

GCE 2005

January Series



Mark Scheme

Sociology

Unit SCY2

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:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to the assessment of parts (e) and (f) of the questions. The following criteria should be applied in conjunction with the mark scheme.

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

In the 1 – 7 band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 8 – 15 band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

In the 16 – 20 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

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

SECTION A - EDUCATION

1

Total for this Section: 60 marks

(a) Explain what is meant by “material deprivation” (**Item 1A**, line 1). *(2 marks)*

Two marks for an appropriate explanation or definition, such as: poverty, hardship, inadequate standard of living, lacking basic necessities, etc.

(b) Suggest **two** reasons why many working-class parents may fail to attend parents’ evenings, **apart from** lack of interest (**Item 1A**, lines 5 – 6). *(4 marks)*

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

- feelings of social inferiority to teachers;
- lack of education/unable to understand the schoolwork;
- cannot afford childminders for other children;
- have to work longer hours to make living wage;
- more likely to be shift workers.

Note: No marks for parents don’t value education.

(c) Identify **three** policies that government or educational bodies have introduced to overcome children’s cultural deprivation (**Item 1A**, lines 8 – 9). *(6 marks)*

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

- Headstart;
- Sure Start;
- EAZs;
- parenting classes;
- parental basic education provision;
- pre-school provision;
- educational TV programmes.

Note: ‘Compensatory education’ is allowable on its own, but not if presented in addition to Headstart, EAZs, and/or Sure Start.

(d) Identify and briefly explain **two** reasons why girls are “now generally out-performing boys at all levels of schooling” (**Item 1A**, line 13). *(8 marks)*

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

- introduction of coursework;
- changes in the family;
- changes in the labour market;
- the impact of feminism;
- equal opportunities policies in education.

A further two marks for each of these explained, such as:

- Introduction of coursework: has enabled girls to do better as they are more organised, meticulous, persistent, etc than boys and this is rewarded in coursework.
- Changes in the family: e.g. more divorce has given girls a greater incentive to gain useful qualifications, as they cannot now expect to be full-time housewives permanently provided for by their husbands.
- Changes in the labour market: e.g. greater numbers of women working and opportunities for promotion have given girls the incentive to achieve qualifications with which to pursue a career.

(e) Examine the role of processes in schools in producing different educational achievement among pupils from different social groups. (20 marks)
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0 No relevant points.

1 – 7 Answers in this band will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about schooling, with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about labelling. Interpretation of material may be simplistic or at a tangent to the question. Analysis will be very limited or non-existent.

8 – 15 Answers in this band will show reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example, of aspects of a study of the self-fulfilling prophecy. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list various explanations of achievement.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of processes in schools or of social groups. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of resistance to labelling. However, this is **not** a requirement, even to reach the top of the band.

16 – 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on the role of processes in schools. This will be accurately and sensitively interpreted to meet the demands of the question. The answer will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Candidates will go beyond social class to consider, for example, ethnic or gender differences in achievement. They will examine a range of different processes. Concepts and issues such as teacher labelling/expectations, the self-fulfilling prophecy, the hidden, ethnocentric and official curricula, streaming/banding, pupil subcultures/peer groups, bullying, gender regimes, institutional racism, etc may appear. Analysis/evaluation may consider the relationship of internal to external factors or their relative importance.

Lower in the band, answers may examine a more limited range of views. Towards the top of the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

- (f) Using material from **Item 1B** and elsewhere, assess the view that the function of the education system is to select and prepare individuals for their future work roles.

(20 marks)

0 No relevant points.

1 – 7 In this band, analysis/evaluation will be very limited or non-existent, and answers will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about school and work, or material ineffectually recycled from Item 1B with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about some aspect of vocational training. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of achievement.

8 – 15 In this band there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show a reasonable knowledge and understanding. Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example, of one or two functions of education, though interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer may begin to deal explicitly with selection and preparation for work roles and to make limited use of the Item (e.g. to discuss meritocracy). 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 Davis and Moore.

16 – 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on education and work, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as universalistic/particularistic norms, meritocracy, role allocation, the reproduction and legitimation of inequality, the correspondence principle, credentialism, human capital theory, resistance to capitalist ideology, etc may appear. Evaluation may be developed for example through discussion of other functions, or of different views as to how and why education selects and prepares individuals for work.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like. Higher in the band, interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

SECTION B - WEALTH, POVERTY AND WELFARE

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

(a) Explain what is meant by “relative” poverty (Item 2A , line 11). (2 marks)
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Two marks for an appropriate explanation or definition, such as: lack of those things taken for granted by the majority; exclusion from activities/lifestyle considered normal by society; being poor by comparison to the majority, or similar.

(b) Suggest two reasons why the working class may be more at risk of poverty than other social groups (Item 2A). (4 marks)
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Two marks for each of two appropriate reasons, such as:

- they earn less than other groups;
- they have fewer savings/less capital;
- they are more at risk of unemployment;
- they have lower pensions in old age;
- they are more at risk of incapacity through ill health or industrial injury.

(c) Suggest three ways in which poverty may be functional (Item 2A , lines 3 – 4). (6 marks)

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

- it keeps the working class divided;
- it keeps wages in general down;
- social control function: it is a threat or object lesson to those in work as to what will happen if they step out of line;
- it makes it more difficult to go on strike (can’t afford to);
- it provides jobs for social workers, police, etc;
- it provides a labour force to do the jobs no-one else will do;
- it may promote community cohesion.

(d) Identify and briefly describe two criticisms made of the Marxist explanation of poverty (Item 2A). (8 marks)
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Two marks for each of two appropriate criticisms identified, such as:

- it ignores cultural factors;
- it ignores individualistic explanations;
- it is deterministic;
- it ignores differences within the working class.

A further two marks for each of these explained, such as:

- Cultural factors: some are poor not because of structural causes such as capitalism, but because they share a culture of poverty or underclass culture that does not value work, self-help, etc.
- Determinism: it wrongly assumes capitalism inevitably leads to poverty, whereas capitalism historically has produced higher standards of living for all, including the poor.
- Differences within the working class: it fails to explain why some groups of workers are more prone to poverty than others, e.g. because of status (ethnicity, gender, age, disability) or skill differences.

(e) Examine some of the different ways in which sociologists define and measure wealth and poverty. <i>(20 marks)</i>

0 No relevant points.

1 – 7 Answers in this band will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about wealth or poverty, with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about measuring poverty. Interpretation of material may be simplistic or at a tangent to the question. Analysis will be very limited or non-existent.

8 – 15 Answers in this band will show reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example of two or three definitions of poverty. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on causes of poverty.

Higher in the band, knowledge will be broader and/or deeper, and will begin to deal with both definition and measurement (or with wealth as well as poverty). Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of absolute versus relative measures. However, this is **not** a requirement, even to reach the top of the band.

16 – 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on definition and measurement. This will be accurately and sensitively interpreted to meet the demands of the question. The answer will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Candidates will deal with both wealth and poverty and will consider a range of definitions and measures. Concepts and issues such as the following may appear: relative, absolute, subjective, primary and secondary poverty; the poverty line; consensual measures of poverty; personal versus productive wealth/capital; problems of measuring wealth (fluctuations in asset values, estates/survey methods). Some may examine consequences of definitions of poverty for calculations of its extent.

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.

- (f) Using material from **Item 2B** and elsewhere, assess the view that “targeting state welfare benefits and services only at the poor” is the best way of dealing with poverty (**Item 2B**, line 7). (20 marks)

0 No relevant points.

1 – 7 In this band, analysis/evaluation will be very limited or non-existent, and answers will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about welfare, or material ineffectually recycled from Item 2B with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about some aspect of benefits. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of explanations of poverty.

8 – 15 In this band there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show a reasonable knowledge and understanding. Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of types of benefit or welfare system, though interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer may begin to deal explicitly with targeting and to make limited use of the Item. 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 New Right view.

16 – 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on models and types of welfare, drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider the arguments for and against ‘targeting’. Concepts and issues such as means-testing, the poverty trap, administrative costs, stigmatisation, the deserving vs. undeserving poor, the underclass, social exclusion vs. participation, altruism, citizenship rights, collectivism vs. individualism, two-tier welfare, welfare pluralism, redistribution/taxation, etc may appear. Evaluation may raise issues for example about rival political perspectives, the hidden costs of means testing, or other ways of ‘dealing with’ poverty.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like. Higher in the band, interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

SECTION C - WORK AND LEISURE

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

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| (a) Explain what is meant by the “Human Relations approach” to the study of work (Item 3A , lines 3 – 4). <i>(2 marks)</i> |
|---|

Two marks for an appropriate explanation or definition, such as an approach that sees social factors, or work groups, or the need for intrinsic satisfaction, as important in understanding work.

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| (b) Suggest two criticisms of the Human Relations approach to the study of work. <i>(4 marks)</i> |
|---|

Two marks for each of two appropriate criticisms, such as:

- it is a way for management to produce passive workers in return for trivial fringe benefits (‘cow sociology’);
- it ignores the importance of workers’ economic/extrinsic motivations;
- not all workers are exposed to or susceptible to work group norms;
- it is a form of self-surveillance to increase work rate.

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|---|
| (c) Suggest three reasons why some workers may experience higher levels of alienation than others (Item 3A , lines 5 – 6). <i>(6 marks)</i> |
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Two marks for each of three appropriate reasons, such as:

- differences in skill levels;
- access to job enrichment/job rotation schemes;
- degree of isolation from others;
- differences in worker orientations to work;
- nature of the technology used;
- pattern of ownership (e.g. workers’ cooperatives, share schemes etc);
- pay levels.

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| (d) Identify and briefly describe two features of “Fordist production systems” (Item 3A , line 9). <i>(8 marks)</i> |
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Two marks for each of two appropriate features identified, such as:

- mass production;
- low skill levels;
- detailed division of labour;
- assembly line technology;
- low trust regime.

A further two marks for each of these appropriately described, such as:

- Mass production: Fordism involves large-scale production of relatively cheap, standardised, manufactured products (such as the Model T Ford) for mass markets.
- Low skill levels: Fordism involves the use of large numbers of unskilled or semi-skilled workers performing routine, repetitive operations.
- Low trust regime: Fordism involves the close supervision of the labour force by foremen, managers, etc, rather than self-supervision or remote supervision found in post- or neo-Fordism.

(e) Examine the reasons for conflict at work.

(20 marks)

0 No relevant points.

1 – 7 Answers in this band will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensual points about conflict at work, with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about causes of strikes. Interpretation of material may be simplistic or at a tangent to the question. Analysis will be very limited or non-existent.

8 – 15 Answers in this band will show reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example of a Marxist view of conflict. Interpretation may not be linked explicitly to the demands of the question.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons or types of conflict. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of an explanation of strikes. However, this is **not** a requirement, even to reach the top of the band.

16 – 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on conflict at work. This will be accurately and sensitively interpreted to meet the demands of the question. The answer will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Candidates will consider a range of reasons and will deal with more than one type of conflict (e.g. strikes, lock-outs, sabotage, work to rule etc). Concepts and issues such as unionisation, exploitation, alienation, control, supervision/management styles, organisational structures, communication, pay, wider cultural or political factors, workers' orientations, labour market factors, unemployment and personal factors etc may appear.

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.

(f) Using material from **Item 3B** and elsewhere, assess the view that work is no longer important in shaping individuals' leisure and identity. *(20 marks)*

0 No relevant points.

1 – 7 In this band, analysis/evaluation will be very limited or non-existent, and answers will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about leisure, or material ineffectually recycled from Item 3B with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about how work affects leisure. Interpretation of material may be simplistic or at a tangent to the question.

8 – 15 In this band there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show a reasonable knowledge and understanding. Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of a relevant study of occupation and leisure, though interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer may begin to deal explicitly with both leisure and identity and to make limited use of the Item (e.g. to discuss how far people can 'choose' leisure patterns). 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 Parker.

16 – 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on leisure and identity, drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as youth culture, the role of the media, modernity versus post-modernity, production and work versus consumption as sources of identity, occupational differences, pick and mix identity, class consciousness, education/cultural capital and taste, patriarchy and women's leisure, 'age patriarchy' and children's leisure/identity, ethnic differences, etc may appear. Evaluation may raise issues about for example the relative importance of work compared to gender, ethnicity, age, class, etc, or about the dependence of consumption patterns on occupation and income.

Lower in the band, interpretation may be less selective or evaluation less developed and more list-like. Higher in the band, interpretation will be more focused and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

