



General Certificate of Education

Sociology 5191

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

Mark Scheme

2006 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.

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: EDUCATION

1

Total for this section: 60 marks

(a) Explain what is meant by ‘cultural capital’ (**Item 1A**, line 8).

(2 marks)

Two marks for an appropriate explanation or definition, such as the values, knowledge, attitudes, skills, tastes etc. possessed by the upper/middle class, *or* the values, knowledge etc. that give one class an educational advantage.

(b) Suggest **two** criticisms that could be made of Marxist views of education (**Item 1A**).

(4 marks)

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

- neglects gender inequalities;
- neglects ethnic inequalities;
- too deterministic;
- romanticises working-class pupils as ‘revolutionaries’;
- doesn’t explain satisfactorily why some working-class pupils do succeed;
- explanations/concepts untestable or unsupported by evidence (e.g. Halsey on cultural capital).

(c) Identify **three** features of the restricted speech code (**Item 1A**, lines 10-11).

(6 marks)

Two marks for each of three appropriate features identified, such as:

- used by the working class;
- short/incomplete sentences;
- often reduced to gestures;
- context-bound/particularistic meanings/speaker assumes audience shares same frame of reference;
- not used in education;
- a product of repetitive, unskilled work;
- a product of positional/rigid family structures.

(d) Identify and briefly describe **two** ways in which schooling in capitalist society may mirror the world of work (**Item 1A**, line 4).

(8 marks)

Two marks for each of two appropriate ways identified, such as that both school and work are characterised by:

- hierarchy of authority;
- alienation;
- extrinsic satisfaction;
- fragmentation/compartmentalisation;
- competition and division;
- levels of autonomy/supervision vary for different groups.

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

- Hierarchy of authority; the schools' hierarchy of head – teachers – pupils etc. mirrors that of work: boss – supervisors – workers etc.
- Alienation: pupils lack control over their education (e.g. timetabling, what to study); workers lack control over production (e.g. what to produce, how, when, where etc.).
- Extrinsic satisfaction: pupils study to gain grades, not from interest in the subject itself; workers work to gain wages, not for the satisfaction of doing the job itself.
- Fragmentation/compartmentalisation: knowledge is fragmented into apparently unconnected subjects; the division of labour fragments work into small, meaningless, apparently unconnected tasks.

(e) Examine the reasons why females now tend to achieve more than males in the education system. (20 marks)

0 No relevant points.

1 – 7 Answers in this band will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensual points e.g. about boys' misbehaviour, 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 gender and coursework etc. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of class and under-achievement. 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 and their effect on girls' achievement. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on subject choice.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons for girls' relative success. 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 gender differences in achievement. 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, such as the impact of feminism, equal opportunities policies, role models, changes in the family and work, changes in the curriculum and assessment, changes in girls' aspirations, teacher attention and classroom interaction, selection, league tables etc. Concepts and issues such as meritocracy, patriarchy, pupil subcultures, labelling, de-industrialisation, marketisation, the hidden curriculum etc. may appear. Sources may include Epstein, Mac an Ghail, Willis, Weiner, Kelly, Mitsos & Browne, Slee, David Jackson, Swann & Graddol, Pirie etc. Candidates may offer an evaluation, e.g. through consideration of gender variations in achievement in different sectors/levels of the education system or of the relative weight of internal/external 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.

(f) Using material from **Item 1B** and elsewhere, assess sociological explanations of ethnic differences in educational achievement. (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, e.g. about stereotyping, 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 cultural or linguistic factors. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of speech codes misapplied to ethnicity.

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 factors causing under-achievement of some ethnic groups, 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 a range of different explanations and to make limited use of the Item (e.g. to discuss labelling and/or family structures). 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 role of internal as against external factors.

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 ethnicity and educational achievement, 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 explanations. Concepts and issues such as cultural/linguistic deprivation/difference, family structures, material deprivation, racism in wider society and in schools, the ethnocentric curriculum, stereotyping, bullying and harassment, pupil subcultures, marketisation and selection, exclusions, laws and policies etc may appear. Evaluation may be developed e.g. by consideration of differences between and/or within ethnic groups, or the relative importance of internal and external, or material and cultural, factors. Sources may include Gewirtz, Flew, Moore & Davenport, Mirza, Murray, Moynihan, Pryce, Driver, Fuller, Sewell, Gillborn, Mac an Ghail, Connolly, Foster, Wright 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: WEALTH, POVERTY AND WELFARE

2

Total for this section: 60 marks

(a) Explain what is meant by ‘income’ (Item 2A , line 7).	<i>(2 marks)</i>
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Two marks for a suitable explanation or definition, such as: a flow of resources to someone, or two examples from two of the following four categories:

- 1) earned/monetary income, e.g. wages;
- 2) earned/non-monetary income, e.g. perks from work;
- 3) unearned/monetary income, e.g. child benefit;
- 4) unearned/non-monetary income, e.g. food parcels.

(b) Explain the difference between absolute and relative poverty (Item 2A , lines 1–4).	<i>(4 marks)</i>
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Four marks for an accurate explanation of both terms, e.g. absolute in terms of subsistence/basic needs, relative in terms of inequality or comparisons with the average/norm, or similar.

Two marks for one correct explanation, or for an answer that defines both terms but transposes them.

(c) Suggest three forms of income and/or resources, apart from money income, that may affect whether a household is in poverty (Item 2A , lines 7-8).	<i>(6 marks)</i>
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Two marks for each of three appropriate resources suggested, such as:

- capital assets/savings;
- non-monetary fringe benefits from employment;
- non-monetary gifts;
- pension rights;
- access to public services e.g. health care, education;
- benefits in kind e.g. free school meals;
- an allotment/garden to grow one’s own food.

(d) Identify and briefly explain two problems that sociologists might face in using official statistics on poverty (Item 2A , line 10).	<i>(8 marks)</i>
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Two marks for each of two appropriate problems identified, such as:

- government may not use same definition as sociologists;
- government may not collect statistics on same basis as other countries;
- government may change basis over time;
- government may not succeed in counting all those who are poor;
- government may not collect/publish them;
- government may massage them;
- official poverty lines are not valid.

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

- may not use same definition as sociologists: e.g. Government may use an absolute measure (e.g. income support level) while sociologists may prefer a relative one or vice versa.
- may not collect them on same basis as other countries: this may prevent valid international comparisons being made.

- may not succeed in counting all those who are poor: especially if based on the numbers receiving means-tested benefits, since not all those who are eligible claim them.
- official poverty lines are not valid: they may be products of political decisions rather than true measures of poverty (e.g. where tied to benefit levels, an increase in benefit level tends to produce an increase in numbers in poverty).

(e) Examine the reasons why some people favour means-tested benefits while others oppose them. (20 marks)
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0 No relevant points.

1 – 7 Answers in this band will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points about benefits, 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 definitions/types of benefit. 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 the poverty trap. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on types of welfare provider. Answers may consider only one of the two positions in the question.

Higher in the band, knowledge will be broader and/or deeper, and answers will begin to consider both positions. 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 means-testing and the culture of dependency. 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 debates about means-tested benefits. 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: selective welfare/targeting, the culture of dependency, the underclass, individualism, institutional welfare, universalism, collectivism, citizenship rights, the poverty trap, stigma, administration costs, scroungerphobia/moral panics, etc. Different theoretical positions (e.g. New Right, social democratic) may feature.

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 sociological explanations of the unequal distribution of poverty between different social groups. (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 poor, 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 income support claimants and poverty. 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 some reasons why women are more at risk 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 will begin to deal explicitly with one or more specific explanations and may 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 of the underclass explanation.

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

Answers will deal with two or more different kinds of group, e.g. genders and ethnic groups. Concepts and issues such as the underclass thesis, status, power, social class, capitalism, patriarchy, racism, sexism, ageism, life course/cycle, access to the labour market, the dual labour market, reserve army, domestic division of labour, welfare state, poverty trap, dependency, culture of poverty, structural versus cultural factors etc may feature. Candidates may develop analysis and evaluation, for example through debates between different perspectives (e.g. Weberian, Marxist, New Right, feminist) or by means of relevant empirical studies (e.g. Dean and Taylor-Gooby, Kempson, Graham, Coates and Silburn, Townsend 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: WORK AND LEISURE

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

(a) Explain what is meant by ‘alienation’ (Item 3B , line 4).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as: a sense of isolation, loss/estrangement, powerlessness, meaninglessness, loss of control or similar.

(b) Suggest two ways in which work may increasingly intrude into home life today (Item 3A , line 9).	<i>(4 marks)</i>
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Two marks for each of two appropriate ways, such as:

- through greater use of homeworking by companies;
- through the spread of the ‘long hours’ culture, or increased expectations that workers will take work home with them;
- through easier communication from work to homes, e.g. telephones, fax machines, email;
- through greater need to employ paid workers in the home (e.g. cleaners) because both spouses now work.

(c) Identify three differences in the leisure patterns of men and women (Item 3A , lines 6 – 7).	<i>(6 marks)</i>
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Two marks for each of three appropriate differences, such as:

- women have less leisure time;
- women are less likely to participate in sporting activity;
- women are less likely to go to pubs;
- women have less money to spend on leisure;
- women’s leisure is more likely to be home- or family-based;
- boundaries between (domestic) work and leisure are less clear for women.

(d) Identify and briefly explain two criticisms made of the postmodernist view of work and leisure described in Item 3A .	<i>(8 marks)</i>
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Two marks for each of two appropriate criticisms identified such as:

- there is still substantial mass leisure;
- leisure is still controlled or regulated by the state/employers;
- the postmodernist view ignores inequalities in the ability to choose;
- it ignores false consciousness/alienation;
- it ignores exploitation;
- it ignores the continuing centrality of work.

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

- There is still substantial mass leisure: the postmodernist view neglects the continued popularity of large-scale sporting events, mass media output etc., catering for large undifferentiated groups.
- Leisure is still controlled or regulated by the state: e.g. licensing laws, government and quangos allocating funding to leisure pursuits (Arts Council, Sports Council etc.).
- The postmodernist view ignores inequalities in the ability to choose: some groups have more economic or cultural capital, time etc. at their disposal to choose leisure.

(e) Examine the reasons why some social groups have higher rates of unemployment than others. (20 marks)

0 No relevant points.

1 – 7 Answers in this band will show only a limited knowledge and understanding. Lower in the band, this may be one or two quasi-commonsensical points e.g. about the effects of unemployment, 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 differences in educational qualifications. 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 ethnic differences in unemployment rates. Interpretation may not be linked explicitly to the demands of the question.

Higher in the band, knowledge will be broader and/or deeper, and the answer will begin to identify a wider range of groups and/or 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 underclass thesis. 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 unemployment. 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 two or more different kinds of group (e.g. gender, age, ethnic, regional, class, skill level). Concepts and issues such as discrimination, patriarchy, institutional racism, ageism, capitalism, structural versus cultural factors, the underclass thesis, welfare dependency, dual labour markets, the reserve army of labour etc may appear. Candidates may offer an evaluation, e.g. through consideration of the problems connected with unemployment statistics.

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 the view that technology is the most important factor affecting workers' experience of and attitudes to 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 IT, 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 some aspect of technology and work satisfaction. 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 relevant study of technological change, 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 technology on experience and/or attitudes and to make limited use of the Item (e.g. to discuss the effects of computerisation). 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 Blauner.

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 technology and experience of/attitudes to work, 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: the impact of different technologies; Fordism and post-Fordism; intrinsic/extrinsic satisfaction; political culture; community; unionisation; deskilling and upskilling; exploitation; gender; training opportunities; automating/informatizing; surveillance and control; technological determinism; meaning and consumption of technology etc. Evaluation will raise issues about the relative importance of technological as against non-technological factors etc. Sources/approaches such as Blauner, Braverman, Gallie, Goldthorpe and Lockwood, Grint and Woolgar, Kling, Marx, Nicholls and Beynon, Piore, Zuboff etc may appear.

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

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

Wealth, Poverty and Welfare

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

Work and Leisure

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