



**General Certificate of Education
June 2013**

Sociology 1191

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

Unit 1

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.

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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.

Section A: Culture and Identity

Total for this section: 60 marks

0	1	Explain what is meant by 'the commercialisation of leisure' (Item 1A).	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition such as: leisure is a product to be bought and/or sold.

One mark for a partially satisfactory answer, eg an example of a large commercial leisure organisation.

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

- created by commercial organisations
- manufactured
- passive
- inauthentic
- associated with industrial societies
- produced for profit.

One mark for each of **two** partially appropriate answers, e.g. an example of mass culture such as popular music.

0	3	Identify three reasons for the differences in the leisure opportunities/experiences of men and women apart from social expectations (Item 1A).	<i>(6 marks)</i>
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Two marks for each of **three** appropriate reasons identified such as:

- women may have domestic duties that men do not
- lack of child care facilities
- women more likely to experience double burden
- women have less disposable income than men
- more public money put into provision of male leisure facilities
- women may be subject to patriarchal control.

One mark for each of **three** partially appropriate answers, e.g. answers that are not explicit in identifying reasons, for example 'income'.

NB: No marks for social expectations or similar.

0 4

Examine sociological explanations of the ways in which social class may shape social 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, for example about social class, 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 different social classes. 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 a way in which social class may shape social identity. 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 social classes 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 the ways in which social class may shape social identity. 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, of how the relationship between social class and social identity is changing. 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 social class may shape identity. 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: class differences; underclass; false consciousness; fragmentation of class; class cultures; pick and mix identities; social closure; elite self-recruitment; 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, or through a discussion of the contrast between functionalist, Marxist, interactionist, feminist and/or postmodernist views.

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

0 5

Using material from **Item 1B** and elsewhere, assess the role of different agencies of socialisation. (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 socialisation or material ineffectually recycled from the Item 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 an agency of socialisation. 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 functionalist view of socialisation, 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 begin to deal with the role of at least two agencies although not necessarily equally and may make limited use of the Item (eg to discuss the role of the education system). 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 and/or functionalist 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 role of at least two different agencies of socialisation drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider the issue of the role of different agencies from different perspectives (eg Marxist, functionalist, feminist).

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 by comparing different sociological perspectives on the role of different agencies of socialisation.

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

Section B: Families and Households

Total for this section: 60 marks

0	6	Explain what is meant by the infant mortality rate (Item 2A).	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition, such as: the number of infants who die before their first birthday per 1000 (live) births per year.

One mark for a partially satisfactory answer, e.g. one that omits any one of the elements above.

0	7	Suggest two reasons for rising life expectancy apart from improvements in medicine and health care (Item 2A).	<i>(4 marks)</i>
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Two marks for each of **two** appropriate reasons suggested, such as:

- improved diet and nutrition
- improved housing
- better health education
- safer working conditions
- improvements in sanitation.

One mark for each of **two** partially appropriate answers, eg answers that are not explicit in identifying a change, for example 'diet'.

NB: no marks for improvements in medicine and health care or similar.

0	8	Identify three reasons for the changes in divorce rate apart from changes in divorce law.	<i>(6 marks)</i>
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Two marks for each of **three** reasons suggested, such as:

- women's greater financial independence
- rise of individualism
- secularisation
- decline in stigma/increased social acceptability of divorce
- lower birth rate/more childless couples
- rising expectations of marriage.

One mark for each of **three** partially appropriate answers, e.g. answers that fail to identify an explicit change such as 'women have jobs'.

NB: no marks for changes in divorce law.

0 | 9

Examine the factors affecting power relationships and division of labour between couples. (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 housework 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 joint conjugal roles. 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 Young and Wilmott. 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, and will begin to consider a wider range of factors and consider both power relationships and the division of labour between couples although not necessarily equally. 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 the debate about symmetrical families. 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 factors affecting both power relationships and division of labour between couples. 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: domestic violence; decision-making; control over finance; women's paid employment; the impact of feminism; legislation/policies (divorce, education, childcare, discrimination etc); childlessness; family size; class and ethnic variations; same sex couples; conjugal roles; kinship relationships; confluent love. Analysis and evaluation may be developed, for instance through discussing the importance of different factors or by locating the debate between different perspectives (eg Marxist, functionalist, feminist, postmodernist etc).

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: Barrett and McIntosh; Edgell; Ferri and Smith; Gershuny; Hardill et al; Man-Yee Kan; Mirrlees-Black; Oakley; Pahl and Vogler; Stacey; Sullivan; Warde and Hetherington; Young and Wilmott.

1 0

Using material from **Item 2B** and elsewhere, assess the contribution of functionalist views to our understanding of the family. (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 the Item 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.

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 one or two functions of the family for society, 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 functionalist view of the family and may make limited use of the Item (for example, to discuss the role of the family in the socialisation of 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 of different functionalist 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 contribution of functionalist views to our understanding of the family, drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider a variety of views, most likely functionalist, feminist and Marxist.

Concepts and issues such as the following may appear: stabilisation of adult personalities; social stability; sexual/reproductive/educational/economic functions of family; family as a unit of consumption; reproduction; primary socialisation; gender roles; patriarchy; geographical mobility; hierarchy; social control. Analysis and evaluation may be developed, for instance by comparing different functionalist views or by contrasting functionalist approaches with Marxist and/or feminist views

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: Delphy; Engels; Giddens; Greer; Murdock; Morgan; Parsons; Somerville; Zaretsky.

Section C: Wealth, Poverty and Welfare

Total for this section: 60 marks

1	1	Explain what is meant by 'informal providers of welfare' (Item 3A).	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition such as: (unpaid carers) people who care for family/friends/neighbours.

One mark for a partially satisfactory answer, eg an example of an informal carer such as a family member.

1	2	Suggest two disadvantages of means-tested benefits (Item 3A).	<i>(4 marks)</i>
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Two marks for each of **two** appropriate disadvantages suggested, such as:

- complexity of administration
- the poverty trap
- complexity of application procedure
- increased stigma attached to claiming/receiving benefit
- lower take-up rate.

One mark for each of **two** partially appropriate answers, e.g. answers that are not explicit about the disadvantage such as 'take-up'.

1	3	Identify three ways in which poverty may be passed on to the next generation.	<i>(6 marks)</i>
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Two marks for each of **three** appropriate ways identified such as:

- socialised into a fatalistic culture of poverty
- lack of educational opportunities leading to disadvantage in the labour market
- poor quality housing leading to poor health
- poorer diet/health may mean poor do less well in school
- lower value placed on education
- example of parents encourage reliance on benefits
- lack of resources at home may mean poor do less well in education system.

One mark for each of **three** partially appropriate answers, e.g. answers that are not explicit about the ways, such as 'poor housing'.

1 4

Examine the problems of defining and measuring 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 studies on poverty. Interpretation of material may be simplistic or at a tangent to the question, for example an account of the effects 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 aspects of a study that identifies a way of defining or measuring poverty with little discussion. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately list various measures of poverty.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of problems of both defining and measuring 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 the problems of using an absolute definition 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 problems of defining and measuring 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 problems of definition and measurement, although not necessarily equally.

Concepts and issues such as the following may appear: primary, secondary, absolute, relative and subjective poverty; poverty lines; deprivation index; multiple deprivation; consensual measure; social exclusion. Analysis and evaluation may be developed, for instance through considering the usefulness of different definitions and measurements. 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; Bradshaw et al; Byrne; Joseph Rowntree Foundation; Townsend; Rowntree; Mack and Lansley; Gordon et al; Piachaud; CPAG; Walker.

1 | 5

Using material from **Item 3B** and elsewhere, assess the reasons for the widening gap between rich and poor 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 the wealthy, or material ineffectually recycled from the Item 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 pay levels. 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 correctly presented and a broadly accurate if basic account offered, for example of the causes of poverty/wealth, though interpretation and application to the demands of the question may remain implicit, for example focusing on the existence of poverty rather than explanations for the widening gap between rich and poor.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal with different explanations for the widening gap between rich and poor. The answer may make limited use of the Item (eg to discuss the impact of unemployment). Material will be accurately interpreted, but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance widening inequality discussed from a Marxist perspective.

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 widening gap between rich and poor, drawn from the Item 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: globalisation; pay differentials; executive pay; inheritance; tax and benefit policy; minimum wage; unemployment; market situation; property values; dependency culture; trickledown; upper class reproduction; class polarisation; capitalism; deregulation; the underclass. Analysis and evaluation may be developed, for instance by discussing different perspectives such as Marxist and New Right.

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: Barry; Burchardt et al; Byrne; Davis and Moore; Marsland; Marx; McKnight; Mingione; Scott; Sefton and Sutherland; Sklair; Townsend; Weber; Westergaard and Resler.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)**Examination Series: June 2013****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