



General Certificate of Education

Sociology 5191

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

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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 “streaming” (Item 1A , line 3).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as separating children of different ability into different classes, or teaching pupils of similar ability in the same class etc.

(b) Identify and briefly explain one criticism made of the labelling theory of educational under-achievement.	<i>(4 marks)</i>
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Two marks for an appropriate criticism identified, such as that it:

- is deterministic;
- assumes no other causes are important;
- assumes those labelled are aware of the label;
- doesn't explain origins of labels;
- doesn't explain consistency of labels/groups labelled;
- relies on a flawed methodology.

A further two marks for a satisfactory explanation, such as:

- Deterministic: it ignores the possibility that pupils may reject or ignore the label and so not under-achieve.
- Assumes no other causes are important: it ignores the role of factors such as cultural and material deprivation in producing under-achievement.
- Doesn't explain origins of labels: it ignores origins of negative labels in wider social inequalities and sees them as purely a result of classroom interaction.

(c) Suggest three examples of how the curriculum and/or the ways school is organised may be “ethnocentric” (Item 1A , lines 3 – 4).	<i>(6 marks)</i>
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Two marks for each of three appropriate examples, such as:

- dress/uniform requirements based on western norms;
- not providing halal meals;
- religious assemblies based on one religion only;
- holidays based on the Christian calendar;
- arrangements for PE/games (showers, changing etc);
- subject content: note that specific features of different subjects count as **separate** examples, e.g. from literature, foreign languages, history, geography, art, music, RE.

Note: ‘institutional racism’ can score, but not in addition to specific examples of it.

(d) Identify and briefly explain **two** factors **apart from** those referred to in **Item 1A** that may account for the educational under-achievement of boys. *(8 marks)*

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

- lack of male role models in lone parent families;
- education perceived as feminine;
- anti-school subcultures;
- lack of male job opportunities;
- over-confidence in own abilities;
- more behavioural problems.

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

- Education perceived as feminine: e.g. mothers not fathers read to children; teaching is an increasingly feminised profession, so few educational male role models.
- Anti-school subcultures: boys' subcultures are often macho and anti-school and those who appear to take school seriously may be bullied.
- Lack of male job opportunities: decline of traditional male jobs de-motivates boys who conclude there is nothing to strive for in school.
- More behavioural problems: means boys are more likely to be put in remedial groups, excluded, not favoured by selective/successful schools.

Note: No marks for racist labelling by teachers, streaming, the ethnocentric curriculum or ethnocentric school organisation, as all are referred to in Item 1A.

(e) Examine the different functions that the education system may perform for individuals and society. <i>(20 marks)</i>

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 education in general, 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 socialisation. 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 a competent if basic account, for example of aspects of Davis and Moore. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on under-achievement or educational policies.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of functions or views. 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 functionalist view of education. 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 functions of education for individuals and society. 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 functions. Concepts and issues such as secondary socialisation, selection and role allocation, meritocracy, value consensus, solidarity, division of labour, skills training, reproduction and legitimation of class inequality/patriarchy, the hidden curriculum, ideological state apparatuses, subculture etc. may appear. Sources may include Durkheim, Parsons, Davis and Moore, Bowles and Gintis, Althusser, Bourdieu, Braverman, Willis, MacDonald, Ball, Gewirtz 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 1B** and elsewhere, assess the view that working-class under-achievement in education is the result of home circumstances and family background. (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 e.g. about parenting, or material ineffectually recycled from Item B 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 speech codes. 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 for class differences in 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 range of home/family factors and to make limited use of the Item (e.g. to discuss compensatory education). 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 material versus cultural 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 class and achievement, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider a range of aspects of home circumstances and family background. Concepts and issues such as parental interest/education, early socialisation, family structure and roles, speech codes, linguistic, cultural and material deprivation, cultural capital, class subcultures, deferred gratification, compensatory education etc. may appear. Sources may include Blackstone and Mortimore, Douglas, Bernstein, Bereiter and Engelmann, Halsey et al., Ball et al., Boudon, Bourdieu, Hyman, Sugarman, Keddie, Smith and Noble, Howard et al. etc. Analysis and evaluation may be developed, for instance, by contrasting material and cultural explanations, or considering the relationship between factors within and outside school.

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 “means-tested benefits” (**Item 2A**, line 6). *(2 marks)*

Two marks for an appropriate explanation or definition, such as benefits given only to those who can prove they are in need.

One mark for an example only, e.g. EMAs.

(b) Explain the difference between “income” and “wealth” (**Item 2A**, line 1). *(4 marks)*

Four marks for an appropriate explanation of the difference, e.g. in terms of wealth as a stock, and income as a flow, of resources/assets.

Two marks for an appropriate explanation of one of the terms, or for transposing the terms and their explanations.

(c) Suggest **three** reasons why members of minority ethnic groups are more likely than the majority of the population to be in poverty (**Item 2A**). *(6 marks)*

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

- lower pay;
- higher levels of unemployment;
- discrimination in the benefits system;
- less entitlement to benefits (e.g. due to length of qualifying periods);
- lower levels of educational qualification;
- language barriers;
- cultural restrictions on ability to work (e.g. purdah).

(d) Identify and briefly explain **one** advantage and **one** disadvantage of “means-tested benefits” as a solution to poverty (**Item 2A**, line 6). *(8 marks)*

Two marks for one appropriate advantage and two marks for one appropriate disadvantage identified, such as:

Advantages:

- they target resources on the needy;
- they may be cheaper;
- they don't distort markets as much as universal benefits.

Disadvantages:

- complexity of administration;
- complexity of application procedure;
- the poverty trap;
- they provide opportunities for discrimination.

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

- They target resources on the needy: they are selective benefits – only those who deserve help and can prove themselves to be poor are entitled to receive them.

- Complexity of administration: bureaucrats are needed to process applications, check supporting evidence, and police claimants.
- The poverty trap: they deter claimants from taking work as the resulting rise in income will lead to loss of benefits and individuals may end up worse off.

Note: answers must focus on “means-tested” benefits rather than benefits in general.

(e) Examine the contribution of voluntary, private and informal providers to the welfare of the population. (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, e.g. about charities, 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 private health care. 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 two or three features of one or more providers. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list material on the public sector.

Higher in the band, knowledge will be broader and/or deeper, and answers will consider more than one type of provider. 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 inequalities in access to private 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 informal, private and voluntary providers. This will be accurately and sensitively interpreted to meet the demands of the question. The answer will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Concepts and issues such as the following may appear: the mixed economy of care; the profit motive; queue-jumping and consumer choice in the private sector; funding problems; duplications/gaps in provision; favoured vs. stigmatised groups in the voluntary sector; government cost-cutting; care in the community; patriarchy; women's dual burden and lack of expertise in the informal sector. Different theoretical perspectives/critiques (feminist, New Right, Marxist, social democratic etc.) 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.

Note: Candidates who accurately define the terms voluntary, private and informal should be rewarded at all levels of response.

(f) Using material from **Item 2B** and elsewhere, assess conflict theories 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 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 B 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 a theory of poverty. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of different definitions of poverty.

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, 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 conflict theory and may make limited use of the Item (e.g. to discuss the Marxist theory). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of the Marxist view from a New Right 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 conflict theories of poverty drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as structural or situational constraints, discrimination, racism, exploitation, patriarchy, class, status and power, the role of the welfare state, the cycle of poverty, cultural deprivation, the underclass, culture of dependency, culture of poverty etc may feature. Candidates may develop analysis and evaluation, for example through comparisons of different conflict theories (e.g. social democratic, Marxist, Weberian feminist), debates with ‘victim-blaming’ theories (e.g. Spencer, Lewis, Murray) or appropriate use of empirical studies (e.g. Coates and Silburn, Townsend, Mack & Lansley, Gordon, 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 “informal work groups” (**Item 3A**, line 3). *(2 marks)*

Two marks for an appropriate explanation or definition, such as: an unofficial group, a group with its own ‘private’ norms, a group outside the official structure or similar.

(b) Suggest **two** reasons why the level of workplace conflict “varies considerably” (**Item 3A**, lines 9 – 10). *(4 marks)*

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

- levels of unionisation;
- economic climate (e.g. level of unemployment);
- political culture;
- workers’ orientations;
- management style;
- the nature of the work;
- legal framework (e.g. anti-strike laws);
- level of technology.

(c) Identify **three** different forms that conflict at work may take, **apart from** official strikes (**Item 3A**, lines 10 – 11). *(6 marks)*

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

- unofficial strike;
- sabotage;
- work to rule;
- lock-out;
- dismissal;
- absenteeism;
- harassment/victimisation;
- pilfering.

(d) Identify and briefly explain **two** reasons why bureaucracy is not always the most efficient way of organising and managing work (**Item 3A**, lines 4 – 5). *(8 marks)*

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

- timidity;
- inflexibility;
- goal displacement;
- promotion on basis of seniority;
- impersonality.

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

- Timidity: bureaucrats won’t take decisions; they refer everything to superiors, causing delay.

- Goal displacement: rule following and procedures become ends in themselves rather than means of achieving the organisation's stated aims.
- Impersonality: fosters coldness and remoteness, so not conducive to establishing effective working relationships.

(e) Examine the reasons for differences in the leisure patterns of different social groups.
(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 leisure 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 how work affects leisure. 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 Parker. 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 groups and patterns. 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 Parker from a feminist perspective. 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 leisure patterns. 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 groups e.g. occupational/class, gender, ethnic, age etc. Concepts and issues such as opposition, neutrality and extension patterns, institutional racism, patriarchy, cultural capital/taste, consumption, identity, education, social control, income, time-poverty, youth subcultures, resistance through ritual, style etc may appear. Sources may include Parker; Deem; Roberts; Bourdieu; Gans; Thornton; Clarke & Critcher; Scraton & Bramham 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 3B** and elsewhere, assess the view that alienation at work is inevitable in a capitalist society. (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 job satisfaction, or material ineffectually recycled from Item B 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 Marxism. Interpretation of material may be simplistic or at a tangent to the question.

8 – 15 In this band there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show a reasonable knowledge and understanding. Lower in the band, some suitable material will be correctly identified and a broadly accurate, if basic, account offered, for example of a study of alienation, 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 Marxist theory of alienation and to make limited use of the Item (e.g. to discuss the significance of property relations). 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's views.

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 alienation, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as property relations, exploitation, division of labour, scale of production, different technologies, socio-technical systems, deskilling/upskilling, modes of supervision, surveillance and control, Fordism, post- or neo-Fordism, workers' orientations, anomie, communication and consultation, job enrichment etc may appear. Sources such as Marx, Durkheim, Braverman, Goldthorpe & Lockwood, Taylor, Blauner, Mayo, Althusser, Gallie, Salamon, Piore 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. Candidates who directly address the issue of inevitability should be rewarded.