



**General Certificate of Education
January 2011**

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 'ethnicity' (Item 1A).	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition such as: shared culture/identity based on eg religion, nationality, language, geography, history.

One mark for a partially satisfactory answer.

0	2	Suggest two ways in which an individual's social experiences may be affected by age, apart from that referred to in Item 1A .	<i>(4 marks)</i>
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Two marks for each of **two** appropriate suggestions, such as:

- involvement in education
- work opportunities
- legal responsibilities and prohibitions
- status in society
- degree of independence.

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

NB: no marks for different leisure activities.

0	3	Suggest three characteristics of the globalisation of culture.	<i>(6 marks)</i>
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Two marks for each of **three** appropriate suggestions, such as an increase in:

- global availability of cultural products
- access to diversity of cultural products, eg food, music, clothing (up to three appropriate examples can be rewarded separately)
- global media corporations
- internet access
- global advertising campaigns
- international tourism.

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

0 4

Examine the ways in which sociologists have explained the process of socialisation.

(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 functionalist views of socialisation. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe the meaning of concepts such as norms and values without focusing on the process of socialisation.

Higher in the band, knowledge and understanding will be broader and/or deeper and will begin to deal with different ways of explaining the process of socialisation although not equally. Material will be accurately interpreted, 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, even 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 how sociologists have explained the process of socialisation. This will be accurately and sensitively interpreted and applied to meet 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, presentation of self, I/me/self, identity, collective conscience, social solidarity, 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 merits of a particular 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: Althusser, Bourdieu, Bowles and Gintis, Giddens, Goffman, Bauman, Lyotard, Baudrillard, Parsons, Durkheim, Marx, Mead, Mulvey, Norman, Oakley, Wolf.

0 5

Using material from **Item 1B** and elsewhere, assess the view that social class is no longer a significant factor in shaping social identity. (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, there may be one or two very insubstantial points about identity and/or social class, 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 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 the declining importance of social class, 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 the significance of social class in shaping social identity and may make limited use of Item 1B (eg to discuss the continued importance of class). 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 significance of social class in shaping 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 the effect of social class on social identity, perhaps from different perspectives (eg postmodernist, Marxist) and may consider alternative factors.

Concepts and issues such as the following may appear: class differences, underclass, false consciousness, fragmentation of class, class cultures, pick and mix identities, the role of the media, diversity, consumer choice, media saturation, globalisation, shopping, the labour market, life chances, cultural capital. Analysis and evaluation may be developed, for instance via a debate about the importance of social class as a source of identity.

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: Beck, Bradley, Clarke and Saunders, Charlesworth, Devine, Marshall et al, Pakulski and Waters, Rojek, Savage et al, Scraton, Westergaard.

Section B: Families and Households

Total for this section: 60 marks

0	6	Explain what is meant by 'net migration' (Item 2A).	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition, such as: the difference between the numbers emigrating and those immigrating.

One mark for a partially satisfactory answer.

0	7	Suggest two reasons why people may migrate to the United Kingdom, apart from that referred to in Item 2A .	<i>(4 marks)</i>
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Two marks for each of **two** appropriate reasons suggested, such as:

- to join family
- to escape conflict
- political asylum
- to access state welfare provision, eg health, housing, benefits
- to study/access education.

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

NB: **no** marks for search for employment.

0	8	Identify three ways in which greater ethnic diversity has contributed to family diversity (Item 2A).	<i>(6 marks)</i>
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Two marks for each of **three** ways identified, such as:

- the number of extended families
- the proportion of lone-parent families
- gender relationships
- the number of children in a family
- relationships between children and parents
- attitudes to marriage.

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

0 | 9

Examine the reasons for changes in the patterns of marriage and cohabitation in the last 40 years or so. (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 marriage 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 marriage or divorce. 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 changes in the pattern of marriage. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on divorce.

Higher in the band, knowledge and understanding will be broader and/or deeper and will begin to consider reasons for changes in the pattern of both marriage and cohabitation, although both may not be considered equally. Material will be accurately interpreted, though at times its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of different causes for the changes in the pattern of marriage. However, this is **not** a requirement, even 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 reasons for changes in the patterns of both marriage and cohabitation. 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: re-marriage rates, divorce, secularisation, rise of feminism, access to contraception, birth rates, welfare provision, attitudes to careers, confluent love, access to higher education, neo-conventional family, legislation, individualisation, single person households. Analysis and evaluation may be developed, for instance through comparing the relative importance of particular factors.

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: Barlow et al, Beck and Beck-Gernsheim, Bernades, Chester, Gibson, Giddens, Hart, Morgan, Stacey.

1 0

Using material from **Item 2B** and elsewhere, assess the view that the modern family has become more child-centred. (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, there 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 children. 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 how children are better off now compared with the past, 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 way in which the modern family has become more child-centred, and may make limited use of Item 2B (for example, to discuss the relationship between parents and children). 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 the extent to which modern families are child-centred.

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 view that the modern family has become more child-centred 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 on modern childhood.

Concepts and issues such as the following may appear: toxic childhood, child abuse, educational opportunities, child care, family size, divorce, affluence, commercialisation of childhood, leisure technologies, children's rights, improved health care, infant mortality, dependency. Analysis and evaluation may be developed, for instance by raising issues about the extent to which positive changes in child-rearing 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: Ariès, Beck, Jencks, Gattrell, Hockey and James, Madge, Mayall, Pilcher, Postman, Shorter.

Section C: Wealth, Poverty and Welfare

Total for this section: 60 marks

1	1	Explain what is meant by 'social exclusion' (Item 3B).	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition, such as: a situation where an individual or a group is denied access to some important area of social activity.

One mark for a partially satisfactory answer.

1	2	Identify two characteristics of the 'culture of poverty' (Item 3A).	<i>(4 marks)</i>
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Two marks for each of **two** appropriate characteristics identified, such as:

- sense of fatalism
- reluctance to plan ahead
- reluctance to work
- marginalisation
- lack of initiative.

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

1	3	Suggest three reasons why people with disabilities may be more likely than other social groups to experience poverty.	<i>(6 marks)</i>
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Two marks for each of **three** appropriate reasons suggested such as people with disabilities are more likely to:

- earn less
- be unemployed/face discrimination by employers
- have particular health and/or social care needs that are costly
- have a lower pension
- be unable to work
- have poorer access to education
- be dependent on state benefits.

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

1	4	Examine the ways in which poverty may be functional for society.	<i>(24 marks)</i>
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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 an account of the 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 two or three functions of poverty. Interpretation may be limited and not be 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 and will begin to identify a wider range of functions of poverty. Material will be accurately interpreted, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance a critique of functionalist views of poverty. However, this is **not** a requirement, even 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 functions 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 to produce a coherent and relevant answer. Candidates will examine a range of functions of, and perspectives on, poverty.

Concepts and issues such as the following may appear: capitalism, functional importance, labour market, role allocation, low wage labour pool, scapegoating of poor, meritocracy, social mobility, social stratification, maintenance of social norms, welfare services, welfare professionals, underclass. Analysis and evaluation may be developed, for instance through considering the different functions of poverty. Candidates may locate these and other issues within a theoretical framework (eg functionalist, New Right, Marxist, social democratic).

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: Barry, Davis and Moore, Gans, Marshall et al, Marx, Parsons, Saunders, Tumin, Weber.

1 5

Using material from **Item 3B** and elsewhere, assess different sociological approaches to measuring the level of poverty in society. *(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, there 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 the level of poverty in society. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of the causes 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 presented and a broadly accurate if basic account offered, for example of Townsend's study of poverty, though interpretation and application to the demands of the question may remain implicit, for example focusing on the level of poverty rather than different sociological approaches to the measurement of poverty.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal with at least two different approaches to the measurement of poverty and may make limited use of Item 3B (eg to discuss the measurement of social exclusion). 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 different approaches to the measurement 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 sociological approaches to measuring the level of poverty drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider two or more approaches to defining and measuring poverty and their strengths and weaknesses.

Concepts and issues such as the following may appear: deprivation index, relative poverty, absolute poverty, relative deprivation, social exclusion, consensual approach, budget standards, poverty line. Analysis and evaluation may be developed, for instance by discussing the relative merits of different approaches to the measurement 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 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: Alcock, Bradshaw et al, Byrne, Gordon et al, Mack and Lansley, Piachaud, Rowntree, Sen, Townsend, Walker.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)**Examination Series: January 2011****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