which men may exploit and/or oppress women within families (Item 2A). (4 marks)
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**Two** marks for each of **two** appropriate ways suggested, such as:

- subjecting women to domestic violence
- excluding women from decision making
- making women sacrifice career for family life
- expecting women to have a 'double burden' (housework as well as paid work outside the home).
- expecting women to care for relatives
- making women do domestic tasks unpaid.

**One** mark for each of **two** partially appropriate answers, eg answers that fail to convey the idea of exploitation and/or oppression such as 'decision making'.

<b>0</b>	<b>8</b>	Identify <b>three</b> features of a symmetrical family (Item 2A). (6 marks)
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**Two** marks for each of **three** features suggested, such as:

- home centred/privatised
- joint conjugal roles
- shared leisure time
- both couples involved in paid work
- geographically mobile
- nuclear family.

**One** mark for each of **three** partially appropriate answers, eg answers that are examples such as 'men do the washing up'.

0	9	Examine the reasons for changing patterns of marriage and divorce over the last 50 years or so. (24 marks)
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**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 divorce, 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 marriage and/or divorce. 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 of patterns of marriage and/or divorce. Interpretation may be limited and not be applied explicitly to the demands of the question: for instance, answers may indiscriminately describe material on family diversity.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to consider a wider range of factors and consider changing patterns in both marriage and divorce, although not necessarily equally. Material will be interpreted accurately, though at times its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of the relative importance of different factors in explaining the patterns. 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 reasons for changes in the patterns of marriage and divorce over the past 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: secularisation; rise of feminism; attitude to careers; reconstituted families; cohabitation; confluent love; declining stigma; higher expectations of marriage; remarriage; welfare provision; the ideology of romantic love; privatisation of nuclear families; legislation; individualisation; life expectancy; domestic division of labour; variations in the patterns. Analysis and evaluation may be developed, for instance through discussing the importance of different factors or by locating the debate between different perspectives (eg New Right, functionalist, feminist, postmodernist, etc).

**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: Abbott and Wallace; Allan and Crow; Barlow et al; Beck and Beck-Gernsheim; Chester; Dunscombe and Marsden; Fletcher; Gibson; Giddens; Goode; Hart; Hochschild; Morgan; Oakley; Stacey.
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Using material from <b>Item 2B</b> and elsewhere, assess the view that an ageing population creates problems for society. (24 marks)
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**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 old people, 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 an ageing society. 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 problems for society of an ageing population, 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 the problems of an ageing population for society and may make limited use of the Item (for example, to discuss the issue of pensions and paid work for older people). 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 significance of the problems or perhaps the positive aspects of an ageing population.

**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 the problems of an ageing population for society, drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider a variety of views – most probably functionalist, feminist and Marxist.

Concepts and issues such as the following may appear: ageism; discrimination; dependency ratio; pension rights; beanpole family; extended family; child care; health and social care needs; infantilisation; third age; disengagement; grey power; life expectancy; quality of life; retirement age. Analysis and evaluation may be developed, for instance by comparing different sociological views and/or by discussing the extent to which an ageing population represents a problem for society.

**Lower in the band**, interpretation and application may be less selective and/or analysis and 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.

Sources may include: Arber; Blaikie; Cumming and Henry; Gannon; the Griffiths report; Hirsch; Hockey and James; Hunt; Pilcher; Townsend; Vincent.
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## Section C: Wealth, Poverty and Welfare

1	1	Explain what is meant by 'wealth' ( <b>Item 3B</b> ). (2 marks)
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**Two** marks for a satisfactory explanation or definition such as: wealth is the stock of assets owned.

**One** mark for a partially satisfactory answer, eg an example of wealth such as savings.

1	2	Explain the difference between voluntary welfare provision and private sector welfare provision ( <b>Item 3A</b> ). (4 marks)
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**Four** marks for a satisfactory explanation, namely:

- voluntary welfare is welfare provided by non-governmental non-profit making organisations such as charities
- private sector welfare is welfare provided by commercial organisations for profit.

**Two** marks for transposing the definitions.

**One** mark for each of two partially satisfactory definitions such as an example of a charity.

1	3	Suggest <b>three</b> reasons why some minority ethnic groups are more likely to experience poverty. (6 marks)
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**Two** marks for each of **three** appropriate reasons suggested, such as that some minority ethnic groups:

- do less well in education system
- are subject to discrimination in the labour market
- may be newly arrived in the United Kingdom (refugees)
- may live in poor quality housing/environments
- are in low paid employment
- have language difficulties.

**One** mark for each of **three** partially appropriate answers, eg answers that focus on an example of the above.

1 4

Examine the ways in which government policies may attempt to deal with the problem of poverty in society. (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 government policy with limited reference to poverty, or vice versa. Interpretation of material may be simplistic or at a tangent to the question, for example an account of the effects of poverty. 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 government policies impacting on poverty, with little discussion. Interpretation may be limited and not be applied explicitly to the demands of the question: for instance, answers may indiscriminately list various theories or studies of poverty.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to identify a wider range of policies and/or problems impacting on poverty. 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 the effectiveness of various policies. 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 in which government policies attempt to deal with the problem of poverty in society. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and/or evaluate it explicitly to produce a coherent and relevant answer. Students will examine a range of specific policies to tackle poverty as well as more general policies such as health, education and housing, which tackle poverty.

Concepts and issues such as the following may appear: dependency culture; culture of poverty; poverty cycle; underclass; social exclusion; child poverty; lone parents; unemployment; pensioner poverty; low wages; universal/selective benefits; disability benefits; homelessness; benefit capping. Analysis and evaluation may be developed, for instance through considering the effectiveness of different government policies. Students may locate these and other issues within a theoretical framework (eg 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: Byrne; Gordon et al.; Mack and Lansley; Marsland; Murray; Piachaud; Rowntree; Townsend.
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1 5

Using material from **Item 3B** and elsewhere, assess the view that poverty is inevitable in 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 the experience of poverty. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of studies 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 the causes of poverty, though interpretation and application to the demands of the question may remain implicit, for example focusing on studies of poverty rather than causes of poverty.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will deal with the view that poverty is inevitable in society. The answer may make limited use of the Item (eg to discuss differences in talent and abilities). 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 functionalist view of poverty.

**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 view that poverty is inevitable in 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; dependency culture; poverty trap; social exclusion; exploitation; capitalism; the underclass; globalisation; low pay; the welfare state; differences in talent and ability; incentives; structural factors; cycle of deprivation; fatalism; socialisation; marginalisation; situational constraints. Analysis and evaluation may be developed, for instance by discussing different perspectives such as Marxist, functionalist and New Right.

**Lower in the band**, interpretation and application may be less selective

and/or analysis and 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.

Sources may include: Alcock; Blackman; Craine; Dean and Taylor-Gooby; Field; Kempson; Kincaid; Lewis; Marsland; Marx; Miliband; Murray; Townsend; Walker; Weber.
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**ASSESSMENT GRIDS (SCLY1)****Examination Series: June 2014****Culture and Identity**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	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
<b>Total</b>				30	30	60

**Families and Households**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	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
<b>Total</b>				30	30	60

**Wealth, Poverty and Welfare**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	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
<b>Total</b>				30	30	60