



General Certificate of Education

Sociology 5191

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

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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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, 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: EDUCATION

1

Total for this section: 60 marks

(a) Explain what is meant by ‘deferred gratification’ (Item 1A , line 8)	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as:

- the ability to postpone satisfaction;
- future-time orientation or similar.

(b) Identify two features of ‘anti-school subcultures’ (Item 1A , line 10).	<i>(4 marks)</i>
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Two marks for each of two appropriate features, such as:

- lack of respect for teachers or the school;
- truancy;
- habitual rule breaking;
- lack of interest in academic work eg failure to do homework;
- poor exam results;
- immediate gratification;
- collectivism;
- likely to be boys;
- likely to be working class.

(c) Suggest three ways in which children’s cultural background may fail ‘to equip them to meet the demands of schooling’ (Item 1A , lines 6 – 7).	<i>(6 marks)</i>
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Two marks for each of three appropriate ways, such as:

- lack of positive role models;
- parents may not be supportive;
- parents with low levels of education may not be able to offer help with homework etc;
- friends/peers may discourage educational ambitions;
- schools/teachers may make negative assumptions based on cultural background;
- fatalism;
- lack of cultural capital;
- restricted code.

(d) Identify and briefly explain two reasons, apart from those referred to in Item 1A , which might explain why boys ‘tend to do less well than girls’ in school (Item 1A , line 9).	<i>(8 marks)</i>
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Two marks for each of two reasons identified, such as:

- examination system may favour girls;
- the school may not make sufficient allowance for boys’ interests;
- girls’ performance has improved as more employment opportunities become available to them;

- family structure.

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

- the examination system may favour girls as there is an increasing emphasis on coursework, which many teachers and researchers think is to girls' advantage;
- schools may not make sufficient allowance for boys' interests, for example, boys prefer to read non-fiction books but schools do not always take this into account when planning the curriculum;
- lone-parent families are usually female-headed and so provide better role models for girls' achievement.

NB: no marks for social class, cultural background, lack of deferred gratification or anti-school subcultures.

(e) Examine some of the government policies that have been introduced since 1988 in order to raise achievement in education. (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 eg about reasons for students failing, 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 policy. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of under achievement. 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 an accurate if basic account, for example of aspects of one or two policies and their effects on educational achievement generally. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on under-achievement and/or pre-1988 policies.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of policies. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example of what might constitute a rise in achievement. 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 policies and educational achievement and the running of schools/colleges. 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 policies/initiatives, such as the National Curriculum, OFSTED, SATS, the literacy hour, schools opting out of LEA control, beacon schools, academies, COVES, specialist schools, etc. Concepts and issues such as parent power/choice, vocational education, the role of the teaching profession, league tables may appear. Sources may include Ball, Finn, Joseph.

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 for the educational achievement of children from different minority ethnic 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 limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points about race or schools, 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 racism or some aspect of ethnic minority culture. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of poverty/class and achievement.

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 of the reasons for ethnic differences in educational achievement, 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 wider range of issues and to make limited use of Item 1B (eg to discuss ways in which classroom interaction may demotivate some black students). 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 relative importance of ethnic subcultures, as against school processes.

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 achievement of different minority ethnic groups, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question.

Candidates may consider a range of issues such as low levels of exam success, exclusion rates for black children, differential rates of university entrance, and will recognise that not all ethnic minorities have identical experiences in UK schools. Concepts such as peer group pressure, parental expectation, labelling, stereotyping, institutional racism, “street” subcultures, language, family structure, etc may appear. Evaluation may be developed, eg through an assessment of the relative importance of material or subcultural factors, or by discussing the cultural capital of different ethnic groups. Sources such as Ballard, Fuller, Mac an Ghail, Wright, Rex and Tomlinson, Pryce, Jones, 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 thorough, and answers will 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 'absolute poverty' (Item 2A , line 3). <i>(2 marks)</i>

Two marks for an appropriate explanation or definition, such as: lack of the basic resources for survival, or may come to physical harm through lack of food or shelter.

One mark for an example only of such a resource, eg lack of food, homelessness, shelter.

(b) Suggest two reasons why lone parent families are more likely to experience poverty (Item 2A , line 5). <i>(4 marks)</i>

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

- usually led by women, with lower rates of pay;
- women marginalised from labour market, forced to work part time;
- families may become benefit dependent;
- lack of childcare facilities for lone parents.

(c) Suggest three criticisms of the concept of relative poverty (Item 2A , line 6). <i>(6 marks)</i>
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Two marks for each of three criticisms, such as:

- problems associated with deprivation indices;
- difficulty in deciding what are necessities rather than luxuries;
- involves subjective judgements;
- definitions can vary between societies, making comparisons meaningless;
- relative poverty can increase even though individuals become better off;
- difficulty in establishing a poverty line.

(d) Identify and briefly explain two reasons why the gap between the rich and poor has widened during the past thirty years (Item 2A , lines 8 – 10). <i>(8 marks)</i>
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Two marks for each of two appropriate reasons identified, such as:

- change in government taxation policy;
- labour market changes;
- effect of globalisation;
- reduction in certain benefits;
- higher levels of long term unemployment.

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

- government tax policies, such as a reduction in the top rate of tax, benefited those on higher incomes rather than those on lower incomes, leading to greater inequality.
- labour market changes have resulted in an increase in the number of relatively low-paid jobs, such as in the service sector;
- globalisation has reduced the demand for lower skilled jobs in the UK, making it more difficult for low-skilled, low-paid workers to find employment.

(e) Examine some of the government policies that have been introduced since 1945 to reduce poverty in the UK. (20 marks)

0 No relevant points.

1 – 7 Answers in this band will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points about the poor, 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 benefits system. Interpretation of material will 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 two or three government or welfare policies and their impact on poverty. Interpretation may not be linked explicitly to the demands of the question, for example answers may indiscriminately list examples of changes in the benefits system.

Higher in the band, knowledge will be broader and/or deeper and will begin to identify a wider range of policies. Material will be interpreted accurately, but its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example of New Right views on welfare. 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 welfare and poverty. It 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 deal with both welfare policies and the level of poverty and will consider a range of factors. Concepts and issues such as culture of dependency, containment, redistribution, less eligibility, inadequacy of benefits, etc, may appear. Government welfare policies such as child benefit, family credits, 'New Deal', etc may be mentioned. There may be discussion of the ways in which education policy has been used by government to reduce poverty (eg by reducing number of low-skilled workers, updating workers' skills, 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 subcultural explanations of 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 the relevant issues.

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

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 theory of poverty.

Higher in the band, knowledge and understanding of material will be broader and/or deeper, and the answer will begin to deal explicitly with subcultures and their effect on poverty, and to make limited use of the Item (eg to discuss the relevance of matrifocal families). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and or evaluation, for example of subcultural theories from a Marxist/radical 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 subcultural explanations 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 subcultural explanations of poverty and their merits. Concepts and issues such as the underclass, situational constraints, welfare dependency, inability to defer gratification, focal concerns, dissolute living, etc, may appear. Evaluation may be developed, eg by discussing the relative merits of subcultural and structural/Marxist explanations. Sources may include Lewis, Miller, Liebow, Murray, Brown, Marsland, Gans, Miliband, 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 an ‘instrumental’ attitude to work (Item 3A , line 3). <i>(2 marks)</i>

Two marks for any suitable explanations, such as:
the worker is interested in, or motivated purely by, the financial rewards of the job.

(b) Suggest two reasons why ‘women may have fewer leisure opportunities than men’ (Item 3B , line 7). <i>(4 marks)</i>
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Two marks for each of two suitable reasons, such as:

- women may have domestic duties that men do not;
- women are more likely to have jobs now as well as a home to look after (eg idea of double/triple burden);
- women have less disposable income than men; wives may be dependent on their husbands/partners;
- social attitudes make it easier for men to spend large amounts of time on leisure pursuits;
- women’s leisure options limited to “socially accepted” pastimes that reflect traditional female roles;
- more public money is put into the provision of male leisure facilities.

(c) Identify three forms of industrial conflict (Item 3A , line 10). <i>(6 marks)</i>

Two marks for each of three suitable forms, such as:

- strikes;
- sit-ins;
- working to rule;
- industrial sabotage;
- heightened absenteeism;
- high levels of staff turnover;
- action initiated by employers, eg plant closure, arbitrary dismissal, victimisation.

(d) Identify and briefly explain two reasons why workers may suffer feelings of alienation in the workplace (Item 3A , line 6). <i>(8 marks)</i>
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Two marks for each of two reasons identified, such as:

- they are financially exploited by their employers;
- the job itself is monotonous;
- workers have little control over the process of work;
- workers have no input into design of products;
- some jobs restrict the social interaction between workers;
- the worker cannot see how he or she contributes to the finished product.

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

- Workers are financially exploited by their employers because they do not receive the full value of their work, much of which goes in profit to the owners of the business.
- The job itself is monotonous as it may involve the repetition of relatively simple actions which require little thought or imagination.

(e) Examine the effects upon individuals and society of technological change in the workplace.
(20 marks)

0 No relevant points.

1 – 7 Answers in this band will show only limited knowledge and understanding.

Lower in the band, this may be one or two quasi-commonsensical points about work, 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 workplace. Interpretation of material may be simplistic or at a tangent to the question.

8 – 15 Answers in this band will show reasonable knowledge and understanding.

Lower in the band, this may be confined to an accurate if basic account of, for example, one or two effects of automation or computerisation. Interpretation may not be linked explicitly to the demands of the question.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of effects. 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 effects of computerisation. 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 technological change. 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 deal with the effects of technological change on both the workplace and wider society. Concepts and issues such as Taylorism, Fordism/Post Fordism, alienation, control, formal and informal structures, the feminisation of the workplace, changes in social class structure, impact of changing work patterns on the family, etc, may appear.

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

Towards the top of the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

(f) Using material from **Item 3B** and elsewhere, assess the extent to which people's leisure is determined by their social class position. *(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 leisure, or material ineffectually recycled from item 3B with little understanding of the relevant issues.

Higher in the band, answers will show limited undeveloped sociological knowledge, for example two or three insubstantial points about some aspect of social class. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of a class-based leisure activity.

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 leisure, 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 answers may begin to deal explicitly with the connection between social class and leisure and to make limited use of the Item (eg to discuss the extent to which economic constraints are a major influence on leisure choices). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for example of Marxist theories of leisure from a pluralist 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 class and leisure, 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 leisure patterns, effect of unemployment, subcultural influences, levels of education, life cycle and leisure, leisure as social control, etc may appear. Evaluation may examine the relative importance of financial and subcultural factors, the significance of alternative factors such as gender or ethnicity, or whether there are now classless leisure pursuits. Sources such as Parker, Roberts, Rapoport and Rapoport, Green, Clarke and Critcher 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 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