

Version 1.0



**General Certificate of Secondary Education
June 2011**

Sociology

41901

Unit 1

Mark Scheme

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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Set and published by the Assessment and Qualifications Alliance.

General Certificate of Secondary Education

SOCIOLOGY Unit 1

MARK SCHEME

June 2011

All examiners should bear in mind that we are assessing the level of attainment of the notional 16-year-old. Examples in the mark scheme are for guidance only. They are neither exhaustive nor prescriptive. It is unlikely that candidates at this level will express themselves so formally. If they offer alternative answers to the examples in the mark scheme, and these are appropriate to the question, then credit should be given.

Quality of Written Communication (QWC)

GCSE specifications which require candidates to produce written material in English must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification, quality of written communication will be assessed by means of Assessment Objectives in all questions where extended writing is required. In this paper, extended writing is required when answering the following questions:

1 6 , 1 7 , 2 4 , 2 5

TOPIC 1
STUDYING SOCIETY**Total for this topic: 30 marks**

		AO	Marks
0 1	From Item A , what percentage of persistent truants did not achieve any GCSEs? <i>(1 mark)</i>		
	20.	AO3	1
0 2	From Item B , identify the research method used by Heather Malcolm. <i>(1 mark)</i>		
	Questionnaires.	AO3	1
0 3	Give one advantage and one disadvantage of using the research method you have identified in 02 above. <i>(2 marks)</i>		
	1 mark for an appropriate advantage, eg easy to compare findings; geographical spread. 1 mark for an appropriate disadvantage of the method identified, eg questions misunderstood; depth of information limited.	AO1	2
0 4	Study Item C . Describe how sociologists may approach a study of truancy and explain how this might differ from the approach of psychologists. <i>(4 marks)</i>		
	1 mark for basic statements about the work of a psychologist or sociologist.	AO1	1
	2-3 marks for a partial description, eg demonstrating limited awareness of the way sociologists may study truancy compared with that of a psychologist, with supporting examples that are insufficiently developed to allow an award in the top band.	AO1 AO2	1 1
	4 marks for clear description relating to how sociologists would focus on social factors and group behaviour, using sociological methods to investigate truancy whilst psychologists would focus on individual behavioural personality traits and the use of research techniques such as experiments. Credit should be given to how the approaches may overlap, such as in the exploration of family upbringing and background.	AO2	1

		AO	Marks
0 5	Explain what sociologists mean by social deprivation. <i>(4 marks)</i>		
	1 mark for basic statements about deprivation.	AO1	1
	2-3 marks for a partial explanation, eg demonstrating limited awareness of the nature of social deprivation, with supporting examples (linked to lacking essentials/poor diet and being in poverty) that are insufficiently developed to allow an award in the top band.	AO1	2
	4 marks for a clear explanation relating both to being poor (eg in terms of inadequate housing/low incomes; being materially deprived) and in relating to others within society (having a standard of living or quality of life below that of the majority of others in society/that of a particular society).	AO1	1
0 6	Explain one way in which sociological research might help educational authorities to design policies to reduce truancy in Britain. <i>(4 marks)</i>		
	1 mark for basic statements about research/truancy without explanation.	AO1	1
	2 marks for simple explanation in terms of eg obtaining information about significant social factors influencing truancy.	AO2	1
	3 marks for a reasonable explanation with some development, eg the development of anti-bullying measures; truancy sweeps.	AO2	1
	4 marks for a clear explanation relating the kind of information obtained to how it may reduce truancy.	AO2	1
	You have been asked as a sociologist to investigate truancy amongst secondary school pupils.		
0 7	Identify what sociologists mean by official statistics and explain how useful these might be for your investigation. <i>(4 marks)</i>		
	1 mark for an appropriate definition of official statistics or a simple explanation.	AO1	1
	2 marks for an appropriate definition with simple explanation.	AO2	1
	3 marks for a reasonable explanation with some development in terms of, for example being unable to find out the true meaning behind why pupils may truant; to be able to plot patterns; may not represent the full extent of truancy.	AO2	1
	4 marks for clear sociological understanding which relates to, for example, their use in identifying trends; how they may be unreliable in terms of their accuracy, or lacking depth.	AO3	1

		AO	Marks
0 8	Identify one ethical issue that you may need to consider and explain why you need to consider this ethical issue for this investigation. <i>(4 marks)</i>		
	1 mark for an appropriate identification of an ethical issue (eg confidentiality, sensitivity).	AO1	1
	2 marks for some simple explanation through reference to, for instance, the principle of privacy and revealing identity of truants.	AO2	1
	3 marks for a reasonable explanation with some development, eg with reference to ethical issue involved.	AO2	1
	4 marks for a clear explanation which specifically relates to the restrictions ethics places on the researcher to the nature of the information required for this investigation.	AO3	1
0 9	Identify one sampling method that you would use and explain why it is better than another possible sampling technique for obtaining a representative sample. <i>(6 marks)</i>		
	1-2 marks for basic statements about sampling.	AO1 AO3	1 1
	3-4 marks for a partial explanation comparing the sampling techniques in terms of, for example, how representative a sample it would be.	AO2	2
	5-6 marks for a clear explanation relating the characteristics of the sampling method, such as use of a stratified sample, to its effectiveness in obtaining the kind of information specifically required by this research.	AO2 AO3	1 1

TOPIC 2
EDUCATION**Total for this topic: 30 marks**

		AO	Marks
Section 1			
1 0	From Item D , what percentage of Indian working class boys achieved five GCSEs at A* to C grades, including English and Maths? <i>(1 mark)</i>		
	32.	AO3	1
1 1	From Item E , which area of learning had the highest percentage of females? <i>(1 mark)</i>		
	Health Care.	AO3	1
1 2	Identify one advantage and one disadvantage of the publication of school league tables. <i>(2 marks)</i>		
	1 mark for identification of an appropriate advantage eg informs parents of how schools are performing, allowing to make comparisons more easily. 1 mark for identification of an appropriate disadvantage eg labelling of low lying schools as 'sink'.	AO1	2
1 3	Explain what sociologists mean by vocationalism in education. <i>(4 marks)</i>		
	1 mark for basic statements about work related learning. These might simply focus on work experience without reference to work related qualifications and training for students.	AO1	1
	2-3 marks for a partial or under-developed explanation, possibly via an example, in which general reference will be made to the way schooling meet the needs of industry, and preparing young people for work.	AO1	2
	4 marks for a clear explanation that looks at how vocational education provides the skills and expertise needed by industry and the economy. Comparison with academic subjects and learning should be rewarded.	AO1	1

		AO	Marks
1 4	Describe one way in which schools attempt to encourage a sense of what it means to be British and explain how this may help to improve social cohesion. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg through their Citizenship programme/hidden curriculum.	AO2	1
	Plus		
	1-2 marks for a simple explanation relating it to how this helps improve social cohesion.	AO2	2
	3 marks for a clear explanation which explicitly relates to how a school encourages a sense of Britishness, eg through studying topics linked to British culture.	AO2	1
1 5	Describe one government policy of the last 20 years which has attempted to widen the range of young people participating in post-16 education. Explain how this policy may or may not have increased educational opportunities. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg the introduction of EMA (Educational Maintenance Allowance); the Aim Higher programme.	AO2	1
	Plus		
	1-2 marks for a simple explanation making reference, eg to how the policy may lead to more young people in post-16 education.	AO2	2
	3 marks for a clear explanation explicitly relating to how the policy may or may not have improved educational opportunities.	AO2	1

Section 2

EITHER

		AO	Marks
1 6	Discuss how far sociologists would agree that a student's ethnic background is the main reason for differences in educational achievement. <i>(12 marks)</i>		
0	No relevant points made.		
1–3	Basic statements about the importance of a pupils' ethnic background and their educational achievement. In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (relating, eg to ethnic background on educational achievement), concepts and/or ideas (relating, eg to language spoken at home; cultural/parental values; ethnocentric curriculum; racism in schools), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion which explicitly and in detail addresses 'how far' (through reference eg to other factors such as social class background; gender). In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3

OR

1 7

Discuss how far sociologists would agree that peer group pressure has a significant effect on a student's choice of subjects at school and of courses at college. (12 marks)

AO Marks

0 No relevant points made.

1–3 Basic statements about the peer group effecting subject choices made by a pupil. AO1 3

In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (relating to subject choice and gender identity), concepts and/or ideas (relating eg to peer pressure and gender domains), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. AO1 1
AO2 2

In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. AO2 2
AO3 1

In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion which explicitly and in detail addresses 'how far' (through a comparison effects such as primary socialisation and parental influences/gendered subject images). AO3 3

In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

TOPIC 3

FAMILIES

Total for this question: 30 marks

		AO	Marks
Section 3			
1	8	From Item F , what percentage of men with partners in 2006 reported that laundry was always done by the woman? <i>(1 mark)</i>	
		AO3	1
1	9	From Item G , which ethnic group has the lowest percentage of dependent children living in a lone parent family? <i>(1 mark)</i>	
		AO3	1
2	0	Identify two reasons why there has been an increase in the percentage of children living in lone parent families in the last 30 years or so. <i>(2 marks)</i>	
		AO1	2
2	1	Explain what sociologists mean by a reconstituted family. <i>(4 marks)</i>	
		AO1	1
		AO1	2
		AO1	1
2	2	Describe one way in which relations between parents and children have changed in the last 30 years or so and explain why this change has happened. <i>(5 marks)</i>	
		AO1	1
		AO2	1
		AO2	2
		AO2	1

		AO	Marks
2	3	Describe the feminist approach to the family and explain how this approach is different from other sociological approaches. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg feminist view of the nuclear family.	AO2	1
	Plus		
	1-2 marks for a simple explanation making reference to, for instance, how functionalists see the nuclear family as beneficial.	AO2	2
	3 marks for a clear explanation explicitly relating to how other approaches, such as functionalists, would view the nuclear family differently to feminists. For instance, how feminists emphasise the patriarchal nature of traditional nuclear families.	AO2	1

Section 4

EITHER

		AO	Marks
2 4	Discuss how far sociologists would agree that there is equality between men and women in the family. <i>(12 marks)</i>		
0	No relevant points made.		
1–3	Basic statements about gender equality in the family. In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (relating eg to surveys on the domestic division of labour), concepts and/or ideas (relating eg to the symmetrical family/joint conjugal roles), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'. In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far', eg via a limited or undeveloped reference to the examples in the top band descriptor. In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly and in detail addresses 'how far' (through reference eg to unequal distribution of power in relationships between male and female partners). In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3

OR

2 | 5

Discuss how far sociologists would agree that the wider extended family is becoming less important in society today. (12 marks)

AO Marks

0 No relevant points made.

1–3 Basic statements about the importance of the wider family to people.

AO1 3

In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (relating eg to the weakening of family ties), concepts and/or ideas (relating to geographical mobility and moving to another area, region or country), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to ‘how far’.

AO1 1
AO2 2

In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’, eg via a limited or undeveloped reference to the examples in the top band descriptor.

AO2 2
AO3 1

In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly and in detail addresses ‘how far’ (through reference eg to the importance of grandparents in helping with child care; ethnic and social variations, such as the importance of the extended family for the Asian community).

AO3 3

In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

Assessment Objectives Grid – Unit 1

Examination Series: June 2011

Assessment Objectives	
AO1	Recall, select and communicate knowledge and understanding of social structures, processes and issues
AO2	Apply knowledge and understanding in a range of contexts both familiar and unfamiliar
AO3	Select, interpret, analyse and evaluate information from different sources

Topic Area	AO1	AO2	AO3	Total Marks
1	12	12	6	30
2	12	12	6	30
3	12	12	6	30
Total	36	36	18	90

Summary of the Mark Distribution

Topic	AO1 No of marks (maximum)	AO2 No of marks (maximum)	AO3 No of marks (maximum)	Total Marks
0 1			1	1
0 2			1	1
0 3	2			2
0 4	2	2		4
0 5	4			4
0 6	1	3		4
0 7	1	2	1	4
0 8	1	2	1	4
0 9	1	3	2	6

Topics 2–3	AO1 No of marks (maximum)	AO2 No of marks (maximum)	AO3 No of marks (maximum)	Total Marks
1 0 / 1 8			1	1
1 1 / 1 9			1	1
1 2 / 2 0	2			2
1 3 / 2 1	4			4
1 4 / 2 2	1	4		5
1 5 / 2 3	1	4		5
either 1 6 / 2 4	4	4	4	12
or 1 7 / 2 5	4	4	4	12

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion