



General Certificate of Education

Sociology 5191

SCY1 Families and Households; Health; Mass Media

Mark Scheme

2005 examination - June 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.

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 - FAMILIES AND HOUSEHOLDS

1

Total for this Section: 60 marks

(a) Explain what is meant by a “household” (Item 1A , line 2).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as a group of people not necessarily related who share accommodation (or meals, chores, bills etc), or one person living alone.

(b) Suggest two reasons for “differences in the proportion of lone-parent families among different social groups” (Item 1A , lines 5 – 6).	<i>(4 marks)</i>
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Two marks for each of two appropriate reasons, such as:

- higher unemployment/lower pay among men in some groups prevents them from supporting family;
- some groups have a cultural definition of motherhood as having an ‘instrumental’ dimension;
- higher rates of male imprisonment among some groups;
- absence of male role model in previous generation;
- varying rates of divorce.

(c) Suggest three reasons for “social class differences in child-rearing practices” (Item 1A , lines 4 – 5).	<i>(6 marks)</i>
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Two marks for each of three appropriate reasons, such as because of differences in:

- parental education;
- income: e.g. middle-class ability to pay for childcare, provide toys, access “better” education, etc;
- working class more likely to have extended kin nearby to help;
- values, e.g. deferred vs. immediate gratification, value placed on education;
- language/speech code;
- assumptions about gender socialisation (e.g. working class may have more traditional views on girls’ upbringing);
- assumptions about conjugal roles: working-class child-rearing roles may be gender-segregated (e.g. male only plays disciplinary role).

(d) Identify and briefly explain two reasons why “family and household forms are becoming increasingly diverse” (Item 1A , lines 1 – 2).	<i>(8 marks)</i>
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Two marks for each of two appropriate reasons identified, such as:

- divorce;
- secularisation;
- norms of individualism/choice/tolerance;
- immigration;
- impact of feminism/change in women’s position;
- uncertainty;
- greater longevity.

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

- Divorce: breaks up nuclear family/married couple and gives rise to a range of other forms such as lone parent family, singleton household, cohabitation, re-marriage, reconstituted family etc.
- Impact of feminism/change in women's position: has given women more self-confidence to choose relationships that meet their needs, less tolerance of unsatisfactory relationships, lower fertility, more qualifications and career prospects to support independence etc.
- Uncertainty: globalisation, pace of technological/economic change, the risk society etc are creating pervasive uncertainty and permanent instability, which disrupts family relationships and structures.

(e) Examine the ways in which social policies and laws may influence families and households. (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-commonsensical points e.g. about welfare benefits, 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 a family policy. 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 one or two ways in which policies influence families, or aspects of the New Right view of family policy. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on the functions of the family, diversity, changes in the family, etc.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of laws/policies and/or sociological views. 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 the feminist view of policy. 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 policies and the family. 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. Laws/policies on abortion, contraception, reproductive technology, divorce, marriage, cohabitation, sexuality, adoption, inheritance, pensions, benefits, taxes, education, childcare, child protection, child support, immigration etc may appear, as may concepts such as patriarchy, familism, dependency, surveillance, ideological state apparatus, gender regimes etc. Evaluation/analysis may be developed e.g. through international comparisons, or locating the account within a theoretical framework (e.g. New Right, feminist, Donzelot etc). Sources may include Gittins, Donzelot, Murray, Drew, Wilson, Althusser, Hood-Williams 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.

(f) Using material from **Item 1B** and elsewhere, assess the view that marriage remains a patriarchal institution. (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 couples, or material ineffectually recycled from Item B 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 the domestic division of labour. 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 the symmetrical family, 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 patriarchy in marriage 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 radical feminist view of marriage.

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 marriage, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as domestic violence, the effects of women's paid work, gender division of labour, childcare, class/ethnic differences, dual/triple burden, financial control and decision-making, cohabitation, the impact of feminism, changes in the law (divorce, marital rape), private/public spheres, dependency etc may appear. Evaluation may be developed, e.g. through discussing the extent of change or contrasting theoretical approaches (varieties of feminism, New Right, post-modernism). Sources may include Dobash & Dobash, McWilliams, Oakley, Boulton, Willmott & Young, Warde & Hetherington, Duncombe & Marsden, Firestone, Mitchell, Wilkinson, Pahl & Vogler, Edgell, Gershuny etc.

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 - HEALTH

2

Total for this Section: 60 marks

(a) Explain what is meant by a “social construct” (**Item 2A**, line 11). *(2 marks)*

Two marks for an appropriate explanation or definition, such as: a label, something created/defined by society, or similar.

(b) Explain the difference between “morbidity” and “mortality” **Item 2A**, lines 1 – 2). *(4 marks)*

Four marks for a correct explanation of morbidity as sickness and mortality as death.

Two marks for a correct explanation of one term only, or for transposing the terms and their explanations.

(c) Suggest **three** reasons why “women outlive men” (**Item 2A**, line 2). *(6 marks)*

Two marks for each of three appropriate reasons, such as because they:

- are less likely to smoke;
- are less likely to drive;
- are less likely to be involved in violence;
- are less likely to do dangerous/stressful jobs;
- are less likely to participate in dangerous leisure;
- have greater resistance to major killer diseases;
- are more likely to be health conscious;
- have lower overall alcohol consumption.

(d) Identify and briefly explain **two** reasons why women are more likely than men to be diagnosed and/or treated for mental illnesses (**Item 2A**, lines 4 – 6). *(8 marks)*

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

- because of their social role;
- patriarchal medical profession;
- gender role socialisation;
- less power to resist such labels;
- more contact with the medical profession.

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

- because of their social role: women’s role as housewives or carers creates more stress and depression, e.g. because of the monotony of housework or the emotional labour involved;
- patriarchal medical profession: doctors are more likely to interpret women’s physical health problems, or women’s rejection of their subordinate role, as mental illnesses;
- gender role socialisation: women are socialised into greater willingness to talk about their emotions and so are more likely to seek help for mental illnesses.

(e) Examine the reasons why some ethnic groups in Britain experience worse health than others.
(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-commonsensical points about ethnic groups, 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 genetic differences. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of Third World health. 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 cultural factors and health differences. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may not distinguish between particular ethnic minorities.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons and to distinguish between ethnic 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 cultural explanations of ethnic differences. 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 ethnic differences in health. 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 show awareness of differences between minorities. Concepts and issues such as genetic disorders, mental health, disability, maternal/child health, migration and settlement patterns, family structures, social class, childbearing, gender roles, age structure, religion, diet, housing, employment, income, poverty, language barriers, racism in health care and wider society etc may appear. Sources may include Littlemore and Liversedge; Torkington; Bhat; Ahmad; Skellington etc. Analysis/evaluation may be developed, e.g. through consideration of the relationship between ethnic and class, age etc differences, or of the limitations of official data and definitions.

(f) Using material from Item 2B and elsewhere, assess the materialist explanation of class inequalities in health. (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 class and health, or material ineffectually recycled from Item B 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 social factors and health. 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 or theory of class inequalities in health, 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 the materialist explanation 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 cultural versus material factors.

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 explanations of class inequalities in health, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as material and cultural deprivation, diet, smoking, exercise, exploitation, relative and absolute poverty, stress/insecurity, psychosocial pathways, social cohesion, individualism, collectivism, health promotion, access to care etc may appear. Sources may include the Black Report, Whitehead, Brenner, Blackburn, Wilkinson, Fox, Goldblatt, Marmot, Illsley etc. Evaluation may be developed e.g. via a debate between materialist and cultural-behavioural or other approaches.

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 - MASS MEDIA

3

Total for this Section: 60 marks

<p>(a) Explain what is meant by “stereotyping” (Item 3A, line 1).</p>	<p><i>(2 marks)</i></p>
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Two marks for an appropriate explanation or definition, such as: all members of a group are seen as sharing the same characteristics/label.

<p>(b) Identify two possible controls over the media’s portrayal of individuals or groups (Item 3A, lines 8 – 9).</p>	<p><i>(4 marks)</i></p>
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Two marks for each of two appropriate controls, such as:

- statutory controls (e.g. broadcasting licences, regulators, charters);
- libel/privacy/contempt laws;
- race relations or other anti-discrimination legislation;
- self-regulation (e.g. Press Complaints Commission);
- customer reaction (e.g. boycotts, feedback via letters pages etc);
- pressure from advertisers;
- owners’ power to dictate output;
- journalists’/editors’ power to dictate output, e.g. gate keeping, agenda-setting, etc.

<p>(c) Suggest three reasons why representations of previously stereotyped groups may now be becoming more positive (Item 3A, lines 10 – 11).</p>	<p><i>(6 marks)</i></p>
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Two marks for each of three appropriate reasons, such as:

- legislation;
- ageing population gives the old more influence;
- the old have more disposable income than previously;
- more tolerance of gays/less stigma;
- growth of minority press/broadcasting;
- the influence of feminism;
- some minority groups now better represented in media production.

<p>(d) Identify and briefly explain two reasons why the lower classes are often portrayed negatively by the mass media (Item 3A, lines 1 – 2).</p>	<p><i>(8 marks)</i></p>
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Two marks for each of two appropriate reasons identified, such as:

- to provide scapegoats/folk devils;
- to justify cuts in welfare spending;
- to sell newspapers;
- to justify increased control/crackdowns;
- because this reflects the public’s view;
- because they often already belong to other stigmatised groups;
- because they lack access to/control over the media.

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

- To provide scapegoats/folk devils: portraying the lower classes as a threat diverts attention from other problems and benefits the ruling class.
- To justify increased control: portraying the lower classes negatively legitimates tightening of social controls, which may then also be used against other groups.
- Because this reflects the public's view: the value consensus is that the lower classes are responsible for their own failure (a corollary of meritocracy); the media reflect this consensus.

(e) Examine the ways in which audiences respond to the messages produced by the mass media.
(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-commonsensical points e.g. about copycat violence, 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 the hypodermic syringe model. 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/theory of media effects. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on representations.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of audience responses. 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 the uses and gratifications model. 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 audience responses. 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 audience responses. Concepts and issues such as the nature of the message, genre and medium; types of response (attitudinal/behavioural; consumption, violence etc); audience characteristics (age, ethnicity etc) and context; selective perception and retention; catharsis; desensitisation; preferred, negotiated and oppositional readings; hegemony; incorporation; different models (e.g. active vs. passive audiences, hypodermic syringe, two-step flow, uses and gratifications, cultivation analysis, reception analysis, semiology) etc may appear. Sources may include Gerbner, Buckingham, Morley, Hebdige, Halloran, Gauntlett, Cantril, McQuail 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.

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| <p>(f) Using material from Item 3B and elsewhere, assess the view that capitalist ownership of the mass media means that their output is inevitably biased. (20 marks)</p> |
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0 No relevant points.

1 – 7 In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about media bias, or material ineffectually recycled from Item B 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 news reporting. 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 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 theory of ownership or study of media bias, 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 the relationship between ownership and output and to make limited use of the Item (e.g. to discuss concentration of ownership). 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.

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 ownership and output drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as the following may appear: agenda-setting, allocative vs. operational control, conglomeration, concentration, cross-media ownership/synergy, deregulation, recent legislation, globalisation, new technologies, media professionals, hegemony, patriarchy, models of ownership/output (instrumental/hegemonic Marxist, pluralist, postmodernist). Sources may include Althusser, Gramsci, Doyle, Marcuse, Miliband, Boyd-Barrett, Hall, Fairclough, GUMG, Whale etc. Evaluation may be developed by, e.g. a debate between Marxist and other perspectives.

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. Candidates who directly address the issue of inevitability should be rewarded.