AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Sociology 5191

SCY2 Education; Wealth, Poverty and Welfare; Work and Leisure

Mark Scheme

2008 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.

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:

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

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

> (a)   Explain what is meant by 'vocational' studies (**Item 1B**, line 10).   *(2 marks)*

Two marks for an appropriate explanation or definition, such as: studies that are focused on the acquisition of work or job related skills.

One mark for a partially correct answer (eg 'practical') or an example only.

> (b)   Suggest **two** possible effects of being placed in the lower sets, **apart from** those referred to in **Item 1A**.   *(4 marks)*

Two marks for each of two appropriate effects suggested, such as students:
- may be demotivated
- may receive less attention from teachers
- are more likely to face disruption in the classroom
- may be entered for lower-tier exams
- may work at a slower pace/cover different work.

Note: **no** marks for boys not interested in school work/develop 'macho culture'/'macho' clothing and hairstyles/school becomes extension of life on the streets/anti-school subculture.

> (c)   Suggest **three** ways in which factors in the home can contribute to the under-achievement of working-class pupils (**Item 1A**, lines 8 – 9).   *(6 marks)*

Two marks for each of three appropriate ways, such as:
- lack of positive role models in the home
- lack of private tuition, school trips, pre-school education, private schooling, exam resits
- lack of computers, internet access, books, stationery
- lack of parental interest in education
- parents of working-class students may lack the skills to help their children academically
- working class values (eg present time orientation).

> (d)   Identify and briefly explain **two** reasons why girls may be less likely than boys to be affected by anti-school subcultures, **apart from** those referred to in **Item 1A** (**Item 1A**, lines 1 – 2).   *(8 marks)*

Two marks for each of two appropriate reasons, such as:
- girls are socialised to be passive and/or accept authority
- career opportunities for girls have improved
- feminism has had a positive effect on girls' ambitions
- girls mature earlier on average than boys.

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

- Girls are socialised to accept authority and therefore they are less likely to rebel by joining an anti-school subculture.
- Career opportunities for girls have improved in recent years and therefore girls are now more motivated to work hard at school and gain qualifications, rather than 'mess about'.
- Feminism has had a positive effect on girls' ambitions and they now have a greater self-confidence and belief in their own ability to succeed in school.

Note: **no** marks for boys are more likely to be placed in lower sets/boys are more likely to be influenced by life on the streets/boys are more likely to join 'macho' anti-school subculture.

(e) Examine the ways in which processes within schools may contribute to educational under-achievement among some ethnic groups. *(20 marks)*

0 No relevant points.

1 – 7 Answers in this band will show only limited knowledge and understanding.

Lower in the band, there may be one or two quasi-commonsensical points about ethnicity or education, 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 racism, or attitudes within certain ethnic groups. Interpretation of material may be simplistic or at a tangent to the question, for example a weak account of class inequality in education. 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 a study relating to teachers' attitudes to students from some ethnic groups. Interpretation may not be linked explicitly to the demands of the question: for instance, answers may indiscriminately list material on minority ethnic lifestyle or opportunity, or on external factors/social class.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a range of ways in which schools themselves may contribute to the under-achievement of some 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 example institutional versus sub-cultural explanations. 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 processes within schools and achievement of ethnic groups. 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 institutional racism, stereotyping, labelling, self-fulfilling prophecy, pupil subcultures, exclusions, low self-esteem, streaming, multiculturalism, gender differences, etc. may appear. Sources may include Wright, Mac an Ghaill, Mirza, Coard, Gillborn, Sewell, Phillips, Connolly, Swann Report, Stone.

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.

Note: material on the higher achievements of some ethnic groups should be rewarded where it is made relevant to the question.

(f)   Using material from **Item 1B** and elsewhere, assess the Marxist view of the role of education. *(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 limited knowledge and understanding.

Lower in the band, there may be one or two quasi-commonsensical points about education, or material ineffectually recycled from Item 1B, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped knowledge, for example two or three insubstantial points, such as the wider Marxist view of society. Interpretation of material may be simplistic or at a tangent to the question, for example a weak account of the functions of education.

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 relevant material will be correctly identified and a broadly accurate if basic account offered, for example of a relevant study such as Bowles and Gintis, though interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of the material will be broader and/or deeper, and the answer will deal with the Marxist view of education and may make limited use of Item 1B (eg to consider the concept of 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 example, of the Marxist view from a functionalist or New Right perspective.

16 – 20   In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of the Marxist view of the role of education, 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 cultural capital, social control, the hidden curriculum, meritocracy, hierarchy, class inequality, capitalism, social selection, economic efficiency, ideological state apparatus, legitimation and reproduction, correspondence, etc may appear. Evaluation may involve direct comparison of theories, for example a critique of Marxism from a functionalist perspective, or the empirical validity of Marxist claims. Sources may include Bowles and Gintis, Bourdieu, Willis, Giroux, Althusser, Rikowski, Durkheim, Davis and Moore, Illich.

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 'structural' causes of poverty (**Item 2A**, line 9).   *(2 marks)*

Two marks for a suitable explanation or definition, such as: poverty that is an inevitable result of the capitalist/economic system, or is a result of a person's position in the society.

One mark for a suitable example of a structural factor, such as: class, disability.

> (b)   Suggest **two** reasons why women are more likely than men to live in poverty
>   (**Item 2A**, lines 7 – 8).   *(4 marks)*

Two marks for each of two appropriate reasons, such as women are:
- marginalised from the workforce by their domestic role/lack of childcare
- more likely to work part-time
- paid less than men
- concentrated in low-paid jobs (cleaning, catering, etc)
- more likely to be dependent on benefits (which are inadequate)
- more likely to have interrupted careers
- disadvantaged with regard to pension rights.

> (c)   Suggest **three** reasons why members of some minority ethnic groups are more likely to
>   experience poverty (**Item 2A**, lines 2 – 4).   *(6 marks)*

Two marks for each of three appropriate reasons, such as:
- lack of appropriate job related skills
- effect of racism in the labour market
- language problems
- ethnic minorities may be concentrated in areas of high unemployment (eg inner cities)
- low take-up of benefits
- family norms/structures result in lower levels of economic activity
- lower educational achievement.

> (d)   Identify and briefly explain **two** problems of measuring wealth (**Item 2B**, line 10).
>   *(8 marks)*

Two marks for each of two appropriate problems identified, such as:
- the wealthy may try to hide their assets
- defining wealth is problematic
- the difficulties involved in valuing personal possessions
- the value of assets may fluctuate
- difficulties in deciding which measurement to use.

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

- The wealthy may try to hide their assets by the use of offshore or overseas bank accounts, which are not declared to UK authorities.
- Defining wealth is problematic as there is no agreement as to whether certain assets, for example pension funds, should be included.
- There may be difficulties in valuing personal possessions because it is difficult to ascertain the market value of possessions such as cars, works of art, household goods.
- The value of assets, eg shares, houses, may fluctuate **or** may go up or down.

(e)   Examine the reasons why the welfare state has not eliminated poverty in Britain.

(20 marks)

0   No relevant points.

1 – 7   Answers in this band will show only a limited knowledge and understanding.

Lower in the band, there may be one or two quasi-commonsensical points about the poor, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about the welfare state or the benefits system. Interpretation of the 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, there may be confined to a competent if basic account, for example a brief discussion of the low take-up rates of certain benefits. Interpretation may not be linked explicitly to the demands of the question, for instance answers may indiscriminately list material on general theories of poverty/welfare or on the origins of the welfare state.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons and/or address failures of welfare, for example, they may examine the reasons why some benefits have a low take-up. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited explicit analysis and/or evaluation, for example of the Marxist view. 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 knowledge on poverty and the welfare state. 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 why the welfare state has not eliminated poverty in Britain. Concepts and issues such as the role of the welfare state, residual welfare, welfare as social control, the culture of poverty, social inequality, class polarisation, the underclass, culture of dependency, types of benefit, universality, selectivity, etc may appear. Sources may include CPAG, Le Grand, Gordon, Ginsburg, McKnight, Lewis, Joseph, Spencer, Devine, Field.

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 sociological explanations of the increase in inequality of wealth and income in recent years. *(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, there may be one or two quasi-commonsensical points about the wealthy or celebrities, 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 pay levels. 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 account offered, for example some basic accounts of poverty/wealth, 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 one or more specific explanations and may make limited use of Item 2B. 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 widening inequality discussed from a Marxist perspective.

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 material on the distribution of wealth, drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Answers will consider a range of explanations. Concepts and issues such as class polarisation, globalisation, tax and benefits policy, wage differentials, minimum wage, property values, deregulation, privatisation, lack of 'trickledown', executive pay, intermarriage, upper class reproduction, inheritance, etc may appear. Evaluation may be developed, for example through debates between different perspectives (eg Marxist and New Right). Sources such as Atkinson, Le Grand, Townsend, Scott, Marsland, Westergaard & Resler, Sklair, etc may appear.

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**

> (a)   Explain what is meant by 'alienated' (**Item 3A**, line 11).   *(2 marks)*

Two marks for an appropriate explanation or definition, such as a feeling of powerlessness, meaninglessness, isolation, self-estrangement.

One mark for a partial explanation, such as feelings of boredom, anger or that they have no stake in society.

> (b)   Suggest **two** reasons why rates of unemployment 'vary significantly between different areas'
> (**Item 3A**, line 2).   *(4 marks)*

Two marks for each of two appropriate reasons given, such as:
- decline of traditional industries
- lack, or withdrawal, of investment (eg company moves factory)
- technology has had a greater effect on certain industries
- varying levels of skills in local populations
- effects of immigration/emigration.

> (c)   Identify **three** effects that high unemployment may have on individuals and/or society, **apart
> from** those referred to in **Item 3A** (**Item 3A**, lines 8 – 12).   *(6 marks)*

Two marks for each of three appropriate effects, such as:
- increase in crime
- increase in drug-taking
- collapse of the local economy (pubs/shops close etc)
- insecurity amongst the remaining workforce
- social divisions increase (eg between ethnic groups)
- people become fatalistic
- rise in illness/depression
- increased burden on the welfare state.

Note: **no** marks for culture of despair, feeling alienated from society, or never having had a job.

> (d)   Identify and briefly explain **two** problems involved in measuring unemployment (**Item 3A**).
> *(8 marks)*

Two marks for each appropriate problem identified, such as:
- some claimants are members of the informal economy
- not all those who are seeking work are included in official statistics
- some people are not interested in working
- some people may only be able to find part-time work
- training schemes are used to reduce the numbers on the unemployment register.

Two marks for each of these satisfactorily explained, such as:
- Some claimants are members of the informal economy, working for 'cash in hand' in jobs such as taxi-driving or building while also claiming to be unemployed.
- Not all those who are seeking work are included in the official statistics, for example young people who have never worked and some women returners are excluded from the data.
- Some people are not interested in working, although they claim unemployment benefits and therefore, some argue, they should not be included in official statistics.

| (e) | Examine the causes of conflict at work. | *(20 marks)* |

0   No relevant points.

1 – 7   Answers in this band will show only a limited knowledge and understanding.

         Lower in the band, there may be one or two quasi-commonsensical points about the workplace, with little understanding of relevant issues.

         Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about the workplace. 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 two or three examples of causes of strikes. Interpretation may not be linked explicitly to the demands of the question, eg they may list problems faced in the workplace.

         Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of causes and/or types of conflict at work. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis, and/or evaluation, for example of Marxist explanations of conflict at work. 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.

         Concepts and issues such as alienation, class struggle, automation, unemployment, negotiating processes, role of trade unions, managerial control, workers' orientations, quality of management, surveillance, Fordism, post-Fordism, etc may appear. Sources may include Marx, Mayo, Braverman, Blauner, F W Taylor, Sable, Piore, Hyman, Edwards & Scullion, Taylor & Walton.

         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 leisure serves the interests of the capitalist class. *(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, there may be one or two quasi-commonsensical points about leisure, or material ineffectively recycled from Item 3B with little understanding of the relevant issues.

Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about changes in leisure patterns. 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 into changes in leisure patterns, 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 different theories of leisure and to make use of Item 3B. Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation, for instance, of the relative merits of Marxist and post-modern theories of leisure.

16 – 20 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 leisure, drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Candidates will consider a range of explanations for patterns of leisure. Concepts and issues such as capitalism, legitimation, reproduction, correspondence, lifestyle, life-cycle, social class, gender, work obligations, modernity, choice, etc may appear. Sources may include Scraton & Bramham, Rojek, Roberts, Parker, Rapoport & Rapoport, Green.

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 2 (SCY2)

Education

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
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
Total	30	30	60

Wealth, Poverty and Welfare

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
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
Total	30	30	60

Work and Leisure

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
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
Total	30	30	60