

GCE

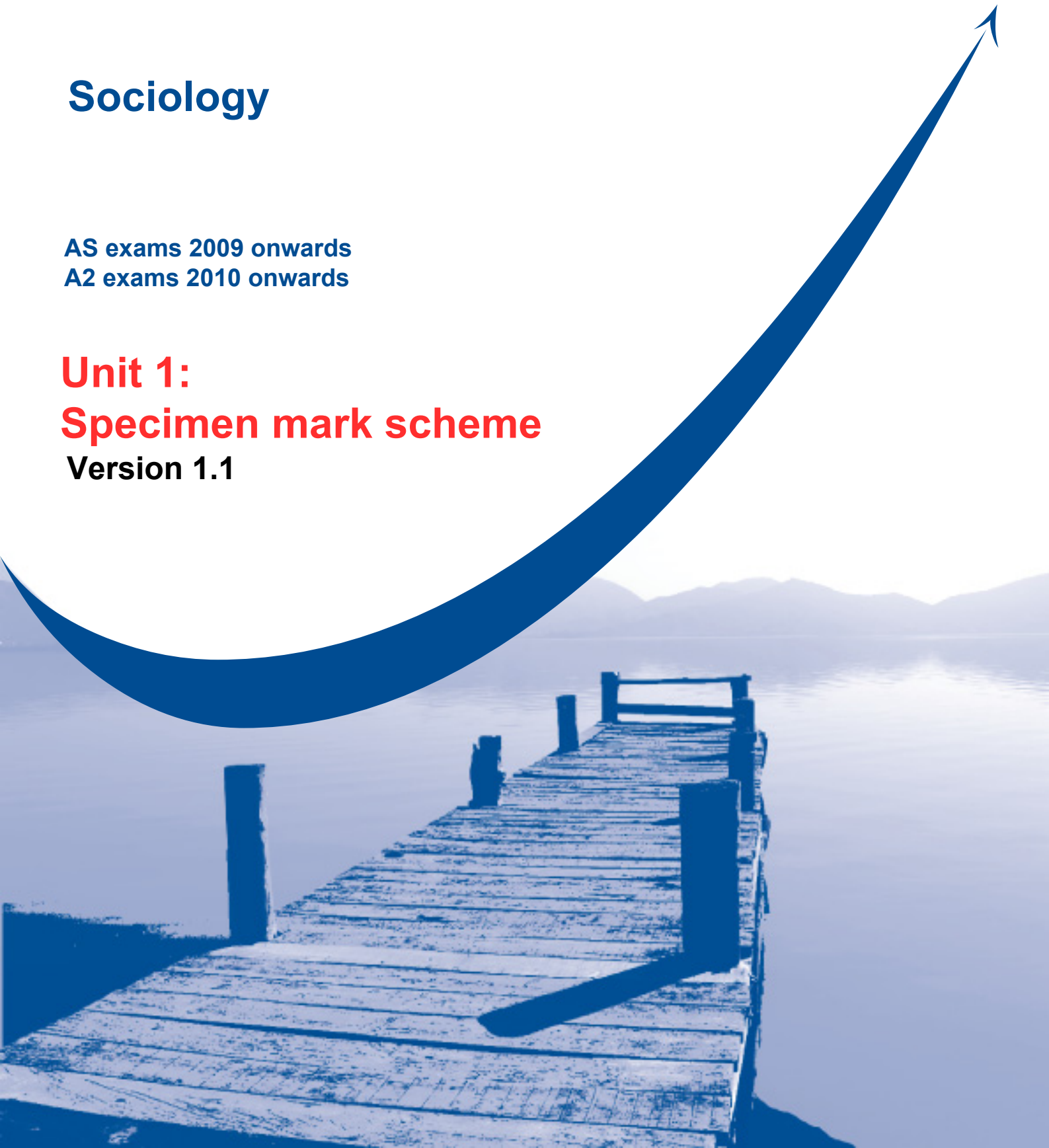
AS and A Level

Sociology

AS exams 2009 onwards

A2 exams 2010 onwards

Unit 1: Specimen mark scheme Version 1.1





General Certificate of Education

Sociology 2190

Specimen Unit 1 SCLY1

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 parts (d) and (e) of the 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.

1 (a) Identify **two** ways in which mass culture differs from folk culture **apart from those** referred to in **Item 1A**. *(4 marks)*

Two marks for each of **two** appropriate ways identified, such as mass culture is:

- a product of industrial society rather than pre-industrial society
- consumed passively rather than created actively
- unreal and 'plastic' rather than real and authentic
- standardised rather than individual
- sold for profit rather than created by community.

One mark for each of **two** partially appropriate ways identified.

Note: no marks for local customs and beliefs/shaped by media influences and technology.

1 (b) Suggest **two** ways in which technology and/or industrialisation have influenced culture (**Item 1A**, lines 5 – 7). *(4 marks)*

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

- development of new mass means of communication (TV, radio, film)
- developments in transportation
- the use of electricity
- mass production of communication equipment
- extension of access to communication equipment
- expansion of creative and cultural industries.

One mark for each of **two** partially appropriate ways suggested.

1 (c) Suggest **two** ways in which old age may be a stigmatised social identity. *(4 marks)*

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

- derogatory names
- media images
- differential medical treatment
- barriers in employment
- constructed dependency.

One mark for each of **two** partially appropriate ways suggested.

1	(d) Examine sociological explanations of the process of socialisation.	<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 limited success in interpreting and applying material to meet the requirements of the question.

Lower in the band, there may be one or two quasi-commonsensual points, for example about childhood, 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 socialisation or gender 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 reasonable success in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent if basic account, for example of some aspects of socialisation, or aspects of functionalist views of the process. Interpretation may be limited and not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list forms of socialisation or deal with socialisation but not the self.

Higher in the band, knowledge will be broader and/or deeper, and will begin to apply this both to socialisation and to the self. Material will be interpreted accurately, though at times its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of a theory of socialisation.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material both on socialisation and on the formation of the self. This will be accurately and sensitively interpreted 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: culture, social identity, self, primary and secondary socialisation, role-taking, social construction, individual, society, gender, ethnicity, presentation of the self. Analysis and evaluation may be developed, for instance through a contrast between functionalist and interactionist views or the relationship between individual and society.

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: Parsons, Mead, Goffman, Woodward, Giddens, Oakley, Gilmore, Rich, Butler, Gilroy, Basit.
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1 (e) Using material from **Item 1B** and elsewhere, assess the view that people's leisure patterns and identities are no longer shaped by their social position. **(24 marks)**

0 No relevant points.

1 – 9 In this band, analysis/ evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical 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 leisure and social position. Interpretation of material may be simplistic or at a tangent to the question.

10 – 18 In this band there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of a relevant study of leisure, though interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will begin to deal with identity as well as leisure and may make limited use of the Item (eg to discuss different social influences on leisure). 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 Parker or similar.

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 identity, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider both leisure and identity, perhaps from different perspectives (eg postmodernist, feminist, Marxist). Concepts and issues such as the following may appear: pick and mix identities; the role of the media; the significance of consumption; patriarchy; capitalism; class or gender inequalities (eg in income, time etc); cultural capital and taste etc. Analysis and evaluation may be developed, for instance via a debate about the continued importance of occupation, class, gender etc position.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Parker, Roberts, Gans, Bourdieu, Clarke and Critcher, Scraton and Bramham.

2 (a) Explain what is meant by 'primary socialisation' (**Item 2A**, line 7). (2 marks)

Two marks for an appropriate explanation or definition, such as: the first/early stage of the process of passing down society's culture to the young.

One mark for a satisfactory explanation of either 'primary' or 'socialisation'.

2 (b) Suggest **two** ways in which childhood has become 'a specially protected and privileged time of life' (**Item 2A**, lines 4 – 5). (4 marks)

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

- shielded from certain aspects of life, such as sex/ pornography/ death
- legally protected from abuse
- not allowed to work before the age of 13
- kept in compulsory education from age 5–16
- legally restricted from buying tobacco, alcohol, etc
- given cheaper fares, entrance fees, etc
- provided with 'special' foods, clothes, toys, etc.

One mark for each of **two** partially appropriate ways suggested.

2 (c) Suggest **three** reasons for the increase in the divorce rate since 1969. (6 marks)

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

- changes in the law
- changes in women's position
- secularisation
- reduced stigma
- impact of feminism.

One mark for each of **three** partially appropriate reasons suggested.

2 (d) Examine the ways in which social policies and laws may influence families and households. *(24 marks)*

0 No relevant points.

1 – 9 Answers in this band will show only limited knowledge and understanding and show limited success in interpreting and applying material to meet the requirements of the question.

Lower in the band, there may be one or two quasi-commonsensical points, for example about welfare benefits, 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 a family policy. 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 reasonable success in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent if basic account, for example of one or two ways policies influence families, or aspects of the New Right view of family policy. Interpretation may be limited and not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on the functions of the family.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of laws/ policies and/or sociological views. Material will be interpreted accurately, though at times its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of the feminist view of policy.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on policies and the family. This will be accurately and sensitively interpreted 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: laws/policies on abortion, contraception, reproductive technology, divorce, marriage, cohabitation, sexuality, adoption, inheritance, pensions, benefits, taxes, concepts such as patriarchy, familism, dependency, surveillance, ideological state apparatus, gender regimes, etc. Analysis and evaluation may be developed, for instance through international comparisons, or locating the account within a theoretical framework (for example New Right, feminist, Donzelot 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.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Gittens, Donzelot, Murray, Drew, Wilson, Althusser, Hood-Williams.

2 (e) Using material from **Item 2B** and elsewhere, assess the view that it no longer makes sense to talk about the 'patriarchal family' (**Item 2B**, lines 1 – 2). (24 marks)

0 No relevant points.

1 – 9 In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical 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 housework or similar. Interpretation of material may be simplistic or at a tangent to the question.

10 – 18 In this band there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of a relevant study of the domestic division of labour, though interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer may begin to deal explicitly with the extent of change and to make limited use of the Item (for example, to discuss legal rights or changes in status). 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 Young and Willmott.

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 patriarchy, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider a variety of views – most likely (varieties of) feminism, but the New Right, functionalism, 'march of progress' etc may also figure. Concepts and issues such as the following may appear: domestic division of labour, paid work, violence, decision-making, divorce, legal rights, property ownership etc. Some candidates may consider the position of children in relation to patriarchy. Analysis and evaluation may be developed, for instance by raising issues about symmetry, diversity, lone parent or same sex families etc.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Dobash and Dobash, McWilliams, Oakley, Boulton, Willmott and Young, Warde and Hetherington, Duncombe and Marsden, Firestone, Mitchell, Wilkinson, Pahl and Vogler, Edgell.

3 (a) Explain the difference between income and wealth (**Item 3A**, line 1). (4 marks)

Two marks for each of **two** appropriate explanations or definitions, such as:
income as a flow of resources/assets compared with wealth as a stock of resources.

One mark for a partially satisfactory explanation of either 'income' or 'wealth'.

3 (b) Suggest **two** reasons 'why some occupations attract higher pay than others' (**Item 3A**, lines 3 – 4). (4 marks)

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

- to create an incentive to recruit the talented
- because of labour shortages in certain occupations
- as a reward for lengthy training
- because of restrictive practices/ social closure
- because they demand higher skill levels
- because of who does them (eg male or female)
- because employers, having invested in training their staff, want to retain them.

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

3 (c) Explain the difference between absolute and relative poverty. (4 marks)

Two marks for each of **two** appropriate explanations or definitions, such as:

'absolute' as unable to meet basic needs and 'relative' as having less than others in a particular society.

One mark for a partially satisfactory explanation of either 'absolute' or 'relative' poverty.

3 (d) Examine the reasons why women are at greater risk than men of poverty, and why children and old people are at greater risk than adults of working age. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited knowledge and understanding and show limited success in interpreting and applying material to meet the requirements of the question.

Lower in the band, there may be one or two quasi-commonsensical points, for example about the elderly, 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 lone parents. 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 reasonable success in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent if basic account, for example of two or three reasons for women's poverty. Interpretation may be limited and not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on general theories of poverty/welfare.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons and/or to address poverty among both women and children/the old. Material will be interpreted accurately, though at times its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of New Right views.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on poverty and gender and age. This will be accurately and sensitively interpreted 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. Candidates will deal with both age and gender differences and will consider a range of reasons. Concepts and issues such as the following may appear: patriarchy, ageism, social exclusion, dependency, unequal and compulsory retirement ages, unequal pay, life expectancy, dual labour market/reserve army, pension rights, unpaid domestic labour, divorce, lone parenthood, the benefits system, etc. Analysis and evaluation may be developed, for instance through locating the account within a theoretical framework (for example New Right, feminist).

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: CPAG, Weber, Howard, Townsend, Alcock, Field, Land, Graham, Renvoize.

3 (e) Using material from **Item 3B** and elsewhere, assess the welfare pluralist view that 'the population's welfare needs are best met by a number of different kinds of provider' (**Item 3B**, lines 1 – 2). (24 marks)

0 No relevant points.

1 – 9 In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points about charities, 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 the welfare state. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of explanations of poverty.

10 – 18 In this band there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

Lower in the band, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of types of welfare provider, though interpretation to meet the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer may begin to deal explicitly with pluralism and to make limited use of the Item (eg to discuss two-tier provision). 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 informal provision from a feminist 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 welfare providers, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider the different types of provision and their merits. Concepts and issues such as the following may appear: care in the community, patriarchy, two-tier provision, capitalism, choice, decentralisation, individualism and collectivism, residual and institutional models of welfare, queue-jumping, funding, accountability, expertise, who benefits etc. Analysis and evaluation may be developed, for instance by raising issues about whether or not different forms of provision complement one another, arguments for and against different types of provision, or critiques from social democratic, Marxist, feminist, New Right etc perspectives.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: N Johnson, Le Grand, Marshall, Townsend, Titmuss, K Joseph.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)

Examination Series: Specimen Paper

Culture and Identity

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
1 (a)	2	2	4
1 (b)	2	2	4
1 (c)	2	2	4
1 (d)	14	10	24
1 (e)	10	14	24
Total	30	30	60

Families and Households

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
2 (a)	1	1	2
2 (b)	2	2	4
2 (c)	3	3	6
2 (d)	14	10	24
2 (e)	10	14	24
Total	30	30	60

Wealth, Poverty and Welfare

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
3 (a)	2	2	4
3 (b)	2	2	4
3 (c)	2	2	4
3 (d)	14	10	24
3 (e)	10	14	24
Total	30	30	60