

Version 3



**General Certificate of Education  
January 2013**

**Sociology** **SCLY1**  
**(Specification 2190)**

**Unit 1** **Culture and Identity;**  
**Families and Households;**  
**Wealth, Poverty and Welfare**

**Final**

***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 students' 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 students' 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 students' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## QUALITY OF WRITTEN COMMUNICATION

Where students 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. Students 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 students' 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**, students' 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**, students' 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**, students' 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.

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## Section A: Culture and Identity

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**Total for this section: 60 marks**

<b>0</b>	<b>1</b>	Explain what is meant by 'global culture' ( <b>Item 1 A</b> ).	<i>(2 marks)</i>
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**Two** marks for a satisfactory explanation or definition such as: people in different countries sharing the same norms/values/attitudes/products.

**One** mark for a partially satisfactory answer, eg an example, such as world music.

<b>0</b>	<b>2</b>	Identify <b>two</b> characteristics of folk culture ( <b>Item 1 A</b> ).	<i>(4 marks)</i>
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**Two** marks for each of **two** appropriate characteristics identified, such as:

- traditional
- created by ordinary people
- authentic
- active participation
- associated with pre-industrial societies
- rooted in the experiences of ordinary people.

**One** mark for each of **two** partially appropriate answers, eg an example such as Morris dancing.

<b>0</b>	<b>3</b>	Suggest <b>three</b> ways in which individuals may be socialised into a class identity.	<i>(6 marks)</i>
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**Two** marks for each of **three** appropriate ways suggested, such as via:

- the education system
- norms and values taught by family
- class-related leisure pursuits
- the experience of work
- living in a particular community
- influence of peer group.

**One** mark for each of **three** partially appropriate answers, eg an example such as living in the East End of London.

0 | 4

Examine sociological contributions to an understanding of how identity is shaped by any **two** of the following: disability; sexuality; nationality; age. (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 sexuality, 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 influences on identity. Interpretation 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 how identity may be shaped by at least one of disability, sexuality, nationality or age. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe the experiences of different age groups without focusing on the issue of shaping identity.

**Higher in the band**, knowledge will be broader and/or deeper, and students will apply this to two factors, if unequally. Material will be interpreted accurately, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation for example how identity is changing in relation to different factors. 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 material on sociological explanations of how identity is shaped by two factors from disability, sexuality, nationality or age. This will be accurately and sensitively interpreted and applied to meet the demands of the question. The student 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: hegemonic masculinity; compulsory heterosexuality; plastic sexuality; learned helplessness; social model of disability; master status; discourse; delinquency; status frustration; resistance; rituals; the meaning of style; incorporation; age sets; bricolage; stigmatised identity; hybrid cultures; assimilation; racism; multiculturalism; diaspora; dual identity; cultural navigation; mixed identities; globalisation; religion. Analysis and evaluation may be developed, for instance through a discussion of the contrast between functionalist, Marxist, interactionist, feminist and/or postmodernist views or a consideration of the links between different aspects of identity.

**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.

Sources may include: Clarke; Cohen; Connell; Cumberbatch & Negrine; Hall; Hebdige; Lees; Mac an Ghail; McCrone; McRobbie; Modood; Pilkington; Redhead; Rich; Savage; Shakespeare; Thornton.

**0 5**

Using material from **Item 1B** and elsewhere, assess the view that people today have freedom of choice over their leisure activities. (24 marks)

**0** No relevant points.

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

**Lower in the band**, there may be one or two very insubstantial points about leisure 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 different leisure activities. 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 the postmodernist view of leisure, 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 issue of freedom of choice over leisure activities and may make limited use of Item 1B (eg to discuss how leisure choices can help create identity). 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 the view that people have freedom of choice over their leisure activities, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Concepts and issues such as the following may appear: consumer choice; consumption; pick and mix identity; lifestyle choice; globalisation; media saturation; commercialisation of leisure; class; gender; age; occupation; ethnicity; family life cycle. Analysis and evaluation may be developed, for instance by comparing different sociological perspectives on extent of choice over leisure activities.

**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.

Sources may include: Bauman; Bradley; Clarke & Critcher; Deem; Parker; Roberts; Rojek; Scraton & Bramham; Strinati.

## Section B: Families and Households

**Total for this section: 60 marks**

<b>0</b>	<b>6</b>	Explain what is meant by the 'nuclear' family ( <b>Item 2B</b> ).	<i>(2 marks)</i>
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**Two** marks for a satisfactory explanation or definition, such as: a family consisting of parents and children.

**One** mark for a partially satisfactory answer, eg a cereal packet family.

<b>0</b>	<b>7</b>	Suggest <b>two</b> reasons for the fall in the infant mortality rate, <b>apart from</b> that mentioned in <b>Item 2A</b> .	<i>(4 marks)</i>
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**Two** marks for each of **two** appropriate reasons suggested, such as:

- improvements in nutrition
- improvements in housing
- improvements in sanitation
- better knowledge of hygiene/child health issues.

**One** mark for each of **two** partially appropriate answers, eg stating a factor such as housing, without relating it explicitly to a change in that factor.

**NB:** No marks for reasons relating to improvements in health care or similar.

<b>0</b>	<b>8</b>	Identify <b>three</b> ways in which adults may control the activities of children.	<i>(6 marks)</i>
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**Two** marks for each of **three** ways suggested, such as:

- by controls over access to resources
- by controls over children's time
- by controls over children's bodies
- by controls over children's space
- by neglect or abuse
- by laws restricting children's actions
- by making education compulsory

**One** mark for each of **three** partially appropriate answers, eg an example of any of the above, that is not explicitly about control eg 'pocket money'.



0 9

Examine Marxist views of the role of the family.

(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 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 role of the family. Interpretation 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, of Marxist views (eg family as a unit of consumption). Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on functionalist views of the role of the family.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to consider a wider range of Marxist views on the role of the family. Material will be interpreted accurately, though at times its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of different views. 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 Marxist views of the role of the family. This will be accurately and sensitively interpreted and applied to the demands of the question. The student 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: family as unit of production/consumption; primary socialisation; social control; ideology; hierarchy; authority; false consciousness; reserve army; inheritance of property; consumerism; stabilisation of adult roles; reproduction; capitalism; gender roles; patriarchy. Analysis and evaluation may be developed, for instance through comparing different Marxist views or by contrasting them with different perspectives.

**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.

Sources may include: Althusser; Parsons; Marx, Murdock; Morgan; Engels; Zaretsky; Greer; Somerville; Delphy & Leonard; Purdy; Rowbotham.

1 0

Using material from **Item 2B** and elsewhere, assess the view that there is greater diversity of family types and lifestyles today. (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 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 changes to family types. 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 family diversity, 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 view that there is greater diversity of family types and lifestyles and may make limited use of Item 2B (for example, to discuss postmodernist views on family diversity and fragmentation). 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 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 the view that there is greater diversity of family types and lifestyles, drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider a range of views – most likely functionalist, New Right and postmodernist.

Concepts and issues such as the following may appear: romantic love; confluent love; plastic sexuality; pure relationship; individualisation; family practices; childlessness; changes in the position of women; neo-conventional family; risk society; family diversity; family fragmentation; family instability; life course analysis. Analysis and evaluation may be developed, for instance about the extent to which diversity of family types and lifestyles has 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.

Sources may include: Beck & Beck-Gernsheim; Cheal; Chester; Giddens; Holdsworth & Morgan; Murdock; Parsons; Rapoport & Rapoport; Stacey; Weeks.
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## Section C: Wealth, Poverty and Welfare

**Total for this section: 60 marks**

1	1
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Explain what is meant by 'dependency culture' ( <b>Item 3A</b> ). <span style="float: right;"><i>(2 marks)</i></span>
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**Two** marks for a satisfactory explanation or definition such as: the set of values and beliefs centred on preferring to live on welfare benefits.

**One** mark for a partially satisfactory answer, eg being workshy.

1	2
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Suggest <b>two</b> functions of poverty ( <b>Item 3A</b> ). <span style="float: right;"><i>(4 marks)</i></span>
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**Two** marks for each of **two** appropriate functions suggested, such as:

- it keeps wages down
- it provides a mechanism of social control
- it provides work for social workers, etc
- it provides a workforce for menial jobs
- it divides the working class
- it provides an incentive to work hard.

**One** mark for each of **two** partially appropriate answers, eg it is an incentive.

1	3
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Identify <b>three</b> criticisms made of welfare services provided by private and/or voluntary organisations. <span style="float: right;"><i>(6 marks)</i></span>
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**Two** marks for each of **three** appropriate criticisms suggested, such as:

- may lead to a two-tier system
- enables the rich to jump queues
- insurance does not always provide cover when needed
- may divert resources away from the public sector
- charities may employ less well qualified staff
- voluntary organisations may provide a sporadic service.

**One** mark for each of **three** partially appropriate answers, eg diverts resources.

1 4

Examine the role of the welfare state in reducing poverty.

(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 welfare. Interpretation of material may be simplistic or at a tangent to the question, for example an account of the effects of the benefit system. 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 the role of the welfare state. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on poverty.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to identify a wider range of ways in which the welfare state may/may not reduce poverty. Material will be interpreted accurately, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance a critique of the role of the welfare state from a New Right perspective. 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 role of the welfare state in reducing poverty. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and/or evaluate it explicitly to produce a coherent and relevant answer. Students will examine a range of aspects of the welfare state and how they affect poverty.

Concepts and issues such as the following may appear: tax and benefit system; dependency culture; welfare dependency; different welfare providers; welfare pluralism; privatisation; benefits in kind; underclass; inverse care law; unemployment; means testing; universal benefits; targeted benefits; the Third Way; the Beveridge report; cuts in provision. Analysis and evaluation may be developed, for instance through considering different explanations for the gap between rich and poor. Students may locate these and other issues within a theoretical framework (eg 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.

Sources may include: Alcock; Bartholomew; George & Wilding; Giddens; Le Grand; Marsland; Murray; Page; Pierson; Townsend.

1 | 5

Using material from **Item 3B** and elsewhere, assess sociological explanations for the distribution of poverty among different social groups 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**, 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 attitudes/behaviour of the poor. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of studies 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 the reasons why older people are more at risk of poverty, though interpretation and application to the demands of the question may remain implicit, for example focusing on the extent of poverty rather than explanations for the distribution.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will deal with one or more explanations for the distribution of poverty and will make reference to at least two different social groups. The answer may make limited use of Item 3B (eg to discuss the impact of family structure and/or employment). 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 explanations of the distribution 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 different explanations for the distribution of poverty among different social groups, drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider both the attitudes and behaviour of the poor.

Concepts and issues such as the following may appear: social class; gender; age; ethnicity; disability; geographical distribution; dual labour market; the operation of the labour market; lone parents; discrimination; inequality of opportunity, culture of poverty; feminisation of poverty; underclass; dependency culture; fatalism; ageism; racism; patriarchy; capitalism; socialisation; marginalisation; social exclusion; situational constraints; cycle of deprivation; the welfare state; structural factors. Analysis and evaluation may be developed, for instance by discussing the relative merits of different explanations for the distribution of poverty among different social groups.

**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.

Sources may include: Alcock; Byrne; Castles and Kozack; Craine; Flaherty et al; Levitas et al; Lister; Murray; Pilkington; The Joseph Rowntree Foundation; Wilson.
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**ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)****Examination Series: January 2013****Culture and Identity**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	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
<b>Total</b>				30	30	60

**Families and Households**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	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
<b>Total</b>				30	30	60

**Wealth, Poverty and Welfare**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	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
<b>Total</b>				30	30	60