

Version 1.0



**General Certificate of Secondary Education
June 2012**

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 students' 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 students' 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 students' 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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General Certificate of Secondary Education

SOCIOLOGY Unit 1

MARK SCHEME

June 2012

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 students 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)

In GCSE specifications which require students to produce written material in English, students 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 questions carrying 12 marks.

Topic 1: Studying Society**Total for this topic: 30 marks**

		AO	Marks
0 1	From Item A , which ethnic group had the highest rate of school exclusions during 2008/9? <i>(1 mark)</i>		
	Black Caribbean.	AO3	1
0 2	From Item B , identify the research method used by Leon Tikly. <i>(1 mark)</i>		
	Questionnaires.	AO3	1
0 3	Give one advantage and one disadvantage of using Leon Tikly's research method, as referred to in Item B . <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 journalists may approach the issue of racism in British schools differently from sociologists. <i>(4 marks)</i>		
	1 mark for basic statements about the work of a journalist or sociologist.	AO1	1
	2–3 marks for a partial description, eg demonstrating limited awareness of the way sociologists study racism, with the focus on social relationships, compared with that of a journalist, 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 investigate in a systematic way, looking for evidence and examining patterns and trends, whilst journalists may focus more on stories of individuals/written from a more personal viewpoint of the journalist. Students may consider the approach taken by journalists and compare it to sociologists, either in terms of their attitude or the procedure they may follow.	AO2	1

0 5	Explain what sociologists mean by ethnicity. <i>(4 marks)</i>
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- 1 mark for basic statements about ethnicity. These might simply focus on race without reference to cultural aspects. 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 shared culture of a social group. AO1 2
- 4 marks for a clear explanation that looks at the common identity and heritage of a group of people which is in some ways different from other groups, such as in terms of language, religion and customs. AO1 1

		AO	Marks
0 6	Explain one way in which sociological research might help schools and educational authorities design policies to reduce racist bullying in schools. <i>(4 marks)</i>		
	1 mark for basic statements about research/racist bullying.	AO1	1
	2 marks for simple explanation, in terms of eg obtaining information about significance of a school's ethos influencing the existence of racist bullying.	AO2	1
	3 marks for a reasonable explanation with some development, eg outlining the development of anti-racist bullying measures.	AO2	1
	4 marks for a clear explanation relating the kind of information obtained to how it may be used to reduce racist bullying in schools.	AO2	1
	You have been asked as a sociologist to investigate the extent of racism in schools.		
0 7	Identify what sociologists mean by secondary data and explain how useful school racist incident figures would be for your investigation. <i>(4 marks)</i>		
	1 mark for an appropriate definition of secondary data or a simple explanation.	AO1	1
	2 marks for an appropriate definition with simple explanation in terms of, eg scope of information; ability to compare.	AO2	1
	3 marks for a reasonable explanation with some development in terms of, for example, to be able to plot patterns between schools; may not represent the full extent of racism in schools.	AO2	1
	4 marks for clear sociological understanding which relates to, for example, how they may be unreliable in terms of their accuracy, or lack depth; their use in identifying trends for this investigation into school racism. To reach this band, students must address the specific issue under consideration.	AO3	1
0 8	Identify one ethical issue that you may need to consider and explain why you need to consider this ethical issue for your 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 identifying those who have been involved in racist incidents in school.	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 that ethics places on the researcher to the nature of the information required for this investigation. To reach this band, students must address the ethics of researching racism amongst pupils in a school.	AO3	1

0 9	Identify one observational method that you would use and explain why it is better than another possible observational method for obtaining information for your investigation. <i>(6 marks)</i>	AO	Marks
	1-2 marks for basic statements about an observational method/technique.	AO1 AO3	1 1
	3-4 marks for a partial explanation comparing, for example, covert with overt observation or direct/non-participant observation in terms of quality of information obtained; in terms of easier to conduct.	AO2	2
	5-6 marks for a clear explanation relating the characteristics of the observational methods to their effectiveness in obtaining the kind of information specifically required by this research, eg validity.	AO2 AO3	1 1

Topic 2: Education**Total for this topic: 30 marks**

		AO	Marks
Section 1			
1	0	From Item D , what was the most important thing to charvers? (1 mark)	
		AO3	1
1	1	From Item E , what was the trend between 1986 and 2004, for both boys and girls, in their achievement of five or more GCSE grades A* – C? (1 mark)	
		AO3	1
1	2	Identify one advantage and one disadvantage for pupils of setting. (2 marks)	
		AO1	2
			1 mark for identification of an appropriate way, eg stretches the brightest pupils whilst allowing the less able to work at their own pace. 1 mark for identification of an appropriate disadvantage, eg labels pupils, which can produce a self-fulfilling prophecy and an anti-academic subculture can develop.
1	3	Explain what sociologists mean by the self-fulfilling prophecy. (4 marks)	
		AO1	1
		AO1	2
		AO1	1
			1 mark for basic statements about labelling in schools. These might simply focus on defining labelling with little or no reference to the effect labelling may have. 2–3 marks for a partial or under-developed explanation, possibly via an example, in which, in the context of schools, general reference will be made to the process by which labelling occurs. There will be some indication that the student understands the roles of the different social actors involved in the process, where teachers may make a prediction about a student that comes true, albeit at a limited level. 4 marks for a clear explanation that looks at both the roles of those with the power to apply labels and the impact on the pupils labelled. Students may refer to relevant aspects of the process such as the treatment of the pupil according to the teacher's prediction about a pupil's likely performance or potential may lead the pupil to come to accept the teacher's view of him/her and so the prediction comes true.

		AO	Marks
1 4	Describe one way in which a school's performance is measured and explain how this may or may not be a good way of measuring the standards of a school. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg through using quantitative data, such as percentage of cohort of students achieving 5 or more A* – C grades including English and maths; attendance, or qualitative means, eg comments made in local press. Plus 1–2 marks for a simple explanation relating to, eg how a school can be compared to the national average.	AO2	1
	3 marks for a clear explanation which explicitly relates to how effective a measure it is in judging standards within a school, by consideration, for instance, of the objectivity of the way a school's performance has been measured.	AO2	2
		AO2	1
1 5	Describe one function that education may perform for society and explain how this may benefit society. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg secondary socialisation, where schools play a role in teaching the norms and values of society to each pupil; economic, where schools prepare pupils for work in life. Plus 1–2 marks for a simple explanation making reference, eg to how the norms and values taught in school are reflected in subsequent organisations people join.	AO2	1
	3 marks for a clear explanation explicitly relating to, eg how secondary socialisation contributes to social cohesion.	AO2	2
		AO2	1

Section 2

EITHER

1 6	Discuss how far sociologists would agree that peer group pressure has a significant effect on a pupil's educational achievement. (12 marks)	AO	Marks
0	No relevant points made.		
1–3	Basic statements about the peer group affecting the educational achievement of a pupil. In this band, students 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 interactionist studies on educational achievement), concepts and/or ideas (relating, eg to anti-school subcultures), 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, students spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1	1
		AO2	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 student recognises 'how far', eg via a limited or under-developed reference to the examples in the top band descriptor. In this band, students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2	2
		AO3	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 the ethnic and social class background of the pupil). In this band, students 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 the improvement in pupil achievement in examinations has been the result of educational reforms in the past 25 years. <i>(12 marks)</i>

AO Marks

0 No relevant points made.

1–3 Basic statements about female and/or male educational achievement and/or educational reforms. AO1 3

In this band, students 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 GCSE and A-level performance; National Curriculum; assessment through coursework), concepts and/or ideas (relating, eg to gender and the hidden curriculum; gendered subject content; target-setting culture), 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, students 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 student recognises ‘how far’, eg via a limited or under-developed reference to the examples in the top band descriptor.

AO2 2
AO3 1

In this band, students 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 with other factors, such as in-school initiatives; changing job opportunities and qualification requirements; increase in career women as role models to aspire to).

AO3 3

In this band, students 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

Section 3		AO	Marks
1	8	From Item F , what was the maximum period of paternity leave to which men were entitled before 2011? <i>(1 mark)</i>	
		AO3	1
1	9	From Item G , were there more divorces in England and Wales in 1970 or in 2009? <i>(1 mark)</i>	
		AO3	1
2	0	Identify two consequences of divorce for family members. <i>(2 marks)</i>	
		AO1	2
2	1	Explain what sociologists mean by primary socialisation. <i>(4 marks)</i>	
		AO1	1
		AO1	2
		AO1	1
2	2	Describe one family type found in Britain and explain how it is different from any one other family type. <i>(5 marks)</i>	
		AO1	1
		AO2	1
		AO2	2
		AO2	1

		AO	Marks
2	3	Describe one way in which an individual's family or household situation might change over the course of their life, apart from divorce, and explain why this change may occur. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg the change for a child from living with both parents, as part of a nuclear family, to just living with one, as a lone-parent family; children move from a nuclear or single-parent household to living singly in early adulthood and/or old age.	AO2	1
	Plus		
	1–2 marks for a simple explanation making reference to, for instance, empty nest; chronic illness; going to university.	AO2	2
	3 marks for clear explanation explicitly relating to why the change may occur.	AO2	1
	NB: not divorce.		

Section 4**EITHER****2 4**

Discuss how far sociologists would agree that the roles of men and women in families have changed significantly in the past 50 years.
(12 marks)

AO Marks

0 No relevant points made.

1–3 Basic statements about the roles of men and women. AO1 3

In this band, students 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 Young and Willmott; Gatrell and the role of fathers in families), concepts and/or ideas (relating, eg to joint conjugal roles; changing social attitudes towards gender roles in families; symmetrical family), 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, students 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 student recognises 'how far'. AO2 2
AO3 1

In this band, students 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 feminist approaches rejecting the idea of symmetry, with reference to studies of housework conducted, such as by Oakley and/or more recently Crompton and Lyonette; the idea that family life is still patriarchal). AO3 3

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

OR

2 | 5

Discuss how far sociologists would agree that changes in the divorce rate over the past 50 years are due to changes in the law.
(12 marks)

AO Marks

0 No relevant points made.

1–3 Basic statements about divorce/changes in the divorce rate. AO1 3

In this band, students 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 legal or social changes over the past 50 years), concepts and/or ideas (relating, eg to the changes in divorce law making divorce cheaper and allowing couples to petition for divorce more easily), 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, students 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 student recognises 'how far'. AO2 2
AO3 1

In this band, students 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 changing social attitudes; secularisation; impact of feminism; the changing role of women; rising expectations of marriage). AO3 3

In this band, students 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 2012**

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 1	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