



General Certificate of Education

Sociology 2190

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

Mark Scheme

2009 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 a subculture (Item 1A , line 4).

(2 marks)

Two marks for a satisfactory explanation or definition, such as a group that have their own norms and values that differ from mainstream society.

One mark for a partially satisfactory answer.

(b) Explain the difference between norms and values (Item 1A , line 2).

(4 marks)

Four marks for a satisfactory explanation, ie:

- norms are specific guidelines for action in particular social situations
- values are general beliefs about what is right or wrong or worth striving for.

Two marks for transposing the definitions.

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

(c) Suggest three ways in which the culture of the United Kingdom is affected by global culture.

(6 marks)

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

- gives access to a greater range of products from across the world
- affects our sense of national identity
- gives access to global media
- increases diversity of religions
- increases diversity of music
- increases diversity of food.

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

(d) Examine sociological contributions to our understanding of youth culture. (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 youth, 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 an example of a youth subculture. 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 some general accounts of youth subculture, or aspects of functionalist views of youth cultures. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe types of youth cultures without analysing or evaluating.

Higher in the band, knowledge and understanding will be broader and/or deeper. The answer will begin to apply this to sociological explanations of youth culture. 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 different views of youth culture. 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 youth culture. 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: subculture, delinquency, status frustration, resistance, ritual, the meaning of style, incorporation, age sets, bricolage. Analysis and evaluation may be developed, for instance through a contrast between functionalist, Marxist and postmodernist views or a consideration of class, ethnic and/or gender differences between youth cultures.

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: Eisenstadt, Cohen, Willis, Hebdige, Clarke, Hall, Redhead, Pryce, Mac an Ghaill, Thornton, McRobbie.

- (e) Using material from **Item 1B** and elsewhere, assess the view that gender identities are increasingly varied in today's society. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only very 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 gender, 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 gender role 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/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 a study on the impact of gender on life chances, or how gender shapes the experience of education, 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 gender identities, may refer to both men and women, and may make limited use of Item 1B (eg to discuss different experiences of gender). 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 feminist 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 gender and identity, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider both men and women and identity, perhaps from different perspectives (eg postmodernist, feminist, functionalist), and will address the issue of increasing variability.

Concepts and issues such as the following may appear: age, ethnicity and class differences, pick and mix identities, the role of the media, gender role socialisation, patriarchy, gender inequalities, sexuality, family roles, crisis of masculinity, differences in the labour market, the experience of education, cultural capital, etc. Analysis and evaluation may be developed, for instance via a debate about the continued importance of gender as a source of identity.

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: Sharpe, Oakley, Connell, Rutherford, Wolf, Gilmore, Millett, Walby.

SECTION B: FAMILIES AND HOUSEHOLDS

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

(a) Explain what is meant by the 'expressive role' (Item 2A , line 5).	(2 marks)
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Two marks for a satisfactory explanation or definition, such as: providing the warmth, security and emotional support.

One mark for a partially satisfactory answer.

(b) Suggest two ways in which 'family life may have a harmful effect on women' (Item 2A , lines 6–7).	(4 marks)
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Two marks for each of **two** appropriate ways suggested, such as women may:

- suffer domestic violence
- be excluded from decision making
- have to sacrifice career for family life
- be expected to carry out domestic role which can be monotonous
- have a double burden – housework as well as paid work outside the home
- be expected to care for relatives
- do domestic tasks unpaid.

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

(c) Suggest three reasons for the decrease in the death rate since 1900.	(6 marks)
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Two marks for each of **three** appropriate reasons suggested, such as:

- higher living standards
- better sanitation
- improved health care
- medical advances
- safer working conditions
- childbirth has become safer
- improved health awareness and education.

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

(d) Examine the ways in which childhood can be said to be socially constructed.

(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 children's lives. 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 childhood has changed, perhaps with reference to work or education. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on the experiences of children.

Higher in the band, knowledge and understanding will be broader and/or deeper. The answer will begin to identify a wider range of ways in which childhood is socially constructed. 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 different views on the social construction of childhood. 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 social construction of childhood. 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: the relation of children to the education system, children and the labour market, toxic childhood, dependence, family- and child-centredness, the commercialisation of childhood, age patriarchy, gender, class, ethnic differences, cross cultural and historical differences. Analysis and evaluation may be developed, for instance through international comparisons, 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: Aries, Postman, Morrow, Opie, Wagg, Holt, Gittins, Palmer.

- (e) Using material from **Item 2B** and elsewhere, assess the view that the nuclear family is no longer the norm. **(24 marks)**

0 No relevant points.

1 – 9 Answers in this band will show only very 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 divorce. 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 types 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 the normality of the nuclear family and may make limited use of Item 2B (for example, to discuss trends in family life). 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 the New Right view of 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 sociological material on family diversity, 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 feminist, New Right and postmodernist views etc may also figure.

Concepts and issues such as the following may appear: rise in divorce and cohabitation, births outside marriage, women's paid work outside the home, conjugal roles, same-sex couples, lone parents, extended family, neo-conventional family, beanpole family, the pure relationship, divorce-extended family, reconstituted family, etc. Analysis and evaluation may be developed, for instance by raising issues about the extent to which changes in the family have been exaggerated.

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 will be more focused, and analysis and/or 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: Chester, Dennis, Silva and Smart, Rapoport and Rapoport, Morgan, Abbott and Wallace, Somerville, Giddens, Beck and Stacey, Weeks.

SECTION C: WEALTH, POVERTY AND WELFARE

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

- (a) Suggest **two** social groups likely to experience poverty, **apart from** those mentioned in **Item 3A**. *(4 marks)*

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

- the old
- women
- lone parents
- ethnic minorities
- the working class.

Note: **no** marks for families with young children, people with disabilities.

One mark for each partially appropriate answer.

- (b) Suggest **two** reasons why families with young children are more likely to experience poverty (**Item 3A**, line 3). *(4 marks)*

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

- more difficult for both parents to be working
- young children have particular expenses that have to be met, eg nappies
- child care is expensive
- mothers are likely to have career breaks
- child benefit does not cover expense of children
- maternity pay is inadequate.

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

- (c) Suggest **two** reasons why charities and voluntary organisations may be 'better placed than the government to help those in need' (**Item 3A**, lines 7–8). *(4 marks)*

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

- may be able to respond more quickly to problems
- may have better understanding of needs
- provides a choice for those in need rather than having to rely on state services
- less bureaucratic centralised service.
- may fill a gap in provision.

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

<p>(d) Examine the reasons for the unequal distribution of wealth and income in the United Kingdom. (24 marks)</p>

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 income, 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 income or wealth. Interpretation and application of material may be simplistic or at a tangent to the question, for example descriptions of wealthy individuals. 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 for inequalities in income or wealth. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on the distribution of income and/or wealth.

Higher in the band, knowledge and understanding will be broader and/or deeper. The answer will begin to identify a wider range of reasons for inequalities and begin to address both income and wealth. 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 different explanations for the unequal distribution of wealth and income. 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 reasons for the unequal distribution of income and wealth. 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 deal with both income and wealth inequality and will consider a range of reasons.

Concepts and issues such as the following may appear: dependency culture, culture of poverty, discrimination, exploitation, capitalism, unequal access to the labour market, inheritance, cultural capital, tax and benefit system, etc. Analysis and evaluation may be developed, for instance through locating the account within a theoretical framework (for example New Right, Marxist).

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: Marsland, Murray, Kincaid, Townsend, Marx, Weber.</p>
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- (e) Using material from **Item 3B** and elsewhere, assess the view that poverty no longer exists in today's society. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only very 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 poverty, 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 poverty. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of explanations 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 presented and a broadly accurate if basic account offered, for example of different definitions of poverty or studies on poverty, though interpretation and application 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. The answer will deal with whether poverty exists in society and may make limited use of Item 3B (eg to discuss competing definitions of 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 drawbacks to an absolute definition 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 extent of poverty and competing definitions and measurement of 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 definitions and measurements and their merits.

Concepts and issues such as the following may appear: absolute\relative\subjective poverty, poverty trap, poverty cycle, underclass, the welfare state, universal/selective benefits, social exclusion, consensual definition, deprivation index. Analysis and evaluation may be developed, for instance by raising issues about the merits of different definitions of poverty, or the extent to which poverty exists as revealed in different studies of poverty and the methodological issues raised by those studies.

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: Gordon et al, Mack and Lansley, Rowntree, Townsend, The Rowntree Foundation, CPAG.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)**Examination Series: January 2009****Culture and Identity**

Questions	ASSESSMENT OBJECTIVES		
	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

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

Wealth, Poverty and Welfare

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