

# GCE 2005

## *January Series*



# Mark Scheme

## Sociology

### Unit SCY1

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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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*Dr Michael Cresswell Director General*

## 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:

- 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;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to the assessment of parts (e) and (f) 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 – 7 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 8 – 15 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 16 – 20 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.

Choose **one** Section and answer **all** parts of the question from that Section.

### SECTION A - FAMILIES AND HOUSEHOLDS

1

Total for this Section: **60 marks**

(a) Explain what is meant by a “reconstituted” family (**Item 1A**, line 8). (2 marks)

Two marks for an appropriate explanation or definition, such as step-family or similar.

(b) Suggest **two** reasons why the number of first marriages has fallen (**Item 1A**, line 3). (4 marks)

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

- cohabitation as an acceptable alternative;
- less stigma attached to remaining unmarried;
- because the increased divorce rate makes some fear the risk of their marriage ending in divorce;
- because some re-marriages involve people who have not been married before.

(c) Suggest **three** reasons why women are “now having fewer children than in the past” (**Item 1A**, lines 8 – 9). (6 marks)

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

- greater career opportunities for women as an alternative to childbearing;
- greater availability of contraception/abortion;
- later age of marriage/childbearing;
- greater cost to parents of having children;
- greater child-centredness.

(d) Identify and briefly explain **two** reasons why “changes such as the increased numbers of divorces, lone parent families or births outside marriage do not necessarily mean that the family is in decline” (**Item 1A**, lines 10 – 11). (8 marks)

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

- increased divorce may be offset by a decline in other forms of marital break-up;
- lone parent families may represent an improvement compared to nuclear families;
- births outside marriage are not necessarily births outside a stable family;
- many lone parent families are only a temporary phase;
- such changes only affect a minority of families (c.f. Chester);
- the family has survived high rates of marital break-up etc in the past without collapse;
- difficulties in defining “the family”.

A further two marks for each of these explained, such as:

- Increased divorce may be offset by a decline in other forms of marital break-up. Divorce is only one form of marital break-up, and may simply be replacing legal separation, desertion, empty shell marriage etc as the normal form of break-up.
- Lone parent families may represent an improvement. Feminists argue that they free women and children from patriarchal oppression and abuse, so are a better form of family life, not a decline.
- Births outside marriage are not necessarily births outside a stable family. Most are jointly registered, suggesting that the child is born into a stable relationship or nuclear family, even if parents are not married.

(e) Examine the different functions performed by the family for individuals and for society.  
(20 marks)

**0** No relevant points.

**1 – 7** Answers in this band will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about the benefits of family life, with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about primary socialisation. Interpretation of material may be simplistic or at a tangent to the question. Analysis will be very limited or non-existent.

**8 – 15** Answers in this band will show reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example of Parsons or Murdock on the functions of the family. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on changing family structures.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of functions or views. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of the functionalist view. However, this is **not** a requirement, even to reach the top of the band.

**16 – 20** Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on functions of the family. This will be accurately and sensitively interpreted to meet the demands of the question. The answer 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 consider a range of functions for both individuals and society. They may draw from a wide range of debates and studies, e.g. on the universality of the family, industrialisation, conflict vs. consensus views etc. Concepts and issues such as the following may appear: primary socialisation; identity/status; the stabilisation of adult personalities; sexual, emotional and material needs; family as a unit of production or consumption; mobility; conformity to patriarchy/capitalism; scapegoating etc. Analysis and evaluation may include discussion of how functions vary between societies, whether all members benefit from family life etc.

Lower in the band, answers may examine a more limited range of views. Towards the top of 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.

(f) Using material from **Item 1B** and elsewhere, assess the effect upon couples' relationships of women's involvement in paid work. *(20 marks)*

**0** No relevant points.

**1 – 7** In this band, analysis/evaluation will be very limited or non-existent, and answers will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about couples, or material ineffectually recycled from Item B with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about the dual burden. Interpretation of material may be simplistic or at a tangent to the question.

**8 – 15** 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 a 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 the symmetrical family or similar, 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 impact of paid work and may make limited use of the Item (e.g. to discuss economic factors or changing values). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of the “march of progress” view.

**16 – 20** In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on couples and paid work, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider the possible effects of women working on couple relationships. Concepts and issues such as the following may appear: patriarchy, emotional labour, expressive and instrumental roles, the commercialisation of housework, decision-making, financial control, domestic violence, divorce, gender scripts, same sex relationships, cohabiting vs. married couples, cultural vs. material factors, unequal pay, legislation etc. Evaluation may be developed for example through debate between different viewpoints (e.g. varieties of feminism, “march of progress” views, Parsons, New Right, Beck, Giddens) 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.

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**SECTION B - HEALTH**

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**2****Total for this Section: 60 marks**

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| (a) Explain what is meant by the “artefact explanation” of class and health ( <b>Item 2A</b> , line 4).<br><i>(2 marks)</i> |
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Two marks for an appropriate explanation or definition, such as that class inequalities in health are an artificial product of the statistics.

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|---|
| (b) Identify and briefly explain <b>one</b> criticism of the social selection explanation of class and health ( <b>Item 2A</b> , lines 5 – 11).<br><i>(4 marks)</i> |
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Two marks for an appropriate criticism identified, such as:

- it ignores the effect of class on childhood sickness;
- it assumes that there are no obstacles to mobility other than health status;
- some illnesses do not affect mobility;
- it doesn't explain class-related ill health in later life.

A further two marks for the criticism explained, such as:

- It ignores the effect of class on childhood sickness: parents' low class can cause childhood illnesses and absence from school (e.g. poor housing and chest infections), so class, not health, is the ultimate cause of mobility.
- It assumes that there are no obstacles to mobility other than health status: in reality, even healthy poor people may be unable to become upwardly mobile because of other barriers (or unhealthy higher class people may be protected from downward mobility).

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|---|
| (c) Identify <b>three</b> cultural or behavioural factors that may affect a person's health chances ( <b>Item 2A</b> , line 3).<br><i>(6 marks)</i> |
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Two marks for each of three appropriate factors suggested, such as:

- smoking;
- alcohol consumption;
- diet;
- exercise;
- immediate gratification;
- fatalism;
- drug use.

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| (d) Identify and briefly explain <b>two</b> criticisms of the cultural/behavioural explanation of the link between class and health ( <b>Item 2A</b> , lines 2 – 3).<br><i>(8 marks)</i> |
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Two marks for each of two appropriate criticisms identified, such as:

- victim-blaming;
- neglects material causes of behaviour;
- neglects greater importance of material factors for health;
- neglects hereditary causes of ill-health;
- ignores inequalities in access to health care.

A further two marks for each of these explained, such as:

- Victim-blaming: behavioural explanations blame the poor etc for their ill health, seeing them as irrational or ignorant for persisting in health-damaging behaviour.
- Neglects material causes of behaviour: smoking etc may not be a cultural norm but a means of coping with stress induced by material circumstances, or the result of advertising by powerful capitalist enterprises.
- Neglects greater importance of material factors for health: even where individuals follow a 'healthy' lifestyle, lower class/income individuals still suffer worse health because of their poorer living conditions.



(e) Examine the reasons for differences in access to health care by different social groups. (20 marks)
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**0** No relevant points.

**1 – 7** Answers in this band will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about health care, with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about women's health care. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of health chances. Analysis will be very limited or non-existent.

**8 – 15** Answers in this band will show reasonable knowledge and understanding. Lower in the band, this may be confined to a competent if basic account, for example of aspects of class inequality in care. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on unequal health chances.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons and/or social groups. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of an explanation of ethnic differences in access to care. However, this is **not** a requirement, even to reach the top of the band.

**16 – 20** Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on access to health care. This will be accurately and sensitively interpreted to meet the demands of the question. The answer 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 consider a range of reasons and two or more groups (e.g. class, gender, ethnic, age, regional). Concepts and issues such as the following may appear: different types of service (preventative, curative; mental health); cultural capital; speech codes; costs/benefits of using services; discrimination; patriarchy, institutional racism; language barriers; private care; funding differences; differences in health beliefs, differences in the nature of treatment received 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.

(f) Using material from <b>Item 2B</b> and elsewhere, assess the “effectiveness of modern medicine and the health professions” ( <b>Item 2B</b> , lines 7 – 8). <span style="float: right;">(20 marks)</span>
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**0** No relevant points.

**1 – 7** In this band, analysis/evaluation will be very limited or non-existent, and answers will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about the side effects of medicine, or material ineffectually recycled from Item B with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about preventative medicine. Interpretation of material may be simplistic or at a tangent to the question.

**8 – 15** 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 a 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 study of the medical profession (e.g. Parsons) or of social factors affecting health, 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 effectiveness of the medical profession and to make limited use of the Item (e.g. to discuss the shortcomings of medicine). 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 medical as against social factors in promoting health.

**16 – 20** In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on medicine and the health professions, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as the following may appear: medical vs. social models; affluence; lower fertility; social policies (e.g. rationing, anti-poverty, housing); the rise of scientific medicine; different types of medicine (curative, preventative, alternative, community, hospital); the role of other health professionals; health education etc. Evaluation may be developed e.g. through discussion of different views of the medical profession, iatrogenesis, evidence on the decline of infectious disease, medicine as ideology/power 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.

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**SECTION C - MASS MEDIA**


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**3****Total for this Section: 60 marks**

(a) Explain what is meant by “folk devils” ( <b>Item 3A</b> , line 8).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as a threat to societal values, order or interests, a symbol of evil/disorder etc.

(b) Suggest <b>two</b> reasons why some groups are represented negatively by the media ( <b>Item 3A</b> , line 1).	<i>(4 marks)</i>
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Two marks for each of two appropriate reasons suggested, such as:

- because they lack influence over media production;
- because they contravene society’s norms and values;
- because they pose a threat to capitalism;
- because of society’s need for scapegoats;
- because news values require issues to be simplified or presented as a conflict/threat.

(c) Suggest <b>three</b> problems sociologists face in studying media effects ( <b>Item 3A</b> , line 9).	<i>(6 marks)</i>
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Two marks for each of three appropriate problems suggested, such as:

- disentangling media from non-media effects;
- long-term versus short-term effects;
- people may play up/down effects when asked about them;
- ethical problems subjecting people to possibly harmful effects in experiments;
- people *choose* to act as they do; nothing ‘causes’ their behaviour, so there are no effects.

(d) Identify and briefly explain <b>two</b> reasons why the mass media may “have at most only a limited influence on their audiences” ( <b>Item 3A</b> , lines 10 – 11).	<i>(8 marks)</i>
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Two marks for each of two appropriate reasons identified, such as:

- the message is mediated by others;
- the social position of the audience modifies the message;
- consumer sovereignty;
- media may produce conflicting messages;
- the audience may actively use the media to meet needs.

A further two marks for each of these explained, such as:

- The message is mediated by others: the two-step flow model argues that messages are mediated by opinion leaders and thus have only an indirect effect.
- The social position of the audience modifies the message: different social groups impose particular readings on the message – c.f. Morley: subordinate groups make ‘oppositional’ or ‘negotiated’ readings rather than the ‘preferred’ reading.
- Consumer sovereignty: audiences switch off messages they don’t want to ‘buy’, so these have no effect on them.

(e) Examine the processes by which the mass media produce 'news'.

(20 marks)

**0** No relevant points.

**1 – 7** Answers in this band will show only limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about the news, with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about media bias. Interpretation of material may be simplistic or at a tangent to the question. Analysis will be very limited or non-existent.

**8 – 15** Answers in this band will show reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example of 'Bad News'. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on media bias/output without focusing on news.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of news production processes. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of the role of news values. However, this is **not** a requirement, even to reach the top of the band.

**16 – 20** Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on news production processes. This will be accurately and sensitively interpreted to meet the demands of the question. The answer 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 consider a range of processes. Concepts and issues such as the following may appear: the manufacture of news, news values, organisational and financial constraints, the role of owners, gatekeepers, agenda setting, news production as pastiche, different kinds of news (foreign, industrial, crime, celebrity, sport etc) and news media (TV, papers etc). Interactionist, Marxist or other perspectives may be used to analyse or evaluate the processes involved.

Lower in the band, answers may examine a more limited range of views. Towards the top of 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.

(f) Using material from **Item 3B** and elsewhere, assess the pluralist view of the mass media.  
(20 marks)

**0** No relevant points.

**1 – 7** In this band, analysis/evaluation will be very limited or non-existent, and answers will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensual points about the media, or material ineffectually recycled from Item B with little understanding of relevant issues. Higher in the band, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about bias. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of audience effects.

**8 – 15** 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 a 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 model or study of the media, 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 issues of, for example, choice or control and to make limited use of the Item. 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 from a Marxist perspective.

**16 – 20** In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on the pluralist view, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider the pluralist and other models (e.g. hegemonic and instrumental Marxist). Concepts and issues such as the following may appear: ideology, value consensus, consumer sovereignty, the market model, constraints on the media, ownership and control (e.g. managerial revolution, conglomeration, allocative/operational control), minority media, pluralism as a professional ideology etc. Evaluation may raise issues about the reality of choice, the significance of ownership for output, the impact of technological changes 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.

