



**General Certificate of Education
June 2010**

Sociology **1191**

SCLY1 **Culture and Identity;
Families and Households;
Wealth, Poverty and Welfare**

Unit 1

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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 the 24 mark 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 – 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.

SECTION A: CULTURE AND IDENTITY

Total for this section: 60 marks**0 1****Explain what is meant by 'status' (Item 1B). (2 marks)****Two** marks for a satisfactory explanation or definition such as: position in society.**One** mark for a partially satisfactory answer.**0 2****Identify two stereotypes that have been attached to people with disabilities (Item 1A). (4 marks)****Two** marks for each of **two** appropriate stereotypes, for example those with disabilities:

- are seen as dependent
- cannot contribute to society
- are non-sexual
- are specially gifted
- cannot express their own preferences.

One mark for each of **two** partially appropriate answers.**0 3****Suggest three sources from which ethnic groups may construct their identity. (6 marks)****Two** marks for each of **three** appropriate sources suggested, such as:

- language
- religion
- geographical origins
- traditions and cultural practices
- reaction to racism or discrimination
- history.

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

0 4

Examine the ways in which **two** of the following agencies may shape the process of socialisation: family; education; mass media; religion. (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 socialisation, 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 agencies of socialisation. 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 one agency of socialisation or a weak account of two agencies, or aspects of functionalist views of socialisation. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe the socialisation process without explicitly relating it to specific agencies.

Higher in the band, knowledge and understanding will be broader and/or deeper. The answer will begin to deal with two agencies although not equally. 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 Marxist or functionalist accounts. 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 two agencies and how they shape the process of socialisation. 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: primary and secondary socialisation; agencies of socialisation; gender roles; norms; values; role models; collective conscience; social solidarity; ruling class ideology; patriarchal society; hyper-reality; male gaze; beauty myth; gender regime; secularisation; spiritual shopping; pick-and-mix; structure and action; consensus and conflict; cultural capital; social control. Analysis and evaluation may be developed, for instance through a contrast between functionalist, Marxist, feminist and social action views of the socialisation process or a consideration of the relative importance of different agencies.

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: Althusser, Bourdieu, Bowles and Gintis, Parsons, Durkheim, Marx, Mulvey, Norman, Oakley, Wolf, Giddens, Bauman, Lyotard, Baudrillard.

0 5

Using material from **Item 1B** and elsewhere, assess the view that patterns of leisure and consumption are the main factors determining social identity. *(24 marks)*

0 No relevant points.

1 – 9 Answers in this band will show only 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 leisure and/or consumption, 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 social identity. 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/or 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 postmodernist views of leisure and/or consumption, 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 how patterns of both leisure and consumption shape social identity, although not equally, and may make limited use of Item 1B (eg to discuss the possibility of different lifestyle choices). 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 postmodernist 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 leisure and consumption determining social identity, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider both leisure and consumption and their effect on social identity, perhaps from different perspectives (eg postmodernist, feminist, Marxist) and may consider alternative factors.

Concepts and issues such as the following may appear: gender, ethnicity and class differences; pick-and-mix identities; the role of the media; diversity; consumer choice; media saturation; globalisation; shopping; tourist gaze; body image; patriarchy; gender inequalities; differences in the labour market; life chances; cultural capital. Analysis and evaluation may be developed, for instance via a debate about the importance of factors such as social class, gender or ethnicity as a source of identity.

Lower in the band, interpretation and application may be less selective, and 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: Bauman and May, Bocock, Clarke, Clark and Critcher, Cohen, Deem, Garber, Green, Hebdige, McRobbie, Parker, Roberts, Rapoport and Rapoport, Rojek, Scraton, Strinati.

SECTION B: FAMILIES AND HOUSEHOLDS

Total for this section: 60 marks

0	6
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Explain what is meant by 'serial monogamy' (Item 2A). <i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition, such as having several marriage partners/long term relationships over the course of one's life, one at a time.

One mark for a partially satisfactory answer.

0	7
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Suggest two reasons why there has been an increase in cohabitation (Item 2A). <i>(4 marks)</i>

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

- secularisation
- cohabitation more socially acceptable
- reduced stigma attached to sex outside marriage
- growing economic independence of women
- improved access to contraception.

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

0	8
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Identify three ways in which childhood may not be a positive experience for some children. <i>(6 marks)</i>

Two marks for each of **three** ways identified, such as they may:

- live in poverty
- experience divorce/break-up of the family
- be subject to abuse by adults
- be bullied
- suffer health problems
- have to work to support family
- have to carry out the role of carer.

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

0 9

Examine the reasons for, and the consequences of, the fall in the death rate 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 life expectancy, 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 an ageing population. 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 of the factors that have led to a fall in the death rate. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on demographic trends.

Higher in the band, knowledge will be broader and/or deeper. The answer will begin to consider both the reasons for, and the consequences of, the fall in the death rate, although not equally. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of different causes of the fall in the death rate. 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 both the reasons for, and the consequences of, the fall in the death rate. 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: life expectancy; infant mortality; improvements in health care; medical knowledge; sanitation; health education and living standards; ageing population; ageism; discrimination; dependency ratio; pension rights; positive aspects of retirement; beanpole family; extended family. Analysis and evaluation may be developed, for instance through comparing the relative importance of particular factors, or by discussing the likelihood of particular consequences.

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: the Griffiths Report, Hirsch, McKeown, Townsend.

1 0

Using material from **Item 2B** and elsewhere, assess the view that, in today's society, the family is losing its functions. *(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 the family, 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 the functions of the family. 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/or 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 functionalist views on the functions of the family, 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 with the loss of functions of the family, and may make limited use of Item 2B (for example, to discuss the role of family instability in undermining the traditional role of family). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation.

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 loss of functions of the family, 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 – most likely functionalist, feminist, New Right and postmodernist views.

Concepts and issues such as the following may appear: the role of the education system; rising divorce rates; lone-parent families; births outside marriage; rise of feminism; child care; choice; singletons; family diversity; greater individualism; kinship patterns; the development of the welfare state; reproductive technologies.

Analysis and evaluation may be developed, for instance by raising issues about the extent to which changes in the functions of the family 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 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: Allan and Crow, Beck, Chamberlain, Chester, Dennis, Fletcher, Giddens, Morgan, Murdock, Murney, Parsons, Stacey, Weeks.

SECTION C: WEALTH, POVERTY AND WELFARE

Total for this section: 60 marks

1	1	Explain what is meant by a 'deprivation index' (Item 3A). <i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition, such as a list of items, the lack of some or all of which indicates poverty.

One mark for a partially satisfactory answer.

1	2	Identify two problems of using an 'absolute definition of poverty' (Item 3A). <i>(4 marks)</i>
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Two marks for each of two appropriate problems identified such as:

- difficult to define necessities or minimum standard of living
- definitions of necessities are inevitably cultural
- ignores the fact that poverty changes over time
- using absolute measure would disguise the true extent of poverty.

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

1	3	Suggest three reasons why members of the working class may be more likely than other social groups to experience poverty (Item 3A). <i>(6 marks)</i>
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Two marks for each of **three** appropriate reasons suggested, such as the working class are more likely to:

- earn less
- be unemployed
- have a lower pension
- have less savings/wealth to live on
- be less successful in education and therefore poorer access to the labour market
- be excluded from labour market due to ill-health or injury.

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

1 | 4

Examine the ways in which government policies attempt to deal with the problem of poverty in society. (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 government policy. Interpretation and application of material may be simplistic or at a tangent to the question, for example an account of government policy with limited reference to poverty or vice versa. 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 two or three government policies. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on various theories/explanations for/studies on poverty.

Higher in the band, knowledge and understanding will be broader and/or deeper. The answer will begin to identify a wider range of policies and/or problems. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance making links between different government policies or the effectiveness of government policies. 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 a range of government policies aimed at tackling the problem of poverty. 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 examine a range of specific government policies such as minimum wage, Sure Start, tax and benefit policies, New Deal, also more general policies on education, housing and health that tackle the problem of poverty.

Concepts and issues such as the following may appear: dependency culture; culture of poverty; poverty cycle; underclass; social exclusion; child poverty; lone parents; unemployment; pensioner poverty; low wages. Analysis and evaluation may be developed, for instance through considering the effectiveness of different government policies. Candidates may locate these and other issues within a theoretical framework (eg New Right, Marxist, Social Democratic, Third Way).

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, Gordon et al, Mack and Lansley, Marsland, Murray, Piachaud, Rowntree, Townsend.
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1 | 5

Using material from **Item 3B** and elsewhere, assess the view that 'a mixed economy of provision' is the most effective way of providing for the welfare needs of the population. (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 welfare provision, 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 welfare provision. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of the development of the welfare state.

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 presented and a broadly accurate if basic account offered, for example on the role of the welfare state, though interpretation and application to the demands of the question may remain implicit, for example focus on one aspect of welfare provision.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal with at least two types of provider and may make limited use of Item 3B (eg to discuss the advantages of different welfare providers). 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 effectiveness of welfare pluralism.

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 extent to which mixed economy of welfare provision is the most effective way of providing for the welfare needs of the population, drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider the different perspectives on welfare and different views on the effectiveness of mixed economy provision.

Concepts and issues such as the following may appear: welfare pluralism; residual versus institutional systems of welfare; two-tier systems; patriarchy; funding; accountability; welfare dependency; self-help; community provision; informal care. Analysis and evaluation may be developed, for instance by discussing the effectiveness of different providers or by discussing alternative views on welfare such as Marxist, New Right, social democratic, feminist perspectives.

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: Dean and Taylor-Gooby, Field, Giddens, Ginsberg, Marsland, Murray, Townsend, Walker and Walker.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)**Examination Series: June 2010****Culture and Identity**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	1		1	1	2
	0	2		2	2	4
	0	3		3	3	6
	0	4		14	10	24
	0	5		10	14	24
Total				30	30	60

Families and Households

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	6		1	1	2
	0	7		2	2	4
	0	8		3	3	6
	0	9		14	10	24
	1	0		10	14	24
Total				30	30	60

Wealth, Poverty and Welfare

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	1	1		1	1	2
	1	2		2	2	4
	1	3		3	3	6
	1	4		14	10	24
	1	5		10	14	24
Total				30	30	60