



# **General Certificate of Education June 2011**

**Sociology 1191**

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

**Unit 1**

<b><i>Mark Scheme</i></b>
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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.

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

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## QUALITY OF WRITTEN COMMUNICATION

Where 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 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 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.

## Section A: Culture and Identity

**Total for this section: 60 marks**

<b>0</b>	<b>1</b>	Explain what is meant by 'socialisation'. <span style="float: right;"><i>(2 marks)</i></span>
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**Two** marks for a satisfactory explanation or definition such as: process of acquiring the culture of society.

**One** mark for a partially satisfactory answer.

<b>0</b>	<b>2</b>	Suggest <b>two</b> reasons, <b>apart from</b> the one mentioned in <b>Item 1A</b> , why leisure choices may vary across different age groups. <span style="float: right;"><i>(4 marks)</i></span>
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**Two** marks for each of **two** appropriate suggestions, such as:

- age-related legislation
- different levels of responsibility, eg family commitments
- different levels of income
- different physical capabilities
- different levels of mental development
- cohort differences, eg familiarity with computer technology.

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

**NB:** no marks for 'social expectations' or similar.

<b>0</b>	<b>3</b>	Identify <b>three</b> characteristics and/or concepts associated with interactionist views of culture and identity, <b>apart from</b> those mentioned in <b>Item 1A</b> . <span style="float: right;"><i>(6 marks)</i></span>
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**Two** marks for each of **three** appropriate characteristics and/or concepts identified, such as:

- looking-glass self
- labelling
- self-fulfilling prophecy
- impression management
- master status
- I/me/self
- societal reaction
- front stage/backstage.

**One** mark for each of **three** partially appropriate answers.

**NB:** no marks for 'interactions with others' or 'interpretation of interactions'.

0 4

Examine sociological explanations of the ways in which ethnicity 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 ethnicity, 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 ethnic groups. Interpretation of material may be simplistic, or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

**10 – 18** Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

**Lower in the band**, this may be confined to a competent if basic account, for example of ethnicity and life chances. 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 ethnic groups without focusing on the issue of shaping social identity.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to deal with different ways that ethnicity 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 whether ethnicity is significant as a factor in shaping identity. 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 the ways in which ethnicity may shape social identity. This will be accurately and sensitively interpreted and applied 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: hybrid cultures; assimilation; discrimination; life chances; racism; multiculturalism; diaspora; dual identity; cultural navigation; mixed identities; globalisation; grammar of race; religion. Analysis and evaluation may be developed, for instance through a discussion of the importance of ethnicity as a source of identity or a consideration of the relative importance of ethnicity in shaping social identity compared with other factors.

**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: Back; Ballard; Bradley; Butler; Ghumann; Gilroy; Hall; Hennink; Johal; Mirza; Modood; Pilkington; Tizard and Phoenix; Sewell.

0 5

Using material from **Item 1B** and elsewhere, assess sociological explanations of the role of culture in society. (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 culture 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 popular culture. 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 Marxist/functionalist views of the role of culture, though interpretation and application to the demands of the question may remain implicit.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will deal specifically with the role of culture in society and may make limited use of Item 1B (eg to discuss how ruling-class ideology is promoted through culture). 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/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 culture in society, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider the role of culture from different perspectives (eg postmodernist, Marxist, functionalist, neo-Marxist).

Concepts and issues such as the following may appear: hegemony; ruling-class ideology; consensus; shared values; social solidarity; pattern maintenance; collective conscience; mechanical and organic solidarity; subculture; false needs; false class consciousness; patriarchy; mass culture; popular culture; choice; pick and mix; globalisation. Analysis and evaluation may be developed, for instance by comparing different sociological perspectives on the role of culture.

**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: Berger; Crook et al; Durkheim; Gans; Gramsci; Marx; Parsons; Sklair; Strinati; Thornton; Williams.

## Section B: Families and Households

**Total for this section: 60 marks**

<b>0</b>	<b>6</b>	Explain what is meant by the 'social construction' of childhood ( <b>Item 2A</b> ). (2 marks)
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**Two** marks for a satisfactory explanation or definition, such as: created by society and/or by social attitudes.

**One** mark for a partially satisfactory answer.

<b>0</b>	<b>7</b>	Suggest <b>two</b> ways, <b>apart from</b> those mentioned in <b>Item 2A</b> , in which government policies and/or laws may shape the experiences of children today. (4 marks)
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**Two** marks for each of **two** appropriate ways suggested, such as policies/laws on:

- adoption/fostering
- civil partnerships
- welfare benefits
- social services provision
- child protection.

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

**NB:** no marks for laws on compulsory education or child labour.

<b>0</b>	<b>8</b>	Identify <b>three</b> reasons why the birth rate has fallen since 1900. (6 marks)
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**Two** marks for each of **three** reasons suggested, such as:

- fall in infant mortality
- women now prioritise career
- children financially dependent for longer
- improved access to contraceptive technology
- growth of child-centredness.

**One** mark for each of **three** partially appropriate answers.



<b>0</b>	<b>9</b>	Examine the reasons for changes in the divorce rate since 1969.	(24 marks)
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**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 divorce 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 marriage or divorce. Interpretation of material may be simplistic, or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

**10 – 18** Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

**Lower in the band**, this may be confined to a competent if basic account, for example of some of the factors (eg legislation) that have led to changes in the divorce rate. 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 reasons for changes in the divorce rate. Material will be interpreted accurately, though at times its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of different factors. However this is **not** a requirement to reach the top of this band.

**19 – 24** Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on the reasons for the changes in the divorce rate since 1969. This will be accurately and sensitively interpreted and applied to 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: secularisation; rise of feminism; attitude to careers; confluent love; declining stigma; higher expectations of marriage; remarriage; welfare provision; the ideology of romantic love; privatisation of nuclear families; legislation; individualisation; life expectancy; domestic division of labour; fluctuations/recent decline. Analysis and evaluation may be developed, for instance through comparing the relative importance of particular factors or by locating the debate between different perspectives (eg feminism, New Right 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: Abbott and Wallace; Allan and Crow; Beck and Beck-Gernsheim; Chester; Dunscombe and Marsden; Fletcher; Gibson; Giddens; Goode; Hart; Hochschild; Morgan; Oakley; Parsons.

1 0

Using material from **Item 2B** and elsewhere, assess the contribution of feminist sociologists to an understanding of family roles and relationships. (24 marks)

**0** No relevant points.

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

**Lower in the band**, there may be one or two very insubstantial points about the family, or material ineffectually recycled from Item 2B with little understanding of relevant issues.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about the domestic division of labour. 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 feminist studies on domestic division of labour, 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 feminist accounts of family roles and relationships, although both may not be considered equally, and may make limited use of Item 2B (for example, to discuss the role of the family in promoting gender inequality). 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 feminist approaches.

**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 feminist accounts of both family roles and relationships, drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a variety of views – most likely feminist, New Right and postmodernist.

Concepts and issues such as the following may appear: decision-making; domestic labour; domestic violence; dual burden; emotion work; house-husbands; joint and segregated conjugal roles; symmetrical family; feminism; finance; gay couples; march of progress; patriarchy. Analysis and evaluation may be developed, for instance by raising issues about the extent to which changes in the family have been exaggerated.

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

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

Sources may include: Barrett and McIntosh; Ferri and Smith; Gershuny; Hardill et al; Man-Yee Kan; Mirrlees-Black; Oakley; Pahl and Vogler; Sullivan; Warde and Hetherington.
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## Section C: Wealth, Poverty and Welfare

**Total for this section: 60 marks**

<b>1</b>	<b>1</b>	Explain the difference between income and wealth. <span style="float: right;"><i>(4 marks)</i></span>
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**Four** marks for a satisfactory explanation, such as:

- income is the inward flow of money
- wealth is a stock of assets.

**Two** marks for transposing the definitions.

**One** mark for each of two partially satisfactory definitions.

<b>1</b>	<b>2</b>	Suggest <b>two</b> advantages of welfare benefits being universal, rather than selective (Item 3A). <span style="float: right;"><i>(4 marks)</i></span>
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**Two** marks for each of **two** appropriate advantages suggested, such as universal benefits:

- are less bureaucratic to administer
- reduce stigma attached to receiving benefits
- have a higher take-up rate
- eliminate poverty trap
- are seen as a basic right.

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

<b>1</b>	<b>3</b>	Suggest <b>two</b> advantages of welfare provision by voluntary groups (Item 3A). <span style="float: right;"><i>(4 marks)</i></span>
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**Two** marks for each of **two** appropriate advantages suggested such as:

- less bureaucratic/more flexible
- may meet needs not met by other providers
- can benefit volunteers involved by giving them a sense of contributing to society
- can provide a specialist service
- can act as a lobby for the service users.

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

1 4

Examine the reasons for the increasing inequality of wealth in the United Kingdom since the 1970s. (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 the rich, 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 inequality. 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 the reasons for inequality. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on income.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons for growing inequality of wealth. Material will be interpreted accurately, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance a critique of structuralist explanations for inequality. 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 reasons for growing inequality of wealth. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly to produce a coherent and relevant answer. Candidates will examine a range of explanations for the growing inequality of wealth and consider the rich as well as the poor.

Concepts and issues such as the following may appear: capitalism; the effects of labour market changes; the property market; globalisation; tax and benefit policies; the underclass; the ruling class; the super-rich; social exclusion; cultural capital; elite self-recruitment; the welfare state. Analysis and evaluation may be developed, for instance through considering different explanations for the gap between rich and poor. Candidates may locate these and other issues within a theoretical framework (eg functionalist, 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: Barry; Burchardt et al; Byrne; Davis and Moore; Marshall et al; Marx, Saunders; Scott; Sklair; Townsend; Weber; Westergaard.

**1 5**

Using material from **Item 3B** and elsewhere, assess the view that the attitudes and the behaviour of the poor themselves are responsible for poverty. *(24 marks)*

**0** No relevant points.

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

**Lower in the band**, there may be one or two very insubstantial points about poverty, or material ineffectually recycled from Item 3B with little understanding of relevant issues.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about the attitudes/behaviour of the poor. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of studies of poverty.

**10 – 18** Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

**Lower in the band**, some potentially relevant material will be correctly presented and a broadly accurate if basic account offered, for example of Lewis and the culture of poverty, though interpretation and application to the demands of the question may remain implicit, for example focusing on welfare dependency without relating it to poverty.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will deal with both attitudes and behaviour of the poor (though not necessarily equally) and may make limited use of Item 3B (eg to discuss the existence of a particular subculture among the poor). Material will be accurately interpreted, but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of different approaches to causes of poverty.

**19 – 24** In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on the view that the attitudes and behaviour of the poor are responsible for poverty, drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider both the attitudes and behaviour of the poor.

Concepts and issues such as the following may appear: culture of poverty; underclass; dependency culture; fatalism; socialisation; marginalisation; social exclusion; situational constraints; cycle of deprivation; the welfare state; structural factors. Analysis and evaluation may be developed, for instance by discussing the relative merits of different views of the causes of poverty.

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



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

Sources may include: Alcock; Blackman; Coates and Silburn; Craine; Dean and Taylor-Gooby; Field; Kempson; Lewis; Marsland; Murray; Walker.
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**ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)****Examination Series: June 2011****Culture and Identity**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	0	1		1	1	2
	0	2		2	2	4
	0	3		3	3	6
	0	4		14	10	24
	0	5		10	14	24
<b>Total</b>				<b>30</b>	<b>30</b>	<b>60</b>

**Families and Households**

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	0	6		1	1	2
	0	7		2	2	4
	0	8		3	3	6
	0	9		14	10	24
	1	0		10	14	24
<b>Total</b>				<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>
	1	1		2	2	4
	1	2		2	2	4
	1	3		2	2	4
	1	4		14	10	24
	1	5		10	14	24
<b>Total</b>				<b>30</b>	<b>30</b>	<b>60</b>

**Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)