General Certificate of Education

Sociology 2190

SCLY1 **Culture and Identity;**

Families and Households;

Wealth, Poverty and Welfare

Mark Scheme

2009 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:

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

The assessment criteria for quality of written communication apply to the assessment of questions 04, 05, 09, 10, 14, 15. The following criteria should be applied in conjunction with the mark scheme.

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

In the 1 – 9 band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 10 – 18 band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

In the 19 – 24 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research that is presented in the mark bands of the higher mark questions may be present in any of the mark bands, not solely the higher band.

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

SECTION A: CULTURE AND IDENTITY

Total for this section: 60 marks

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01   Identify **two** agencies of socialisation, **apart from** that mentioned in **Item 1A**.
                                                                                                (4 marks)

Two marks for each appropriate answer such as:

- education system
- the media
- religion
- the workplace
- peer group.

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

Note: **no** marks for family/parents.

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02   Suggest **two** ways in which parents may socialise their children into gender roles,
      apart from that mentioned in **Item 1A**.   *(4 marks)*

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

- through role models
- by dressing sons and daughters differently
- by having different expectations of sons and daughters
- by encouraging sons and daughters into different activities.

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

Note: **no** marks for providing gender-specific toys.

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03   Identify **two** characteristics of the postmodernist view of culture and/or identity **apart
      from** that mentioned in **Item 1B**.   *(4 marks)*

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

- importance of consumption
- globalisation
- choice/pick 'n' mix
- diversity
- media saturation
- hyper-reality.

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

Note: **no** marks for consumers are active and creative people.

04	Examine the contribution of interactionist views to our understanding of identity.
	(24 marks)

0   No relevant points.

1 – 9   Answers in this band will show only limited knowledge and understanding and show very limited interpretation, application, analysis or evaluation.

          Lower in the band, there may be one or two very insubstantial points about identity, with little understanding of relevant issues.

          Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about aspects of identity. Interpretation and application of material may be simplistic or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

10 – 18 Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

          Lower in the band, this may be confined to a competent if basic account, for example of some general accounts of identity, or aspects of interactionist views of identity. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe interactionist studies.

          Higher in the band, knowledge will be broader and/or deeper. The answer will begin to deal with two or more interactionist views of identity. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example of different views of identity. However, this is **not** a requirement to reach the top of this band.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of interactionist views of identity. This will be accurately and sensitively interpreted and applied to the demands of the question. The candidate will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

          Concepts and issues such as the following may appear: looking glass self, impression management, social action, meaning, symbolic interactionism, front stage/back stage, labelling, master status, self identity, societal reaction. Analysis and evaluation may be developed, for instance through a contrast between interactionist and structuralist views or a consideration of some of the limitations of the interactionist approach.

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

          Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Goffman, Cooley, Becker, Mead, Cicourel, Weber, Garfinkel, Blumer, Young, Simmel, Jenkins, Lemert.

| 05 | Using material from **Item 1B** and elsewhere, assess the view that a mass culture exists in society today. *(24 marks)* |

0 No relevant points.

1 – 9 Answers in this band will show only very limited interpretation, application, analysis or evaluation, and will show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about culture, or material ineffectually recycled from Item 1B with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about some aspect of mass culture. Interpretation of material may be simplistic or at a tangent to the question.

10 – 18 Answers in this band will show some reasonable interpretation, application, analysis and evaluation, and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of a view of culture, though interpretation and application to the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal specifically with mass culture and may make limited use of Item 1B (for example, to discuss the effects of mass culture in society). 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 Marxist views.

19 – 24 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on the mass culture debate, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider whether or not a mass culture exists and consider alternative views.

Concepts and issues such as the following may appear: capitalism, one dimensional man, false needs, advertising, mass culture, popular culture, high culture, low culture, pluralism, commodity fetishism, authenticity, folk culture, culture industries, commercialisation of culture, narrowcasting, active audience, choice and diversity, elitism. Analysis and evaluation may be developed, for instance via a debate about whether a mass culture exists.

Lower in the band, interpretation and application may be less selective, and analysis and/or evaluation less developed and more list-like.

Higher in the band, interpretation and application will be more focused, and analysis and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Marcuse, Adorno, Horkheimer, Gans, Strinati, Macdonald, Rosenberg, Hall, Fiske, Ang, Marx, Bourdieu, Williams, Leavis, Hoggart, Johnson, McQuail.

SECTION B: FAMILIES AND HOUSEHOLDS

Total for this section: 60 marks

| 06 | Explain the difference between a family and a household (**Item 2A**). *(4 marks)* |

Four marks for a satisfactory explanation, ie:

- a family consists of people who are related by blood or marriage
- a household consists of a person living alone or a group of people who live communally, eg share accommodation and eat together.

Two marks for transposing the explanations.

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

| 07 | Suggest **two** reasons why lone-parent families are more likely to be headed by a female. *(4 marks)* |

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

- women are more likely to be awarded custody of children by the courts
- it is the cultural norm for women to bring up children
- fathers may be less likely to give up work when a child is born
- father may have abandoned the mother before the birth.

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

| 08 | Suggest **two** reasons why there has been an increase in one-person households (**Item 2A**, line 3). *(4 marks)* |

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

- increase in divorce
- increased geographical mobility
- less social stigma
- people marrying later
- women more able and willing to pursue a career
- rise in affluence.

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

09	Examine the reasons for changes in birth rates and family size since 1900.
	(24 marks)

0   No relevant points.

1 – 9   Answers in this band will show only limited knowledge and understanding and show very limited interpretation, application, analysis or evaluation.

         Lower in the band, there may be one or two very insubstantial points, for example about family size, 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 family size. Interpretation and application of material may be simplistic or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

10 – 18 Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

         Lower in the band, this may be confined to a competent if basic account, for example of why the birth rate has changed, perhaps with reference to changing role of women or decline in infant mortality. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on family diversity.

         Higher in the band, knowledge will be broader and/or deeper. The answer will begin to identify a wider range of reasons why the birth rate and family size has changed. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example of different views for the changes in birth rates and family size. However, this is **not** a requirement to reach the top of the band.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on reasons for changes in birth rates and family size since 1900. This will be accurately and sensitively interpreted and applied to the demands of the question. The candidate will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

         Concepts and issues such as the following may appear: changes in infant mortality, the fertility rate, child centredness, the availability of contraception, rise in lone parents, gay and lesbian partnerships, secularisation, changing role of women, later childbirth, the rise of feminism, the rise in births outside marriage, more career opportunities for women, the rising age of first marriage. Analysis and evaluation may be developed, for instance through a comparison of the relative importance of different factors, or locating the account within a theoretical framework (for example New Right, feminist).

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

         Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Sharpe, Rapoport, Cashmore, Chester, Chandler, Fox Harding, Giddens, Stacey, Morgan.

| 10 | Using material from **Item 2B** and elsewhere, assess the view that gender roles and relationships have become more equal in modern family life. *(24 marks)* |

0   No relevant points.

1 – 9   Answers in this band will show only limited interpretation, application, analysis and evaluation and will show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about gender roles, or material ineffectually recycled from Item 2B with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about some aspect of conjugal roles. Interpretation of material may be simplistic or at a tangent to the question.

10 – 18 Answers in this band will show some reasonable interpretation, application, analysis and evaluation and 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 conjugal roles, 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. The answer will deal with gender roles and relationships in the family and may make limited use of Item 2B (for example, to discuss whether modern family life has become more equal). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of feminist views on family roles and relationships.

19 – 24 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on gender roles and relationships within families, drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a variety of views such as feminist and 'march of progress' theorists.

Concepts and issues such as the following may appear: triple shift, dual burden, domestic violence, gender role socialisation, decision-making, women's paid work outside the home, conjugal roles, sons' and daughters' roles, house-husbands, domestic division of labour, financial control, symmetrical family. Analysis and evaluation may be developed, for instance by raising issues about the extent to which changes in gender roles and relationships have been exaggerated.

Lower in the band, interpretation and application may be less selective, and/or analysis and 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.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Oakley, Morris, Dunne, Gershuny, Pahl, Dobash and Dobash, Burghes, Gray, Stanko, Dunscombe and Marsden, Leighton, Delphy and Leonard, Hardill et al, Edgell.

SECTION C: WEALTH, POVERTY AND WELFARE

Total for this section: 60 marks

> 11   Explain what is meant by a 'mixed economy' of welfare provision (**Item 3A**, line 3).
> *(2 marks)*

Two marks for a satisfactory explanation or definition such as: welfare not only provided by the state, but also private and voluntary organisations.

One mark for a partially satisfactory answer.

> 12   Explain the difference between universal benefits and means-tested benefits (**Item 3A**). *(4 marks)*

Four marks for a satisfactory explanation, ie:

- universal benefits are available to all
- means-tested benefits are distributed on the basis of an assessment of income.

Two marks for transposing the explanations.

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

> 13   Suggest **three** ways in which being poor may have a negative effect on aspects of people's lives, **apart from** those mentioned in **Item 3B**. *(6 marks)*

Two marks for each of **three** appropriate ways suggested, such as the poor may be:

- less likely to be successful in the education system
- more likely to die prematurely
- more likely to be unemployed
- more likely to live in poor housing
- more likely to have an accident at work
- more likely to experience prison.

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

Note: no marks for lack of money and not being able to buy things.

| 14 | Examine the ways in which sociologists have defined and measured poverty and wealth. *(24 marks)* |

0   No relevant points.

1 – 9   Answers in this band will show only limited knowledge and understanding and show very limited interpretation, application, analysis or evaluation.

    Lower in the band, there may be one or two very insubstantial points, for example about poverty, 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 poverty. Interpretation and application of material may be simplistic, or at a tangent to the question, for example material on causes of poverty. Analysis and/or evaluation will be very limited or non-existent.

10 – 18   Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

    Lower in the band, this may be confined to a competent if basic account, for example of absolute versus relative definitions of poverty. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on the causes of poverty.

    Higher in the band, knowledge and understanding will be broader and/or deeper. The answer will begin to identify a wider range of material on both definition and measurement of poverty, or on measures of wealth and poverty. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example of different measures of poverty. However, this is **not** a requirement to reach the top of this band.

19 – 24   Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on the definition and measurement of poverty and wealth. This will be accurately and sensitively interpreted and applied to the demands of the question. The candidate will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Candidates will deal with both poverty and wealth 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, deprivation index, consensual measure, social exclusion, personal versus productive wealth, problems of defining wealth, problems of measurement of wealth (fluctuations in asset values, concealment of assets). Analysis and evaluation may be developed, for instance through a discussion of the merits of alternative definitions and measures or the consequences of definitions for measuring the extent of poverty.

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

    Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Byrne, Townsend, Rowntree, Mack and Lansley, Gordon et al, Piachaud, CPAG, Walker, etc.

15   Using material from **Item 3B** and elsewhere, assess different explanations for the causes of poverty in the United Kingdom.   *(24 marks)*

0   No relevant points.

1 – 9   Answers in this band will show only limited interpretation, application, analysis or evaluation, and show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about poverty, or material ineffectually recycled from Item 3B with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about some aspect of poverty. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of examples of poverty.

10 – 18   Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be correctly presented and a broadly accurate if basic account offered, for example of different explanations of poverty or studies on the causes of poverty, though interpretation and application to the demands of the question may remain implicit, for example accounts of studies on poverty.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal with different explanations of poverty in the United Kingdom, and may make limited use of Item 3B (for example, to discuss Murray's views of the underclass). 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 of the causes of poverty.

19 – 24   In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on the different explanations for the causes of poverty in the United Kingdom, drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider different theoretical perspectives on the causes of poverty.

Concepts and issues such as the following may appear: culture of poverty, dependency culture, poverty trap, social exclusion, exploitation, capitalism, the underclass, globalisation, low pay, the welfare state, structural factors, cycle of deprivation. Analysis and evaluation may be developed, for instance by comparing New Right perspectives with Marxist accounts of the causes of poverty.

Lower in the band, interpretation and application may be less selective, and/or analysis and evaluation less developed and more list-like.

Higher in the band, interpretation and application will be more focused, and analysis and/or evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Murray, Marsland, Marx, Weber, Dean and Taylor Gooby, Lewis, Liebow, Field, Alcock, Townsend, Kincaid.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)

Examination Series: June 2009

Culture and Identity

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
01	2	2	4
02	2	2	4
03	2	2	4
04	14	10	24
05	10	14	24
Total	30	30	60

Families and Households

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
06	2	2	4
07	2	2	4
08	2	2	4
09	14	10	24
10	10	14	24
Total	30	30	60

Wealth, Poverty and Welfare

Questions	ASSESSMENT OBJECTIVES		
	AO1	AO2	Total
11	1	1	2
12	2	2	4
13	3	3	6
14	14	10	24
15	10	14	24
Total	30	30	60