



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Sociology 5191

**SCY1 Families and Households; Health;
Mass Media**

Mark Scheme

2007 examination - January 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.

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SCY1

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, punctuation and grammar 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 'segregated conjugal' roles (**Item 1A**, line 2). *(2 marks)*

Two marks for an appropriate explanation or definition, such as: each partner in the marriage performs different tasks; husband is breadwinner, wife is homemaker/carer, or similar.

One mark for a partially correct answer, such as an appropriate explanation either of segregated or conjugal.

(b) Identify **two** pieces of evidence in support of the view that 'the nuclear family, even if in slightly modified form, remains very popular in Britain today' (**Item 1A**, lines 8 – 9). *(4 marks)*

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

- most people still choose to marry and have children;
- most divorcees re-marry;
- cohabitation is now often similar to marriage/many couples have children in stable cohabitations;
- the widespread existence of reconstituted families/most lone parents go on to marry;
- predominance of media images of the nuclear family;
- social policies may favour the nuclear family.

(c) Suggest **three** functions that the nuclear family might perform (**Item 1A**, lines 3 – 4). *(6 marks)*

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

- providing a reserve army of (female) labour;
- reproduction of the next generation of workers;
- reproduction of patriarchy/male domination;
- promoting geographical mobility;
- promoting social mobility;
- stabilisation of adult personalities;
- primary socialisation.

(d) Identify and briefly explain **two** reasons why there are more lone-parent families now than in 1971 (**Item 1A**, lines 6 – 7). *(8 marks)*

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

- secularisation;
- increased divorce;
- women's increased financial independence;
- less stigma attached to illegitimacy;
- greater individualism;
- changes in reproductive technology.

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

- secularisation: people's values and behaviour are no longer determined by religion, so people disregard traditional religious condemnations of divorce or of births outside marriage;
- increased divorce: legal changes mean divorce is more easily obtained, resulting in more lone-parent families;
- greater individualism: today's society places greater emphasis on individual freedom and choice, meaning people are freer to opt for a diversity of lifestyles, including lone parenthood.

<p>(e) Examine the factors affecting the domestic division of labour and power relations between couples. (20 marks)</p>

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 housework, 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 joint conjugal roles. 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 Young and Willmott. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on family diversity/change.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of factors and/or consider both power relations and the division of labour. 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 symmetrical roles. 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 the division of labour and power relations. 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 may include the following: women's paid employment and earnings; the impact of the feminist movement; legislation/policies (eg divorce; childcare provision; compulsory schooling); contraception/family size; class and ethnic variations; same-sex couples; choice/individualism and confluent love; extended kin relations; loose- and close-knit networks; geographical mobility; housing; decision-making; domestic violence etc. Evaluation/analysis may be developed eg through discussion of different perspectives eg march of progress, feminist, functionalist, post-modernist etc or consideration of the relative importance of different factors. Sources may include Beck; Boulton; Bott; Crompton; Dobash & Dobash; Gershuny; Giddens; McWilliams; Oakley; Stacey; Young & Willmott.

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 sociological views of the relationship between the family and industrialisation. (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 industry 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 geographical mobility. 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 Young and Willmott's four stages, 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 different views of the relationship and may make limited use of the Item (eg to discuss the role of the nuclear family in bringing about industrialisation). 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 Parsons by Anderson or Laslett.

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 family and industrialisation, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Concepts and issues such as geographical and social mobility; ascribed and achieved status; universalism and particularism; institutional specialisation; role bargaining; the western or bourgeois family; self-interest and reciprocity; exchange theory; cross-cultural, ethnic or class differences in family structures; the distinction between family and household etc may appear. Evaluation may be developed, eg through an assessment of historical and contemporary evidence, or by locating the discussion within a debate between perspectives (eg functionalism, post-modernism etc). Sources may include Anderson; Arensberg & Kimball; Ballard & Ballard; Berger & Berger; Chamberlain; Cheal; Laslett; Finch & Mason; Goode; Hareven; O'Brien & Jones; Parsons; Roberts; Young & Willmott; Willmott 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.

SECTION B: HEALTH

2

Total for this section: 60 marks

(a) Explain what is meant by 'morbidity' (Item 2A , line 7).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as: illness, sickness or disability.

(b) Suggest two examples of ways in which illness or disability could be seen as 'socially defined and constructed' (Item 2A , line 1).	<i>(4 marks)</i>
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Two marks for each of two appropriate examples suggested, such as:

- patients and doctors may negotiate a particular diagnosis to suit their interests;
- wheelchair use may be constructed as a disability if there are no access ramps to buildings;
- some societies consider hearing voices as evidence of spirit possession; others see it as a symptom of mental illness;
- class differences in women's interpretation of back pain as 'normal' or as 'work for the doctor' (c.f. Blaxter);
- ethnic differences in reasons for consultation (c.f. Zola).

(c) Suggest three reasons why 'women on average live longer than men' (Item 2A , lines 9 – 10).	<i>(6 marks)</i>
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Two marks for each of three appropriate reasons suggested, such as that women:

- make more use of health care services;
- are less likely to smoke;
- are less likely to drink alcohol;
- are less likely to drive;
- are less likely to be employed in dangerous work;
- are less likely to engage in dangerous leisure pursuits.

Note: award two marks for 'women live healthier life styles' or similar **but** no further marks for specific examples, eg smoking.

(d) Identify and briefly explain two reasons why 'some ethnic groups receive poorer health care than others' (Item 2A , lines 10 – 11).	<i>(8 marks)</i>
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Two marks for each of two appropriate reasons identified, such as:

- language barriers;
- inverse care law/class position;
- cultural barriers;
- racism of some medical personnel;
- health professionals' lack of familiarity with conditions specific to particular ethnic groups.

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

- language barriers: lack of translation and interpretation services in NHS may prevent some ethnic groups accessing adequate care;

- inverse care law/class position: some ethnic groups are more likely to live in working-class areas, so suffer from the lack of care facilities common to such areas;
- cultural barriers: eg some cultures require female patients to see female doctors etc and lack of their availability may restrict access to care.

(e) Examine reasons for the unequal health chances experienced by different social classes.

(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 eg about smoking, 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 poverty and health. 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 the materialist explanation. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on gender/ethnic differences.

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 behavioural explanations. 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 unequal health chances and class. 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 may include the following: materialist/structural, cultural/behavioural, social selection, artefact and social solidarity explanations; absolute and relative deprivation; material and cultural deprivation; capitalism/exploitation; diet, smoking, exercise etc; unemployment; stress; risk-taking; socialisation; cultural capital; the inverse care law/access to care etc. Evaluation/analysis may be developed eg through discussion of competing explanations from the Black Report or elsewhere. Sources may include Black, Blackburn, Brenner, the Health Divide, Illsley, Marmot, Townsend, Tudor Hart, Wilkinson 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 **Item 2B** and elsewhere, assess the view that doctors enjoy high status, income and power because of their altruism and technical expertise. *(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 the social background of doctors, 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 doctors' power over patients. 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 Parsons on the sick role, 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 power, status and reward, and may make limited use of the Item (eg to discuss the role of professional exams). 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 functionalist view from a Weberian 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 power and status of the medical profession, drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Concepts and issues such as the traits approach; pattern variables (universalism, affective neutrality); policing the sick role; reproduction of labour power; ideological functions for capitalism/patriarchy; de-professionalisation; proletarianisation; relations with para-medical occupations; threats to medical monopoly; social closure; exclusionary and demarcatory strategies; the indeterminacy/technicality ratio, etc may appear. Evaluation may be developed, eg by locating the discussion within a debate between perspectives (eg functionalist, Marxist, Weberian etc). Sources may include Freidson; Jamous & Peloille; Illich; Navarro; Parsons; Turner; Witz 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.

SECTION C: MASS MEDIA

3

Total for this section: 60 marks

(a) Explain what is meant by a ‘cathartic’ effect (Item 3A , line 9 – 10). <i>(2 marks)</i>

Two marks for an appropriate explanation or definition, such as discharge or release of emotion, or similar.

(b) Suggest two reasons why mass media portrayals of violence ‘might stimulate viewers to commit acts of violence themselves’ (Item 3A , lines 3 – 4). <i>(4 marks)</i>

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

- trigger/reinforcement effect of portrayals;
- provides violent role models;
- desensitisation;
- provides instruction in technique.

(c) Suggest three difficulties sociologists might face in studying the effects of the mass media on their audiences (Item 3A). <i>(6 marks)</i>

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

- distinguishing between media and non-media effects;
- inability to control all extraneous variables in ‘effects’ experiments;
- distinguishing between long-term and short-term effects;
- audiences may be unaware of media effects on them;
- audiences may be unwilling to admit media effects on them;
- ethical difficulties associated with ‘effects’ experiments, eg exposure to potentially harmful influences.

(d) Identify and briefly describe two models or theories that see audiences as being ‘able to resist the influence of media messages’ (Item 3A , line 8). <i>(8 marks)</i>

Two marks for each of two appropriate models or theories identified, such as:

- two-step flow model;
- uses and gratifications model;
- interpretative or selective filter model;
- reception analysis or structured interpretation model;
- post-modernism.

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

- two-step flow model (eg Katz & Lazarsfeld): sees the interpretation and influence of messages as influenced by social interaction with respected opinion leaders, so influence is only indirect/mediated by other individuals;
- uses and gratifications model (eg McQuail, Lull): audiences actively make use of media to meet their needs, therefore ignore or reject messages that do not do so (eg by not watching);
- interpretative or selective filter model (eg Halloran, Fiske, Buckingham): audiences filter or actively interpret media messages according to their own viewpoint, level of media literacy etc, through

- selective exposure, retention etc;
- reception analysis or structured interpretation model (eg Morley): although media offers a 'preferred reading', audiences' social position influences extent to which they accept it, eg lower class/status groups may have negotiated or oppositional readings of message;
 - post-modernism (eg Baudrillard): audiences' identities/group membership in flux, so individuals can choose and change them, so can interpret message freely, 'playfully', differently at different times etc.

(e) Examine the role of editors, journalists and owners in influencing the output of the news media. (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 eg about bias, 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 journalists' social background. 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 the instrumentalist Marxist view of the role of owners. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on audience effects etc.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of material eg on both journalists/editors and owners. 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 pluralist 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 the influence of both journalists/editors and owners of news output. 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 may include the following: allocative and operational control, news values, gatekeeping, agenda setting, hierarchies of credibility, hegemony, moral panics, deviance amplification, consumer sovereignty, censorship etc. Evaluation/analysis may be developed eg through discussion of different perspectives (hegemonic, instrumentalist, pluralist) or consideration of the role of other institutions/actors (eg government legislation, advertisers, consumers, moral entrepreneurs). Sources may include Althusser; Galtung and Ruge; Gramsci; GUMG; Hall; Harrison; Kitzinger and Skidmore; Marx; Nicholas Jones.

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 3B** and elsewhere, assess sociological explanations of the ways in which the mass media portray gender. (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 stereotyping, 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 under-representation. 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 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 findings of a relevant study, eg Tuchman's typology of roles, 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 explanations and may make limited use of the Item (eg to discuss different genres). 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 liberal feminist 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 representations of gender, including both males and females (even if unbalanced), 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 patriarchy; capitalism; ideology/hegemony; stereotyping; social control; the male gaze; symbolic annihilation; representations of masculinity; feminisation of masculinity; typologies of representations; representations in different genres/media; the position of women within media organisations; methodological issues etc may appear. Evaluation may be developed, eg through an assessment of the extent to which representations have changed, or by locating the discussion within a debate between perspectives (eg Marxism, pluralism, varieties of feminism etc). Sources may include Croteau and Hoynes; Ferguson; McRobbie; Meehan; Mulvey; Provenzo; Ross; Tuchman; Lobban; Best 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.

ASSESSMENT GRIDS FOR UNIT 1 (SCY1)**Families and Households**

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
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
Total	30	30	60

Health

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
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
Total	30	30	60

Mass Media

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
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
Total	30	30	60