



## **General Certificate of Education**

# **Sociology 5191**

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

## **Mark Scheme**

*2007 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.

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## QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

- 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.

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Choose **one** Section and answer **all** parts of the question from that Section.

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**SECTION A: EDUCATION**

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**Total for this section: 60 marks**

**1**

(a) Explain what is meant by ‘social solidarity’ ( <b>Item 1A</b> , line 2).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as: individual members in society feeling part of a wider community, a sense of belonging etc.

(b) Suggest <b>two</b> ways in which schools are ‘based on meritocratic principles’ ( <b>Item 1A</b> , line 7).	<i>(4 marks)</i>
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Two marks for each of two ways suggested, such as:

- education is free;
- educational success is measured against external national standards (ie exams);
- those that work hard achieve success;
- the most intelligent are the most successful;
- the education system treats everyone fairly, eg same rules apply to all;
- everyone has the same opportunity to, eg take an exam, take a subject;
- schools reward ability, eg sporting or academic;
- teachers are promoted according to their worth.

(c) Suggest <b>three</b> ways in which school prepares pupils for work <b>apart from</b> those identified in <b>Item 1A</b> .	<i>(6 marks)</i>
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Two marks for each of three appropriate ways suggested, such as:

- teaching specific skills;
- socialising pupils into appropriate values;
- teaching them social skills;
- role allocation/social selection;
- learn to work in hierarchy;
- motivation by extrinsic rewards;
- rules and regulations, eg punctuality, dress code.

**Note:** no marks for function such as bridge between family and society, social solidarity, preparation for work.

(d) Identify and briefly explain <b>two</b> criticisms that may be made of the functionalist view of the role of the education system ( <b>Item 1A</b> ).	<i>(8 marks)</i>
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Two marks for each of two appropriate criticisms identified, such as:

- wrongly assumes education instils consensual values;
- deterministic;
- equal opportunities do not exist;
- education system fails to prepare young people adequately for work.

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

- deterministic: many functionalists wrongly assume that pupils passively accept the values they are taught and never reject them;
- equal opportunities do not exist: achievement is greatly influenced by social backgrounds such as class, ethnicity etc;
- education system fails to prepare young people adequately for work: from a New Right perspective the education system fails to prepare pupils adequately for work because of a failure to teach the appropriate skills/values/attitudes etc.

(e) Examine the ways in which boys' and girls' experiences in school shape their identities and achievements. <i>(20 marks)</i>
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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 about schooling, 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 achievement. 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 aspects of a study of schooling. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list various explanations of achievement.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to identify a wider range of experiences in schools. 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 resistance to labelling. 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 boys' and girls' experiences in schools. 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 distinguish between boys and girls and consider both identities and achievements, and a range of different experiences. Concepts and issues such as teacher labelling/expectations, the self-fulfilling prophecy, the hidden and official curricula, assessment patterns, pupil subcultures/peer groups, gender regimes, subject choice etc may appear. Analysis/evaluation may consider the relative importance of different factors and/or locate the discussion in a feminist framework of analysis. Sources may include Abraham; Best; Colley; French; Kelly; Lees; Lobban; Mac an Ghail; Mitsos and Browne; Sharpe; Stanworth; Spender.

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

**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 1B** and elsewhere, assess the extent to which policies of encouraging competition between schools and increasing parental choice have improved the achievement of working-class pupils. (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 education, 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 some aspect of working class educational achievement. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into accounts of 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 the New Right view of education, 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 ways in which competition and/or parental choice may affect educational achievement, and to make limited use of the Item (eg consumer power and competition). 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 discussing the effects of competition and marketisation on access to schooling.

**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 effects of competition and parental choice 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 marketisation, competition, consumer choice, cultural deprivation, cultural capital, material factors, class subcultures etc may appear. Evaluation may be developed for example through a critique of the New Right perspective or through a discussion of the relative importance of material, cultural and school factors for social class attainment. Sources may include Ball; Bernstein; Bourdieu; Chubb and Moe; Douglas; Gewirtz; Lauder; Smith and Noble; Sugarman; Whitty.

**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.

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**SECTION B: WEALTH, POVERTY AND WELFARE**

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**Total for this section: 60 marks**

2

(a) Explain what is meant by 'social exclusion' ( <b>Item 2A</b> , line 7).	<i>(2 marks)</i>
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Two marks for an appropriate explanation or definition, such as: a situation where an individual is denied access to important areas of social activity such as employment, political activity, educational opportunities, health chances, etc.

One mark only for a suitable example.

(b) Suggest <b>two</b> problems of measuring wealth ( <b>Item 2A</b> , lines 3 – 4).	<i>(4 marks)</i>
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Two marks for each of two appropriate problems suggested, such as:

- difficult to collect data;
- debate over whether to include pensions;
- rich can hide/disguise their assets;
- assets of non-rich are rarely counted;
- debate over whether housing should be included;
- estates method measures only the wealth of the dead;
- valuing non-monetary assets.

(c) Suggest <b>three</b> policies that government might use to reduce 'differences in living standards between rich and poor' ( <b>Item 2A</b> , line 6).	<i>(6 marks)</i>
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Two marks for each of three appropriate policies suggested, such as:

- provide benefits in kind for poor;
- raise income taxes on rich/make income tax system more progressive;
- tax on wealth;
- benefits in cash for the poor;
- state pensions;
- get long term unemployed into work;
- minimum wage;
- social housing.

(d) Identify and briefly explain <b>two</b> difficulties in defining and/or measuring 'absolute poverty' ( <b>Item 2A</b> , line 2).	<i>(8 marks)</i>
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Two marks for each of two appropriate difficulties identified, such as:

- difficult to define necessities or minimum standard of living;
- definitions of necessities are inevitably cultural;
- using absolute concept would disguise reality of poverty;
- ignores the fact that what is regarded as poverty changes over time.

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

- difficult to define necessities or minimum standard of living: different people may have different views over what might be considered to be a minimum standard of living;
- ignores the fact that what is regarded as poverty changes over time: what is regarded as a luxury today may be a necessity tomorrow as standards of living change.



(e) Examine the reasons why minority ethnic groups are more likely to experience poverty. (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 a particular minority ethnic group and poverty. 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 aspects of study that link poverty to a particular minority ethnic group or a list of reasons why minority ethnic groups may be poor, with little discussion. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list various theories/explanations of poverty.

**Higher in the band**, knowledge will be broader and/or deeper and will begin to identify a wider range of ethnic 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 example making links between different explanations of poverty for minority ethnic groups. 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 distribution of poverty amongst minority ethnic groups. 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 discuss different experiences of different minority ethnic groups. They will examine a range of different explanations such as New Right, Marxist, functionalist and Weberian theories and refer to concepts and issues such as dual labour market, reserve army of labour, institutional racism, social exclusion, the underclass, welfare dependency, etc. Analysis/evaluation may consider the usefulness of the different explanations across a range of different minority ethnic groups. Sources may include: Alcock; Berthoud; Castles and Kosack; Modood; Murray; Pilkington; Rex and Tomlinson.

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

**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 <b>Item 2B</b> and elsewhere, assess the view that ‘the modern welfare state is responsible for the continuation of poverty’ ( <b>Item 2B</b> , lines 6 – 7). <span style="float: right;">(20 marks)</span>
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**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 some aspect of the welfare state. Interpretation of the material may be simplistic or at a tangent to the question, for example drifting into a weak account of the history/development of the welfare state.

**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 the New Right view of the causes of poverty, though interpretation to meet the demands of the question may remain implicit (limited focus on the welfare state).

**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 role of the welfare state in causing poverty, and to make limited use of the Item (eg to discuss culture of poverty). 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 alternative views on welfare and poverty.

**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 the welfare state and poverty, 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 culture of poverty, welfare dependency, incentives, poverty trap, the underclass, individualist versus collectivist approaches, targeted benefits, means tested and universal benefits etc may appear. Evaluation may be developed, for example through discussion of New Right perspectives against other perspectives. Sources may include Dean and Taylor-Gooby; Field; Kincaid; Le Grand; Lewis; Murray; Marsland; Townsend; Westergaard and Resler.

**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.

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**SECTION C: WORK AND LEISURE**

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**Total for this section: 60 marks**

**3**

(a) Explain what is meant by the ‘division of labour’ ( <b>Item 3A</b> , lines 1 – 2). <span style="float: right;"><i>(2 marks)</i></span>
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Two marks for an appropriate explanation or definition, such as: the separation of work into a number of separate tasks, or between different individuals.

(b) Suggest <b>two</b> ways in which assembly lines may ‘deskill workers and dehumanise the work process’ ( <b>Item 3A</b> , line 5). <span style="float: right;"><i>(4 marks)</i></span>
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Two marks for each of two appropriate ways suggested, such as:

- by getting machines to replace skilled workers;
- by creating boring and repetitive jobs;
- by removing decision-making from workers;
- by management controlling the pace of work;
- by workers being tied to the assembly line.

(c) Identify <b>three</b> reasons for conflict between workers and management <b>apart from</b> those mentioned in <b>Item 3A</b> . <span style="float: right;"><i>(6 marks)</i></span>
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Two marks for each of three appropriate reasons identified, such as:

- pay;
- capitalism – the inevitability of conflict;
- working conditions – hours, rest breaks, physical conditions etc;
- redundancy;
- related benefits such as pension rights;
- seeking or denial of union recognition.

**Note:** no marks for deskilling or dehumanising work process or specialised division of labour.

(d) Identify and briefly describe <b>two</b> characteristics of post-Fordist methods of production ( <b>Item 3A</b> , line 7). <span style="float: right;"><i>(8 marks)</i></span>
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Two marks for each of two appropriate characteristics identified, such as:

- flexible production;
- dissolved hierarchies;
- diverse products;
- multi-skilled workers;
- core and peripheral workers;
- growth in small businesses;
- production for niche markets.

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

- flexible production: manufacturers make use of new technology, especially computers, to make production more flexible, eg by reprogramming machinery to perform different tasks;
- dissolved hierarchies: differences between management and workers are less important as everyone is encouraged to contribute to discussions on improving efficiency eg quality circles;
- multi-skilled workers: workers are required to have a broader range of skills because workers are performing different jobs as production is flexible.

- (e) Examine the ways in which leisure is linked to sources of social identity such as gender, age, social class and ethnicity. (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 limited, undeveloped sociological knowledge, for example two or three insubstantial points about social identity. 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 aspects of a study that links leisure and social class or gender. Interpretation may not be linked explicitly to the demands of the question; for instance, answers may indiscriminately list examples of different leisure pursuits by different social groups.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to identify a wider range of social identities such as class, gender, age, ethnicity, and relate them to leisure. 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 relative importance of leisure as a source of identity. 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 links between leisure and social identity. 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 refer to a number of different sources of social identity. Concepts and issues such as social class and occupation, income, commercialisation of leisure, gender roles, patriarchal society, ethnicity and cultural identity, resistance through rituals, youth sub-cultures, ageism etc may appear. Analysis/evaluation may consider the relative importance of leisure in defining social identity across different social groups or in terms of other factors. Post-modernist views on the links between consumption and leisure and identity may also feature. Sources may include Clarke; Clark and Critcher; Cohen; Deem; Garber; Green; Hebidge; McRobbie; Parker; Roberts; Rapoport and Rapoport; Scraton.

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

**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.

<p>(f) Using material from <b>Item 3B</b> and elsewhere, assess the ways in which sociologists explain gender differences in patterns of paid employment. <span style="float: right;"><i>(20 marks)</i></span></p>
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**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 gender and work, 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 differences between men and women's work. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of differences in pay.

**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 one or two aspects of differences in employment patterns, 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 of gender differences in employment patterns and to make limited use of the Item (eg to discuss attitudes to work). 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 Hakim.

**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 gender and 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 dual labour market theory, equal pay, part time work, horizontal and vertical segregation, women as reserve army of labour, feminisation of work, deskilling, human capital etc may appear. Evaluation may be developed, for example through discussion of alternative explanations for the gender pattern of paid employment, perhaps through contrasting feminist and human capital theories. Sources may include Barron and Norris; Beechey; Burchell and Rubery; Crompton and Saunders; Hakim; McDowell; Walby.

**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**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
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
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>

**Wealth, Poverty and Welfare**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
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
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>

**Work and Leisure**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
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
<b>Total</b>	<b>30</b>	<b>30</b>	<b>60</b>