



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Sociology

3192

Higher

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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.

SECTION AYou 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

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

1 mark for simple explanation.

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

(c) Explain briefly what sociologists mean by a role model. (2 marks)

1 mark for partial explanation.

2 marks for clear explanation conveying notion of one who is looked up to and copied.

(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 and explain **one** advantage of interviewing fathers to obtain the information you need. (3 marks)

1 mark for identification of appropriate advantage eg can explain questions, probe responses.

2 marks for identification and explanation not clearly linked to topic.

3 marks for identification and explanation linked to topic.

(d) (ii) Identify and explain **one** difficulty you might face when doing this coursework. (3 marks)

1 mark for identification of appropriate difficulty eg age difference; ethical factors, personal nature of subject.

2 marks for identification plus explanation not linked to topic.

3 marks for identification plus explanation explicitly linked to topic.

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

1-2 simple statements about inequality/equality between men and women.

3-5 limited account of a range of areas of inequality/equality with **no** attempt to address the issue of extent, **or** clear account of **one** area only.

6-8 to reach this band candidates must address comparisons between men and women across at least **two** areas of social life **and** there must be an explicit attempt to address the issue of extent.

A range of material is appropriate for this question (work, politics, education, crime, for example).

SECTION B

Answer **four** questions from this Section.

FAMILY**Question 2**

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

Grandparents

- (b) What do sociologists mean by segregated conjugal roles? *(2 marks)*

1 mark for simple explanation.

marks for clear explanation with reference to both different/separated and marriage/relationship.

- (c) Identify and explain **one** possible advantage or disadvantage of living in an extended family. *(3 marks)*

1 mark for identification of possible problem eg too many people trying to control you; conflicting messages; no escape/privacy.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly related to extended family.

- (d) The divorce rate is now higher than it was 30 years ago. To what extent does this mean that marriage is **less** important today than it was then? *(9 marks)*

1-2 simple statement(s) about importance of marriage.

3-6 Either a reasonably wide ranging response that fails to address the issue of 'extent' **or** a narrowly focused answer addressing **one** factor only.

7-9 To reach this band candidates **must** address the issue of 'extent'.

There are a number of issues that candidates could mention – eg legal changes; change in social attitudes to divorce and cohabitation; use of cohabitation as “trial period” before marriage; remarriage rates; decline in number of first marriages. As well as ‘extent’, candidates should clearly understand **two** relevant factors.

EDUCATION**Question 3**

(a) According to the information in **Item A**, what proportion of children **do** their homework? *(1 mark)*

60 per cent

(b) What do sociologists mean by the self-fulfilling prophecy in schools? *(2 marks)*

1 mark for simple explanation.

2 marks for clear explanation with reference to the way in which expectations (of teachers or linked to streaming) determine outcomes.

(c) Identify and explain **one** way in which governments have recently tried to raise standards of literacy. *(3 marks)*

1 mark for identification of appropriate way eg literacy hour; basic skills.

2 marks for identification with some explanation.

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

(d) To what extent are differences in educational achievement between individuals a result of differences in home background? *(9 marks)*

1-2 simple statement(s) about educational achievement and home background.

3-6 some understanding shown through consideration of a range of ‘background’ factors with no attempt to address issue of ‘extent’, or **one** factor treated in depth.

7-9 to reach this band candidates must explicitly address the issue of ‘extent’. Background factors are likely to be balanced against those related to school; peer group or social structure.

THE SOCIOLOGY OF POWER AND POLITICS**Question 4**

(a) According to the information in **Item A**, identify the group, by age **and** gender, with the lowest percentage turnout. *(1 mark)*

18 – 24; Female

(b) What do sociologists mean by political socialisation? *(2 marks)*

1 mark for simple explanation.

2 marks for clear explanation with reference to both ‘learning’ and political norms/value/behaviour.

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

1 mark for identification of appropriate way eg advertising; using demonstrations, protests etc to obtain publicity.

2 marks for identification with some explanation.

3 marks for identification explicitly linked to achievement of aim.

(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. To what extent is this still true? *(9 marks)*

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

3-6 some understanding indicated by a range of factors relevant to the question, but no attempt to address the issue of ‘extent’, or treatment of **one** relevant factor in some depth.

7-9 to reach this band candidates must explicitly address the issue of ‘extent’. Factors to be set against social class include, for example: party image; party policies and personal preference; tactical/floating voting; changes in class structure.

SOCIAL DIFFERENTIATION**Question 5**

- (a) According to the information in **Item A**, which social classes spent more on food and non-alcoholic drink than on housing? *(1 mark)*

III Manual; IV; V

- (b) What do sociologists mean by status? *(2 marks)*

1 mark for simple explanation.

2 marks for clear explanation with reference to prestige/honour and position.

- (c) Identify and explain **one** way in which a government might try to reduce inequality in personal incomes. *(3 marks)*

1 mark for identification of appropriate way eg through taxation policy; through benefits system.

2 marks for identification with some explanation.

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

- (d) To what extent would sociologists agree that belonging to a minority ethnic group limits an individual's life chances? *(9 marks)*

1-2 simple statement(s) about ethnic inequalities.

3-6 some understanding indicated by reference to a range of factors but **no** reference to 'extent' or **one** relevant factor treated in depth.

7-9 to reach this band candidates must show clear understanding and explicitly address the issue of 'extent'. This might be achieved by a comparison of a range of minority ethnic groups or by a comparison of factors such as class or gender.

THE SOCIOLOGY OF WORK**Question 6**

(a) According to the information in **Item A**, how long does it take to become a blacksmith who can shoe horses? *(1 mark)*

5 yrs

(b) What do sociologists mean by deskilling? *(2 marks)*

1 mark for simple explanation.

2 marks for clear explanation of lower skill requirement for a particular job, or disappearance of skill.

(c) Identify **one** form of flexible working. Explain **one** possible advantage of this form of flexible working for individual employees. *(3 marks)*

1 mark for identification of particular form of flexible working eg flexitime; annualised hours; term-time only.

2 marks for identification with some explanation.

3 marks for identification with clear explanation linking form to advantage for individual employee (most likely in terms of family commitments; leisure opportunities, for example).

(d) To what extent are the chances of unemployment the same for different social groups? *(9 marks)*

1-2 simple statement(s) about distribution of chances of unemployment.

3-6 some understanding indicated by reference to a range of groups but **no** attempt to address the issue of extent; or one factor treated in depth.

7-9 to reach this band candidates must explicitly address the issue of 'extent'. Clear understanding indicated by reference to a range of social groups, eg class groups, age groups, ethnic groups, gender groups.

MIGRATION AND MOVEMENT**Question 7**

(a) According to the information in Item A, how many main gates are open after 7 pm? (1 mark)

1; one

(b) What do sociologists mean by ethnicity? (2 marks)

1 mark for simple explanation.

2 marks for clear explanation with reference to shared culture. (Candidates who define ethnicity **solely** in terms of minorities should not receive more than one mark and may be awarded no marks.)

(c) Identify and explain **one** possible consequence of an ageing population for the government. (3 marks)

1 mark for identification of possible consequence eg demands on health/social services increase; need to raise taxes; need to examine policies such as age of retirement.

2 marks for identification with some explanation.

3 marks for identification with clear explanation of consequence for government.

(d) To what extent is life in the countryside today different from life in the city? (9 marks)

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

3-6 some understanding indicated by reference to a range of relevant factors but no reference to 'extent', or **one** factor treated in depth.

7-9 to reach this band candidates should explicitly address the issue of 'extent'. Clear understanding indicated by reference to the ways in which country and city lifestyles are similar and different eg through reference to education; mass media; work; community; association; levels of crime.

POVERTY AND THE WELFARE STATE**Question 8**

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| (a) (i) According to the information in Item A , what was the trend in average household disposable incomes between 1971 and 2000? (1 mark) |
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Upwards; they rose

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| (b) What do sociologists mean by relative poverty? (2 marks) |
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1 mark for simple explanation.

2 marks for clear explanation with reference to social norms/expectations.

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|--|
| (c) Identify and explain one way in which growing up in poverty might limit an individual's life chances. (3 marks) |
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1 mark for identification of appropriate way eg through education or through poor health.

2 marks for identification with some explanation.

3 marks for identification with clear explanation of limitation of life chances.

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| (d) To what extent would sociologists agree that poverty continues to exist because of the attitudes and behaviour of the poor themselves? (9 marks) |
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1-2 simple statement(s) about attitudes and behaviour of the poor.

3-6 some understanding indicated by reference to a range of relevant factors but **no** attempt to address issue of 'extent' or reference to **one** relevant factor only.

7-9 to reach this band candidates must explicitly address the issue of 'extent'. Clear understanding likely to be shown by, for example, setting cultural/dependency explanations against structural or situational explanations or those examining the adequacy of the Welfare State.

SOCIAL CONTROL AND DEVIANCE**Question 9**

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| (a) (i) According to the information in Item A , what was the trend in police recording of reported crimes between 1981 and 1995? <i>(1 mark)</i> |
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Down; it decreased

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| (b) What do sociologists mean by deviancy amplification? <i>(2 marks)</i> |
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1 mark for simple explanation.

2 marks for clear explanation with reference to mass media and increase in deviant behaviour.

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| (c) Identify and explain one possible problem that sociologists might face when using a victim survey to discover the amount of crime in an area. <i>(3 marks)</i> |
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1 mark for identification of appropriate problem eg cannot investigate victimless crimes; victims may not tell truth.

2 marks for identification with some explanation.

3 marks for identification with clear explanation of problem for sociologist.

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| (d) To what extent would sociologists agree that criminal or deviant behaviour is a result of parents failing to socialise their children correctly? <i>(9 marks)</i> |
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1-2 simple statement(s) about poor/inadequate socialisation or about families and crime.

3-6 some understanding indicated by reference to a range of relevant factors but no attempt to address the issue of ‘extent’ **or** by in depth reference to **one** relevant factor only.

7-9 To reach this band candidates must explicitly address the issue of ‘extent’. Clear understanding likely to be indicated by reference to factors such as peer group pressure; subcultures; lack of work/opportunity, 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.