



# General Certificate of Education

## Sociology 5191

*SCY2 Education; Wealth, Poverty and Welfare;  
Work and Leisure*

# Mark Scheme

*2006 examination – June series*

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.

## SCY2

### 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.

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

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**SECTION A: EDUCATION**

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**1**

**Total for this section: 60 marks**

(a) Explain what is meant by ‘universalistic norms’ ( <b>Item 1B</b> , line 7).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as that there is one set of rules for everyone; that everyone is judged by the same standards, or similar.

One mark for an example only, eg all having to wear school uniform, equal opportunity.

(b) Identify <b>two</b> policies that have ‘aimed to introduce “market forces” into education’ ( <b>Item 1A</b> , lines 1 – 2).	<i>(4 marks)</i>
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Two marks for each of two appropriate policies suggested, such as:

- league tables/SATS/exam results;
- formula funding;
- diversity of schools; eg faith, specialist, private, grant maintained etc;
- school control of own admissions criteria;
- school control of own discipline/exclusions policies (allows them to get rid of ‘liability students’);
- schools’ promotional activities;
- LMS/LMC;
- tuition fees;
- National Curriculum;
- Ofsted.

**Note** : Not ERA.

(c) Suggest <b>three</b> reasons, <b>apart from</b> those referred to in <b>Item 1A</b> , why boys tend to under-achieve in school compared with girls ( <b>Item 1A</b> , lines 9 – 10).	<i>(6 marks)</i>
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Two marks for each of three appropriate reasons suggested, such as:

- boys have more behavioural problems;
- male anti-school subcultures;
- role models at home: many boys come from female-headed lone parent families;
- role models at school: most teachers are female;
- decline of men’s jobs/nothing to aspire to;
- labelling by schools;
- coursework favours girls;
- girls’ earlier intellectual maturity/greater concentration span;
- girls’ greater linguistic ability.

**Note** : No marks for any marketisation policies.

(d) Identify and briefly explain **two** reasons for ethnic differences in educational achievement, **apart from** marketisation policies (**Item 1A**). *(8 marks)*

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

- ethnocentric curriculum;
- teacher racism/stereotyping;
- poverty;
- cultural deprivation;
- English as a second language.

**Note** : No marks for any marketisation policies.

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

- Ethnocentric curriculum: the curriculum devalues or ignores minority cultures, causing low self-esteem and under-achievement.
- Poverty: Bangladeshis, Pakistanis, Afro-Caribbeans are more likely to face material hardships eg than whites and this leads to early leaving, inability to afford educational aids etc.
- Cultural deprivation: some minorities fail to socialise their children appropriately – eg lacking appropriate language skills or achievement orientation needed for educational success.

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| (e) Examine the ways in which factors and processes within the school help to create social class differences in educational achievement. <span style="float: right;">(20 marks)</span> |
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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 eg about teachers' prejudices, 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 labelling. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of home background factors. Analysis will be very limited or non-existent.

**8 – 15** Answers in this band will show a reasonable knowledge and understanding. Lower in the band this may be confined to a competent if basic account, for example of one or two factors such as labelling. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on gender or ethnic differences or external factors.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of factors and processes within the school. 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 importance of internal as against external factors. However, this is **not** a requirement, even to reach the top of the band.

**16 – 20** Answers in this band will show a sound, conceptually detailed knowledge and understanding of sociological material on factors and processes within the school and their effect on social class differences in achievement. 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 consider a range of factors/processes within the school. Concepts and issues such as the following may appear: labelling, stereotyping, the ideal pupil, streaming, self-fulfilling prophecy, the hidden/official curriculum, assessment, pupil subcultures, differentiation and polarisation. Evaluation may consider internal versus external factors, determinism etc. Sources may include Ball, Becker, Bernstein, Bourdieu, Douglas, Epstein, Hargreaves, Keddie, Lacey, Mac an Ghail, Sharp & Green, Willis, MFD Young etc.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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 **Item 1B** and elsewhere, assess the view that the main function of education is to integrate individuals into society's shared culture. (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 limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points, eg about pupils cooperating, or material ineffectually recycled from Item 1B 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 aspects of secondary socialisation. 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 one or two functions of education, 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 integration into a shared culture and to make limited use of the Item (eg to discuss whether there is a value consensus). 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 functionalist views from a Marxist perspective.

**16 – 20** 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 functions of education, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Candidates will consider a range of functions and views. Concepts and issues such as the following may appear: education as bridge/microcosm, social solidarity, particularistic versus universalistic norms, value consensus, class conflict, meritocracy, ideology, false consciousness, division of labour, occupational skills, the hidden curriculum, determinism, structure versus action. Evaluation may be developed eg by debates between functionalist, Marxist and other perspectives, the relative importance of different functions etc. Sources may include Althusser, Bowles & Gintis, Bourdieu, Durkheim, Marx, Parsons, Willis, Whitty, Wrong etc.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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: WEALTH, POVERTY AND WELFARE**

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2

**Total for this section: 60 marks**

(a) Explain what is meant by ‘informal providers’ of welfare ( <b>Item 2A</b> , line 9). <span style="float: right;"><i>(2 marks)</i></span>
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Two marks for an appropriate explanation or definition, such as: people who care for/meet the needs of family, friends or neighbours; unpaid carers who look after people they know, or similar.

One mark for an example only, eg friends/neighbours.

(b) Suggest <b>two</b> advantages of ‘universal benefits and services’ ( <b>Item 2A</b> , line 3). <span style="float: right;"><i>(4 marks)</i></span>
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Two marks for each of two appropriate advantages suggested, such as:

- they are cheap to administer;
- they promote a sense of citizenship/inclusion/solidarity;
- they avoid the need for a humiliating means test;
- they are easier to access/have a higher take-up rate;
- they avoid the poverty trap.

(c) Suggest <b>three</b> advantages of voluntary organisations as providers of welfare ( <b>Item 2A</b> , line 10). <span style="float: right;"><i>(6 marks)</i></span>
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Two marks for each of three appropriate advantages suggested, such as:

- they enable citizens to participate directly in helping others;
- they may be more responsive/less bureaucratic than the state;
- they can offer specialist expertise to supplement the state system;
- they cater for the needs of groups ignored by the state and private sectors;
- they can raise awareness of particular needs and mobilise resources.

(d) Identify and briefly explain <b>two</b> criticisms made of the private sector of welfare providers ( <b>Item 2A</b> , lines 10 – 11). <span style="float: right;"><i>(8 marks)</i></span>
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Two marks for each of two appropriate criticisms identified, such as:

- they only provide services that are profitable;
- they enable the better off to queue-jump;
- they are parasitic on the public sector;
- they create a two-tier welfare system;
- they perpetuate privilege.

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

- They enable the better off to queue-jump: eg by paying for private medical treatment, the rich get their health needs met before the poor.
- They are parasitic on the public sector: eg the education system and the NHS carry the costs of training teachers, doctors and nurses free of charge to the private sector.
- They perpetuate privilege: eg private schooling is a means of transmitting unmerited advantages to the next generation.

(e) Examine the reasons for the continued existence of poverty in society today. (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 the poor, 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 cycle of poverty. 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 a reasonable knowledge and understanding. Lower in the band, this may be confined to a competent if basic account, for example of a relevant explanation of poverty. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on groups in poverty etc.

Higher in the band, knowledge will be broader and/or deeper, and will begin to deal with the persistence of poverty today. 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 poverty. However, this is **not** a requirement, even to reach the top of the band.

**16 – 20** Answers in this band will show a sound, conceptually detailed knowledge and understanding of sociological material on reasons for the persistence of poverty. 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. Concepts and issues such as the following may appear: individual, cultural and structural causes, government policy, economic change, globalisation, labour market theories, capitalism, patriarchy, institutional racism, ageism, victim- and system-blaming explanations, the culture of poverty thesis, the underclass, welfare dependency, the poverty trap, the cycle of poverty, situational constraints. Candidates may frame their answers within different theoretical perspectives (eg New Right, Marxist, Weberian etc).

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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 **Item 2B** and elsewhere, assess the problems involved in defining and measuring poverty. (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 limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about poverty, or material ineffectually recycled from Item 2B 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 poverty line. 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 one or two definitions of poverty, 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 both definition and measurement and to make limited use of the Item (eg to discuss consensual measures). 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 Townsend.

**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 definition and measurement of poverty drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Candidates will consider a range of definitions and measures. Concepts and issues such as the following may feature: different definitions (eg absolute, relative, subjective, primary, secondary), measures and poverty lines (eg budget standards, consensual/relative deprivation indices, Households Below Average Income statistics), problems of comparison (historical, international). Candidates may develop analysis and evaluation, for example by exploring the relationship between definition and measurement, comparing strengths and limitations of different definitions/measures or discussing their relationship to anti-poverty policies, political ideologies or sociological perspectives. Sources may include Booth, Bradshaw et al, Gordon et al, Mack & Lansley, Rowntree, Sen, Stitt, Townsend, Veit-Wilson etc.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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: WORK AND LEISURE**

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**3**

**Total for this section: 60 marks**

(a) Explain what is meant by the ‘reserve army of labour’ (**Item 3A**, line 5). *(2 marks)*

Two marks for an appropriate explanation or definition, such as: workers who can be hired during a boom and fired during a slump; workers who are easily disposed of when no longer needed, or similar.

One mark for an example only, eg groups such as ethnic minorities, women.

(b) Identify **two** effects of ‘technological change’, **apart from** unemployment (**Item 3A**, line 6). *(4 marks)*

Two marks for each of two appropriate effects, such as:

- deskilling;
- upskilling/need for re-training;
- creates new jobs;
- reduces costs/increases profits;
- creates new leisure patterns through new/cheaper products.

(c) Suggest **three** reasons, **apart from** those referred to in **Item 3A**, why members of some ethnic minorities are less likely than whites to be in paid work. *(6 marks)*

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

- discrimination by employers;
- discrimination by white workers;
- lower level of educational qualifications on average;
- lack of English language skills;
- cultural restrictions, eg purdah;
- age profile: more likely to be young, and young are more likely to be unemployed;
- ‘last in, first out’ redundancy policies disadvantage recently arrived minorities;
- legal status may forbid paid work (eg overseas students, asylum seekers).

**Note:** no marks for because they are part of the reserve army of labour; technological change.

(d) Identify and briefly explain **two** problems involved in using official unemployment statistics to study unemployment (**Item 3A**, lines 9 – 10). *(8 marks)*

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

- changing definitions of unemployment;
- problems of comparison between societies;
- statistics don’t explain meanings of unemployment;
- not all those recorded as unemployed are actually unemployed;
- not all those actually unemployed are recorded as unemployed;
- alternative sets of official unemployment statistics.

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

- Changing definitions of unemployment: make it difficult to make comparisons over time, since we are not comparing like with like.

- Not all those recorded as unemployed are actually unemployed: some may be working illegally in the informal sector while claiming benefit.
- Not all those actually unemployed are recorded as unemployed: some who are unemployed may not register as such because they receive no benefits from doing so.

(e) Examine the reasons for differences between workplaces in the ways that work is organised and managed. <span style="float: right;">(20 marks)</span>
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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 eg about supervisors, 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 assembly line production. 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 a reasonable knowledge and understanding. Lower in the band, this may be confined to a competent if basic account, for example of one or two reasons, such as degree of mechanisation or type of technology. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list unlinked material on other aspects of work.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons. 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 Human Relations approach. However, this is **not** a requirement, even to reach the top of the band.

**16 – 20** Answers in this band will show a sound, conceptually detailed knowledge and understanding of sociological material on the organisation and management of work. 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.

Concepts and issues such as the following may appear: the type of product, size of enterprise, scale of production (eg mass, niche), Fordism/post-Fordism, division of labour, alienation, level of skill, type of technology, modes of supervision/surveillance, formal and informal organisation, bureaucratic/mechanistic and organic structures. Some may relate the discussion to theories such as scientific management, Human Relations, Marxism, post-modernism etc.

**Note:** answers do **not** need to include all of the above, even to score full marks.

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

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 **Item 3B** and elsewhere, assess the view that ‘the level and form of conflict at work are linked to management’s strategies of control’ (**Item 3B**, lines 7 – 8).  
(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 limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points, eg about sabotage, or material ineffectually recycled from Item 3B 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 causes of conflict. 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 strikes, 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 management control and to make limited use of the Item (eg to discuss different forms of conflict). 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 Marxist view of conflict.

**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 industrial conflict, drawn from Item 3B 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: different types of conflict, unionisation, management styles (democratic/autocratic etc), institutionalisation of conflict, communication, unemployment levels, pay levels, the wider political culture, government policy, orientations to work, alienation, exploitation. Evaluation may, for example, discuss the relative importance of other causes of conflict, or its inevitability in capitalist enterprises. Sources may include Blauner, Braverman, Burawoy, Edwards & Scullion, Hyman, Kerr, Lane & Roberts, Marx, Salaman, Westergaard, Zuboff etc.

**Note:** Answers do **not** need to include all of the above, even to score full marks.

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.

**ASSESSMENT GRIDS FOR AS SOCIOLOGY (5191) UNIT 2 (SCY2)**

**Education**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
1 a	2	0	2
1 b	2	2	4
1 c	2	4	6
1 d	4	4	8
1 e	14	6	20
1 f	6	14	20
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>

**Wealth, Poverty and Welfare**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
2 a	2	0	2
2 b	2	2	4
2 c	2	4	6
2 d	4	4	8
2 e	14	6	20
2 f	6	14	20
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>

**Work and Leisure**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
3 a	2	0	2
3 b	2	2	4
3 c	2	4	6
3 d	4	4	8
3 e	14	6	20
3 f	6	14	20
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>