



# General Certificate of Education

## Sociology 5191

*SCY1 Families and Households; Health; Mass Media*

# Mark Scheme

*2006 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.

## SCY1

### 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.

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

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**SECTION A: FAMILIES AND HOUSEHOLDS**

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**1**

**Total for this section: 60 marks**

(a) Explain what is meant by the ‘patriarchal’ family ( <b>Item 1A</b> , line 9).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as: male dominated/headed, or similar.

One mark for an example only; eg domestic violence, decision-making.

(b) Identify <b>two</b> criticisms made of the radical feminist view of the family ( <b>Item 1A</b> , line 8).	<i>(4 marks)</i>
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Two marks for each of two appropriate criticisms identified, such as:

- ignores importance of capitalism in oppressing women/ignores class differences in women’s position;
- not all men are the enemy – some support women’s rights;
- not all families are patriarchal, eg matrifocal lone parent families/ignores family diversity;
- utopian – advocates separatism, which critics argue is impractical;
- white bias – ignores fact that black family may not be oppressive/black women’s experience of oppression is different from whites’;
- ignores recent trends towards gender equality, eg ‘new man’, legal changes etc.

(c) Suggest <b>three</b> reasons why husbands may be more likely to take the more important decisions ( <b>Item 1A</b> , lines 9 – 10).	<i>(6 marks)</i>
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Two marks for each of three appropriate reasons suggested, such as:

- he earns more so has a bigger say in how money is spent;
- his job is regarded as more important so he has a bigger say in decisions affecting their careers (eg moving house);
- couples are socialised to believe the husband is head of the household/has the right/it is normative or traditional;
- he may be more able to enforce his will eg by use of violence;
- in some past and present societies, the law gives men greater legal rights to make important decisions/to own resources.

(d) Identify and briefly explain <b>two</b> reasons for ‘the rise of the nuclear family’ ( <b>Item 1A</b> , line 3).	<i>(8 marks)</i>
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Two marks for each of two appropriate reasons identified, such as:

- because it provides a geographically mobile labour force;
- because it provides a socially mobile labour force;
- because it provides a haven of intimacy in capitalist society;
- because people copy the cereal packet norm/because it is promoted by the media;
- because increased affluence permits it (c.f. Anderson);
- because it is a justification for or means of rejecting traditional kinship obligations, e.g. in Third World/urbanising societies (c.f. Goode).

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

- it provides a geographically mobile labour force needed by industrial society: being a small, compact unit, it is easier for it to move to where labour is needed than for the large, unwieldy extended family to do so;
- because it provides a haven of intimacy in capitalist society: the alienating, exploitative nature of work in capitalist society means the nuclear family is the only institution where individuals are valued for themselves;
- because increased affluence permits it (c.f. Anderson): people maintain extended kin ties as insurance against hardship, but pay the price in terms of obligations to others. Once they are less at risk of hardship, they break away from extended family to form nuclear units.

**Note:** Candidates may offer ‘because it meets the needs of industrial society’ as an identified reason, but if so, they **cannot** offer either ‘geographical mobility’ or ‘social mobility’ as their other identified reason (though either or both of these concepts **may** form part of their explanation of the reasons identified above).

(e) Examine the reasons for changes in the position of children in the family and society.  
(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, eg about primary socialisation, 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 child-centred family. Interpretation of material may be simplistic or at a tangent to the question, eg on the ‘extended to nuclear’ transition. Analysis will be very limited or non-existent.

**8 – 15** Answers in this band will show a reasonable knowledge and understanding. Lower in the band, this may be confined to a competent if basic account, for example of the effects of compulsory schooling. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on family functions/structures.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of factors and/or consider both ‘family’ and ‘society’. 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 march of progress view of childhood. However, this is **not** a requirement, even to reach the top of the band.

**16 – 20** Answers in this band will show a sound, conceptually detailed knowledge and understanding of sociological material on the position of children. 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.

Concepts and issues such as the following may appear: laws affecting children (eg compulsory schooling, labour laws, age of consent); child-centred family; the social construction of childhood; family as unit of production/consumption; protection/control/surveillance of children; age patriarchy; dependency; the ‘disappearance of childhood’ thesis; role of the media; consumerism; children as economic assets/liabilities; class, gender, ethnic, international etc; differences in childhood; infant mortality rates; welfare benefits; effects of daycare. Evaluation/analysis may be developed, eg through discussion of different perspectives (eg march of progress, child liberationist, post-modernist) or consideration of the future of childhood. Sources may include Ariès, Berger & Berger, Donzelot, Elias, Firestone, Gittins, Hood-Williams, Opie & Opie, Postman, Wilson, etc.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

Lower in the band, answers may be less detailed and examine a more limited range of material.

Higher in the band, answers may be more detailed and include a wider range of material, 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 sociological explanations of the increase in the number of divorces since the 1960s. (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 reasons for unhappy marriages, 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 changes in the law. 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 impact of changes in women's position on divorce rates, 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 will begin to deal explicitly with two or more explanations and may make limited use of the Item (eg to discuss the effects of individualism). 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 explanation of rising divorce rates.

**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 divorce since the 1960s, 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 the following may appear: individualism, traditionalism, patriarchy, changes in women's position, the effects of women's paid work, the gender division of labour, dual burden/triple shift, private/public spheres, secularisation, declining stigma, higher expectations of marriage, confluent love, the pure relationship, the ideology of romantic love, risk society, the impact of feminism, changes in the law. Evaluation may be developed, eg through an assessment of the relative importance of legal, social and other factors, or by locating the discussion within a debate between perspectives (e.g. feminism, New Right, post/late modernism). Sources may include Beck & Beck-Gernsheim, Cockett & Tripp, Duncombe & Marsden, Fletcher, Giddens, Hart, Hochschild, Oakley, Parsons, Pahl & Vogler, etc.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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.

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**SECTION B: HEALTH**

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**Total for this section: 60 marks**

(a) Explain what is meant by ‘iatrogenesis’ ( <b>Item 2A</b> , line 4).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as illness resulting from medical treatment, medicalisation of society or similar.

One mark for an example only, eg hospital-acquired infection.

(b) Identify <b>two</b> features of ‘the bio-medical model of illness’ ( <b>Item 2A</b> , line 1).	<i>(4 marks)</i>
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Two marks for each of two appropriate features identified, such as:

- curative emphasis;
- hospital/clinic based;
- scientific/objective;
- specific aetiology/each disease has its specific cause;
- mind-body dualism/patients’ feelings, thoughts, soul, morals etc irrelevant;
- mechanical metaphor/body as a machine/doctors as technicians.

(c) Suggest <b>three</b> factors, <b>apart from</b> those referred to in <b>Item 2A</b> , that may account for class differences in the risk of falling ill.	<i>(6 marks)</i>
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Two marks for each of three appropriate factors suggested, such as class differences in:

- smoking;
- working conditions;
- exercise;
- area of residence;
- leisure opportunities;
- preventative health care.

**Note:** No marks for housing or diet; both are in Item 2A.

(d) Identify and briefly explain <b>two</b> reasons why the working class is ‘less likely to enjoy the same access to adequate health care as the middle class’ ( <b>Item 2A</b> , lines 9 – 10). <i>(8 marks)</i>
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Two marks for each of two appropriate reasons identified, such as:

- longer hours of work;
- less opportunity for paid leave;
- lack of private transport;
- restricted speech code/lack of cultural capital;
- less knowledge of the health care system;
- less able to afford private health care.

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

- longer hours of work: means less opportunity to attend consultations, collect prescriptions, make appointments etc;

- restricted speech code/lack of cultural capital: means less confidence and skill in dealing with health professionals to negotiate favourable outcomes, eg unable to understand or insist on explanations;
- less knowledge of the health care system: therefore unaware of the different options available, eg possibility of second opinion, alternative therapies etc.



(e) Examine the reasons why different social groups appear to have different rates of **mental** illness. (20 marks)

**0** No relevant points.

**1 – 7** Answers in this band will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensual points about mental illness, 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 stress and social conditions. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of health and class. Analysis will be very limited or non-existent.

**8 – 15** Answers in this band will show a reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example of a study of labelling and mental illness. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on social causes of ill health in general.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons and/or 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 labelling as an explanation of mental illness. However, this is **not** a requirement, even to reach the top of the band.

**16 – 20** Answers in this band will show a sound, conceptually detailed knowledge and understanding of sociological material on mental illness. 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 for the apparent differences, and will consider two or more different groups (eg classes, genders, ethnic or age groups).

Concepts and issues such as the following may appear: patriarchy, institutional racism, ethnocentrism, male gaze, white eye, medical power, labelling/social construction, self-fulfilling prophecy, master status, material and cultural factors, stress and psycho-social pathways, social inequality and integration. Evaluation might involve discussing the issue of ‘apparent’ versus ‘real’ differences in rates. Sources may include Brenner, Brown & Harris, Durkheim, Dunham & Faris, Foucault, Fryer, Goffman, Laing & Esterson, Lemert, Littlemore and Liversedge, Sedgwick, Turner, Wilkinson etc.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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

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 sociological explanations of the patterns of women's **physical** illness and access to health care. (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 childbearing, 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 housework and stress. 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 reasons for gender differences in GP consultations, 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 health and health care and to make limited use of the Item (eg to discuss the health effects of the domestic division of labour). 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 genetic explanations.

**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 women's physical health and health care drawn from Item 2B 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: patriarchy (eg in family, society, medical profession); gender roles; dual burden/triple shift; GP consultations; medicalisation of childbirth; health care as 'gendered space'; artefact, genetic and material deprivation explanations; risk-taking/binge drinking; female employment patterns and mortality rates. Evaluation may raise issues about, for instance, class, age or ethnic differences among women, the importance of genetic versus social factors etc. Sources may include Bernard, Blaxter, Graham, Kempson, Lyng, McIntyre, MacFarlane, Millar & Glendinning, Oakley, Pahl, Popay, Popay & Bartley etc.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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.

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**SECTION C: MASS MEDIA**

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

(a) Explain what is meant by 'ideology' ( <b>Item 3A</b> , line 6).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as:

- a set of beliefs;
- ideas that protect the interests of the powerful (or of a social group);
- a distorted picture of reality.

One mark for an example only, eg sexism, Marxism.

(b) Identify <b>two</b> criticisms made of the Marxist view of the mass media ( <b>Item 3A</b> , line 5).	<i>(4 marks)</i>
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Two marks for each of two appropriate criticisms, such as:

- it fails to recognise the audience's ability to resist ideology;
- it ignores the existence of audience choice of media/messages;
- it ignores the fragmentation of ownership among many shareholders;
- it ignores the existence of legal restraints on media output;
- it ignores the role of non-capitalist media;
- it disregards the existence of journalistic/editorial independence;
- it ignores social differentiation of the audience.

(c) Suggest <b>three</b> reasons for the negative stereotyping of certain social groups by the mass media ( <b>Item 3A</b> , lines 3 – 5).	<i>(6 marks)</i>
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Two marks for each of three appropriate reasons, such as:

- in order to distract public attention from other issues;
- because such groups are a threat to capitalism;
- because their behaviour falls outside the consensus;
- because it sells newspapers/attracts viewers or because it reflects audience's own views;
- because those who control the media hold prejudiced views of groups unlike themselves;
- because certain groups lack the power to prevent the media stereotyping them.

(d) Identify and briefly explain <b>one</b> advantage and <b>one</b> disadvantage of using content analysis to study 'how the media portray social groups' ( <b>Item 3A</b> , line 8).	<i>(8 marks)</i>
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Two marks for one appropriate advantage identified and two marks for one appropriate disadvantage identified, such as:

Advantages:

- cheapness;
- allows comparisons to be made;
- seen as scientific;
- accessibility.

Disadvantages:

- subjective;
- quantitative content analysis doesn't tell us about meanings;
- qualitative content analysis is subject to biased interpretations.

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

Advantages:

- cheapness: TV broadcasts, newspapers, women's magazines etc are available at little or no cost;
- allows comparisons to be made: quantification of results means we can easily compare representations across groups, genres, times, societies etc.

Disadvantages:

- subjective: categories used to code from are subjective creations of the researcher, so reflect his/her biases;
- quantitative analysis doesn't tell us about meanings: simply counting the number of times something appears in a TV programme etc tells us nothing about what it means.

(e) Examine the ways in which the news is selected and presented to audiences.	(20 marks)
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**0** No relevant points.

**1 – 7** Answers in this band will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points eg about the need to sell papers, 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 media bias. 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 a reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example of a GUMG study. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on bias or on media perspectives without focusing on news.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of ways or begin to deal with presentation as well as selection. 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 role of agenda setting. However, this is **not** a requirement, even to reach the top of the band.

**16 – 20** Answers in this band will show a sound, conceptually detailed knowledge and understanding of sociological material on selection and presentation of the news. 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 selection and presentation.

Concepts and issues such as the following may appear: stereotyping; cultural, organisational and financial constraints; agenda setting and gatekeeping; the role of owners, journalists, advertisers and regulators; news values; manufacture/social construction of news; hegemony; news production as pastiche; different kinds of news (international, industrial, crime, celebrity etc) and media. Interactionist, Marxist etc perspectives may be used to develop evaluation. Sources may include GUMG, Harrison, Galtung & Ruge, Wilkins, Rock, Young, Stan Cohen, Hall, Hartmann & Husband, Van Dijk etc.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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 hypodermic syringe model of the relationship between the mass media and audiences. (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 eg about brainwashing, 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 a model of the media. 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 study or model of media effects, 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 a number of media-audience models and to make limited use of the Item (eg to discuss ‘atomisation’). 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 Bandura.

**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 the relationship between media and audiences 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 the following may appear: passive versus active audiences, two-step flow, reinforcement theory, uses and gratifications, reception analysis, cultivation analysis, semiology, totalitarianism, mass culture, ideology, propaganda, advertising, effects on behaviour/attitudes, long/short-term effects. Sources may include Bandura, Barthès, Cantril, Gerbner, Gramsci, Halloran, Katz & Lazarsfeld, McQuail, Marcuse, Morley, Packard, the Payne Foundation etc. Analysis and evaluation may be developed for instance through contrasts and debates between the hypodermic syringe and other media-audience models.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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.

**ASSESSMENT GRIDS FOR AS SOCIOLOGY (5191) UNIT 1 (SCY1)****Families and Households**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
1 a	2	0	2
1 b	2	2	4
1 c	2	4	6
1 d	4	4	8
1 e	14	6	20
1 f	6	14	20
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>

**Health**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
2 a	2	0	2
2 b	2	2	4
2 c	2	4	6
2 d	4	4	8
2 e	14	6	20
2 f	6	14	20
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>

**Mass Media**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
3 a	2	0	2
3 b	2	2	4
3 c	2	4	6
3 d	4	4	8
3 e	14	6	20
3 f	6	14	20
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>