



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### Sociology

3192

### Foundation

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All examiners should bear in mind that we are assessing the level of attainment of the notional 16-year-old at Foundation Level. 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.

**SECTION A**

You must answer **Question 1**.

**WHAT IS SOCIOLOGY?****Question 1**

(a) According to the information in **Item A**:

(i) State whether the majority of fathers in the 1990s were married or not. (1 mark)

(They were) married

(a) (ii) Is it possible to tell from **Item A** what proportion of fathers were remarried? (1 mark)

No; it is not possible

(a) (iii) What appears to be the trend for men not marrying? (1 mark)

Rising; going up

(b) Explain briefly why what the man is doing in the photograph might be of interest to a sociologist. (2 marks)

1 mark for simple explanation.

2 marks for clear explanation of eg non typical/non stereotypical male role; social change.

(c) Identify and explain briefly **one** way in which parents might try to persuade their children to conform to their rules. (2 marks)

1 mark for identification and 1 mark for brief explanation of suitable way (linked to conformity); likely examples are punishment for wrongdoing; reward for good behaviour.

(d) **Item A** refers to whether or not fathers are married. Imagine that, for your coursework, you want to conduct interviews with some fathers to find out whether being married affects their role in the family.

(i) Identify **one** difficulty you might face when doing this coursework. (1 mark)

1 mark for identification of appropriate difficulty eg ethical; asking about marital status; being young asking personal questions; non-response.

(d) (ii) Explain briefly **one** advantage of interviewing fathers as a means of obtaining the information you need. *(2 marks)*

1 mark for simple explanation.

2 marks for clear explanation of appropriate advantage eg get more depth; chance to follow up; can explain questions.

Explanation can be in terms of the topic or the aspect of method.

(d) (iii) Explain briefly why secondary data might be useful to you when doing this coursework. *(2 marks)*

1 mark for simple explanation.

2 marks for clear explanation of use of secondary data, eg to back up primary; to make comparisons; to suggest questions, themes etc.

(e) **Item A** refers to changes in family life. How far are men and women in the UK equal in **other** aspects of their lives? *(8 marks)*

**1-2** simple statements about inequalities between men and women.

**3-5** limited account of a range of inequalities with **no** attempt to address the issue of extent, **or** an in-depth account of **one** area only.

**6-8** explicit attempt to address the issue of ‘how far’ and consideration of at least **two** other areas of social life.

**SECTION B**

Answer **four** questions from this Section.

**FAMILY****Question 2**

- (a) According to the information in **Item A**:
- (i) Which of the three generations mentioned seems to be most concerned about proper table manners? *(1 mark)*

Grandparents

- (a) (ii) **Item A** refers to parents and grandparents acting differently. Identify **one** sociological explanation for this. *(1 mark)*

1 mark for identification of appropriate reason eg different socialisation, different norms and values, growing up at different times.

- (b) Identify and explain **one** possible advantage or disadvantage for a family of having their grandparents living nearby. *(3 marks)*

1 mark for identification of appropriate advantage or disadvantage eg baby-sitting; help with problems; financial assistance; cause conflict; interfere; make demands; have particular expectations.  
2 marks for identification with some explanation.  
3 marks for identification explicitly linked to family life.

- (c) Explain the difference, for sociologists, between joint and segregated conjugal roles. *(3 marks)*

**1-2** identifying the meaning of **one** of the two terms or partially identifying the meaning of **both** such that the difference remains unclear.  
**3** clear explanation of the difference between each term with clear understanding of each.

- (d) The divorce rate is now higher than it was 30 years ago. How far does this mean that marriage is **less** important today than it was then? *(7 marks)*

**1-2** simple statement(s) about changes in divorce rate.  
**3-5** some understanding indicated by a list of relevant factors but **no** attempt to address issue of extent or **one** factor explored in depth.  
**6-7** clear understanding indicated by reference to at least **two** relevant areas **and** an explicit attempt to address the issue of 'how far'.

**EDUCATION****Question 3**

(a) According to the information in **Item A**:

(i) What proportion of children **do** their homework? *(1 mark)*

60 per cent

(a) (ii) Boys and girls separate at break time. Identify **one** sociological explanation for this.

*(1 mark)*

1 mark for identification of appropriate explanation – eg membership of peer group; peer group pressure; gender socialisation.

(b) Identify and explain **one** way in which governments have tried to raise educational standards over recent years. *(3 marks)*

1 mark for identification of appropriate way eg introduction of National Curriculum; SATS; literacy and numeracy hours; publication of results.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to raising standards.

(c) Explain the difference, for sociologists, between labelling pupils and streaming pupils.

*(3 marks)*

**1-2** identifying the meaning of **one** of the two terms or partially identifying the meaning of both such that the difference remains unclear.

**3** clear explanation of the difference between each term with clear understanding of each.

(d) How far are differences in educational achievement between individuals a result of differences in home background? *(7 marks)*

**1-2** simple statement(s) about differences in educational achievement.

**3-5** some understanding indicated by reference to a range of relevant factors or **one** factor in depth but no attempt to address the issue of ‘how far’.

**6-7** clear understanding indicated by reference to at least **two** relevant factors **and** explicit attempt to address the issue of ‘how far’. Candidates are likely to contrast school or teacher or peer group factors with home background.

## THE SOCIOLOGY OF POWER AND POLITICS

### Question 4

(a) (i) Identify the group, by age **and** gender, with the lowest percentage turnout. (1 mark)

18 – 24; Female

(a) (ii) According to **Item A**, males and females aged over 60 are the groups most likely to vote. Identify **one** sociological explanation for this. (1 mark)

1 mark for identification of appropriate reason, eg more likely to be aware of struggle for vote; fought in various wars to maintain democracy; habit.

(b) Identify and explain **one** way in which a pressure group might use the mass media to try to increase its membership. (3 marks)

1 mark for identification of appropriate way eg by advertising and explaining its cause; by organising demonstrations, protests to attract media attention.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to possible increase in membership.

(c) Explain the difference, for sociologists, between political parties and trade unions. (3 marks)

**1-2** identifying the meaning of **one** of the two terms or partially identifying the meaning of both such that the difference remains unclear.

**3** clear explanation of the difference between each term with clear understanding of each.

(d) Knowing an individual's social class was once a fairly reliable guide to knowing how he or she would vote in a General Election. How far is this still true? (7 marks)

**1-2** simple statement(s) about voting behaviour.

**3-5** some understanding indicated by reference to a range of factors or **one** relevant factor in depth with no attempt to address the issue of extent.

**6-7** clear understanding indicated by reference to at least **two** relevant factors **and** explicit attempt to address the issue of 'how far'. Candidates are likely to compare class identity with personal preference; tactical voting; party image. Candidates making reference to changes in class structure should be rewarded.

**SOCIAL DIFFERENTIATION****Question 5**

(a) According to the information in **Item A**:

- (i) Which social classes spent more on food and non-alcoholic drink than on housing?  
(1 mark)

III Manual; IV; V

(a) (ii) According to **Item A**, household spending on tobacco was lower in Classes I, II and III Non-manual than in Classes III Manual, IV or V. Identify **one** sociological explanation for this.  
(1 mark)

1 mark for identification of appropriate reason – eg less health conscious; more stressed.

(b) Identify and explain **one** way in which a government might try to reduce inequality between the rich and the poor.  
(3 marks)

1 mark for identification of appropriate way eg by taxation policy; by benefits policy; by creating jobs in certain areas.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to reduction of inequality.

(c) Explain the difference, for sociologists, between achieved status and ascribed status. (3 marks)

**1-2** identifying the meaning of **one** of the two terms or partially identifying the meaning of both such that the difference remains unclear.

**3** clear explanation of the difference between each term with clear understanding of each.

(d) How far would sociologists agree that belonging to a minority ethnic group limits an individual's life chances?  
(7 marks)

**1-2** simple statement(s) about ethnicity and life chances.

**3-5** some understanding indicated by reference to a range of factors, or **one** factor in depth, with no attempt to address the issue of 'how far'.

**6-7** clear understanding indicated by reference to at least **two** factors **and** an explicit attempt to address 'how far'. Candidates might contrast membership of different minority ethnic groups or they might contrast ethnicity with class, for example, to reach this band.



**THE SOCIOLOGY OF WORK****Question 6**

(a) According to the information in **Item A**:

(i) How long does it take to become a blacksmith who can shoe horses? (1 mark)

5 yrs

(a) (ii) **Item A** states that school leavers are not willing to serve long apprenticeships and do physically demanding work. Identify **one** sociological explanation for this. (1 mark)

1 mark for identification of appropriate explanation, eg can earn more money doing something else; instant gratification; certain jobs seen as “uncool”.

(b) Identify and explain **one** way in which flexible working hours might be an advantage for individual workers. (3 marks)

1 mark for identification of appropriate way, eg helps family life; allows for a more flexible social life; enables longer times during week/month for leisure pursuits.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to advantage for individuals.

(c) Explain the difference, for sociologists, between computerisation and mechanisation. (3 marks)

**1-2** identifying the meaning of **one** of the two terms or partially identifying the meaning of both such that the difference remains unclear.

**3** clear explanation of the difference between each term with clear understanding of each.

(d) How far are the chances of unemployment the same for different social groups? (7 marks)

**1-2** simple statements(s) about unemployment.

**3-5** some understanding indicated by reference to a range of social groups but no attempt to address ‘how far’.

**6-7** clear understanding indicated by reference to at least **two** social groups and explicit attempt to address ‘how far’.

**MIGRATION AND MOVEMENT****Question 7**

(a) According to the information in **Item A**:

(i) How many main gates are open after 7 pm? *(1 mark)*

1; one

(a) (ii) Apart from the reasons given in **Item A**, identify **one** sociological explanation of why residents might like to live behind a gate and a high wall. *(1 mark)*

1 mark for identification of appropriate explanation eg fear of crime; control over who is let in; privacy.

(b) An increasing proportion of society is elderly. Identify and explain **one** possible effect this might have upon our society. *(3 marks)*

1 mark for identification of appropriate effect eg greater demand on health service/social services; need to raise taxes.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to effect on whole society.

(c) Explain the difference, for sociologists, between emigration and immigration. *(3 marks)*

**1-2** identifying the meaning of **one** of the two terms or partially identifying the meaning of both such that the difference remains unclear.

**3** clear explanation of the difference between each term with clear understanding of each.

(d) How far is life in the countryside today different from life in the city? *(7 marks)*

**1-2** simple statement(s) about rural and urban life.

**3-5** some understanding with reference to a range of factors or **one** factor in depth with no attempt to address 'how far'.

**6-7** clear understanding indicated by reference to at least **two** factors **and** an explicit attempt to address 'how far'. Likely similarities are in content of media; education and in the work that individuals do.

**POVERTY AND THE WELFARE STATE****Question 8**

(a) According to the information in **Item A**:

- (i) What was the trend in average household disposable incomes between 1971 and 2000?  
(1 mark)

Upwards; they rose

(a) (ii) **Item A** shows a bigger increase in the incomes of the top 10 per cent of households than in the bottom 10 per cent of households. Identify **one** sociological explanation for this.  
(1 mark)

1 mark for identification of appropriate explanation – eg effects of percentage rises; bottom group on benefits which didn't rise/have been cut in the past.

(b) Identify and explain **one** way in which growing up in poverty might affect an individual's chances of success in life.  
(3 marks)

1 mark for identification of appropriate way eg effect upon health; effect upon education.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to chance of success. Candidates making positive links – eg determination to succeed – should be rewarded accordingly.

(c) Explain the difference, for sociologists, between universal and selective benefits.  
(3 marks)

**1-2** identifying the meaning of **one** of the two terms or partially identifying the meaning of both such that the difference remains unclear.

**3** clear explanation of the difference between each term with clear understanding of each.

(d) How far would sociologists agree that the reason why poverty continues to exist is because of the attitudes and behaviour of the poor themselves?  
(7 marks)

**1-2** simple statement(s) about the persistence of poverty.

**3-5** some understanding with reference to a range of factors or **one** factor with no attempt to address 'how far'.

**6-7** clear understanding indicated by reference to at least **two** factors **and** an explicit attempt to address 'how far'. Candidates might balance the characteristics of the poor against structural or situational factors, for example.

**SOCIAL CONTROL AND DEVIANCE****Question 9**

(a) According to the information in **Item A**:

(i) What was the trend in police recording of reported crimes between 1981 and 1995?

*(1 mark)*

Down; it decreased

(a) (ii) **Item A** refers to a high proportion of car thefts being reported. Identify **one** sociological explanation for this. *(1 mark)*

1 mark for identification of appropriate explanation eg insurance reasons; they cost a lot to replace.

(b) Identify and explain **one** way in which the mass media might be said to bring about an increase in criminal behaviour. *(3 marks)*

1 mark for identification of appropriate way, most likely deviancy amplification or copycat effect.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to **increase**.

(c) Explain the difference, for sociologists, between a victim survey and a self-report survey. *(3 marks)*

*(3 marks)*

**1-2** identifying the meaning of **one** of the two terms or partially identifying the meaning of both such that the difference remains unclear.

**3** clear explanation of the difference between each term with clear understanding of each.

(d) Some people think that criminal or deviant behaviour is the result of people not bringing up their children properly. How far would sociologists agree? *(7 marks)*

*(7 marks)*

**1-2** simple statement(s) about family life and criminal or deviant behaviour.

**3-5** some understanding indicated by reference to a range of factors **or one** factor in depth, but no attempt to address 'how far'.

**6-7** clear understanding by reference to at least **two** relevant factors **and** an explicit attempt to address 'how far'. Candidates likely to compare upbringing with role of peer groups and **one** other factor eg subcultures (drugs; gangs for example).

**MARKING CRITERIA FOR QUALITY OF WRITTEN COMMUNICATION**

For each GCSE subject, 5% of the total marks available in each component of the examination will be allocated to Quality of Written Communication according to the following criteria, as defined in the *GCSE Mandatory Code of Practice*:

|                             |  |             |
|-----------------------------|--|-------------|
| High Performance            | Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision. | 4 marks     |
| Intermediate Performance    | Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.  | 2 - 3 marks |
| Threshold Performance       | Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.   | 1 mark      |
| Below Threshold Performance | Candidates do not meet the threshold performance criteria.   | 0 marks     |

**EXAMINERS**

Having marked the candidate's script for subject content, recording the question totals for each question, you must review the script as a whole and according to the bands of marks defined above, decide on the mark to be awarded to the candidate for Quality of Written Communication. This mark should be written in the next available mark box on the front of the answer book, and Qual written next to it in the corresponding question number box. Then you should add the question total marks together and add the Qual mark to give the grand total and enter this in the box for the total mark. The grand total for the whole paper (including Qual) is the mark you should write and encode on the Examiner's Mark Sheet.