

GCSE 2004

June Series



Mark Scheme

Sociology

(Foundation Tier 3192/F)

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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General Certificate of Secondary Education**SOCIOLOGY****3192/F****FOUNDATION TIER****MARK SCHEME**

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

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

- (i) were men in the professional class or the unskilled manual class more likely to be obese in 1998? *(1 mark)*

Unskilled manual (class).

(a) (ii) is it possible to tell from **Item A** what proportion of unskilled manual workers were regular walkers? *(1 mark)*

Yes/It is possible.

(a) (iii) were men or women more likely to be obese? *(1 mark)*

Women.

(b) Explain briefly why a sociologist might be interested in the link between diet and social class. *(2 marks)*

1 mark for simple explanation (most likely statement of difference).

2 marks for clear explanation indicating effect of social factors on individual behaviour.

(c) Identify and briefly explain **one** form of social stratification other than social class. *(2 marks)*

1 mark for identification.

1 mark for explanation of appropriate form eg status, gender, ethnicity, age, religious. Explanation may be given by example, eg younger people are listened to less than middle-aged people.

(d) **Item A** refers to class differences in exercise. Imagine that, for your coursework, you are going to investigate whether or not the social class of students in local schools and colleges affects the amount of exercise they take.

- (i) Identify a sampling method that would give you a representative sample. *(1 mark)*

1 mark for appropriate method, eg random, stratified random, quota.

(d) (ii) Explain, briefly, **one** advantage for this piece of coursework of using a questionnaire that students complete themselves. (2 marks)

1 mark for simple explanation eg quick, can do lots at same time.

2 marks for clear explanation – eg linked to doing coursework.

(d) (iii) Explain, briefly, **one** disadvantage for this piece of coursework of using a questionnaire that students complete themselves. (2 marks)

1 mark for simple explanation.

2 marks for clear explanation of disadvantage, eg can lie, may not understand questions.

(e) **Item A** refers to certain differences between men and women. How far are men and women *socialised* differently today? (8 marks)

1-2 Simple statement(s) about male and female socialisation.

3-5 Some understanding indicated by reference to stereotypical patterns of gender socialisation most likely in the family, education and the media.

6-8 To reach this band there must be an explicit attempt to address the issue of extent which is likely to involve consideration of at least two areas of social life. Extent is likely to be dealt with via legislation or the National Curriculum, but it may also be done via a consideration of the variety of forms of masculinity and femininity displayed by role models in the media in particular. (Candidates who demonstrate a depth of understanding of only one area should be rewarded.)

SECTION B**FAMILY****Question 2**

- (a) According to the information in **Item A**:
- (i) what was the trend in the percentage of children born to unmarried mothers between 1950 and 2002? *(1 mark)*

Upwards/it rose/an increase.

- (a) (ii) identify **one** reason why couples are less likely to feel pressured into marriage today than in the past. *(1 mark)*

1 mark for identification of appropriate reason eg change in norms, more people cohabiting now, less stigma.

- (b) Identify and explain **one** possible consequence of divorce for a woman. *(3 marks)*

1 mark for identification of appropriate consequence.

2 marks for identification with some explanation.

3 marks for identification with clear explanation of consequences eg may experience lower standard of living; poverty on benefits; may escape domestic difficulties.

- (c) Explain the difference, for sociologists, between a family and a household. *(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 explanation of each.

- (d) How far would sociologists agree that it is no longer possible to talk about “the typical family” in Britain today? *(7 marks)*

1-2 Simple statement(s) about the family today.

3-5 Responses with some understanding. In this band these are likely to focus on one aspect of the question or be list-like with no attempt to address the issue of extent.

6-7 Responses showing clear understanding and an explicit attempt to address the issue of extent. Candidates are likely to refer to, for example, the rise of lone parent families; the apparent decline of the traditional extended family; reconstituted family; variations by ethnicity and class; change in family over lifetime of its members. Responses are likely to deal with two issues but those that address only one in depth should be rewarded.

EDUCATION**Question 3**

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

- (i) did a greater proportion of pupils at Key Stage 2 or Key Stage 3 receive help with their homework from their brothers and/or sisters? *(1 mark)*

Key Stage 3/KS3.

(a) (ii) identify **one** possible reason why a greater proportion of pupils at Key Stage 3 receive help with homework from friends than at Key Stage 2. *(1 mark)*

1 mark for one appropriate sociological reason likely to include – parents not able to help; doing homework with friends as social activity; last minute work on way to school.

(b) Identify and explain **one** way in which “streaming” pupils by their ability might affect their chance of educational success. *(3 marks)*

1 mark for identification of appropriate way.

2 marks for identification with some explanation.

3 marks for identification with clear explanation of how streaming might affect chance of educational success most likely through, for example, labelling; self-fulfilling prophecy; teacher expectations; access to public examinations.

(c) Explain the difference between the hidden curriculum and the National Curriculum. *(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 explanation of each.

(d) How far would sociologists agree that the recent improvement in girls’ educational achievement is the result of recent educational reforms rather than social changes? *(7 marks)*

1-2 Simple statement(s) about girls’ educational achievement/social changes.

3-5 Some understanding, most likely shown by dealing with one issue or list-like approach with no attempt to address issue of extent in either case.

6-7 Responses showing clear understanding and an explicit attempt to address the issue of extent. Candidates likely to approach question through consideration, for example, of two areas from: effects of national curriculum; changes in availability of work for women; change in social attitude to careers for women; effects of legislation; role models in business and media. Candidates who deal with only one area in depth should be rewarded.

SOCIAL DIFFERENTIATION**Question 4**

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

- (i) which group's share of the marketable wealth increased least between 1991 and 1999?
(1 mark)

Most wealthy 50%.

(a) (ii) identify **one** possible reason why the share of the marketable wealth of the most wealthy 1% increased between 1991 and 1999. (1 mark)

1 mark for plausible reason eg change in taxation; large pay rise for 'fat cats'.

(b) Identify and explain **one** way in which an individual might achieve upward social mobility. (3 marks)

1 mark for identification of appropriate way.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to upward mobility, eg through education; promotion; luck; talent; marriage.

(c) Explain the difference, for sociologists, between wealth and income. (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 explanation of each.

(d) How far would sociologists agree that ethnic inequality is still a particularly important form of inequality in modern Britain? (7 marks)

1-2 Simple statement(s) regarding ethnic inequality.

3-5 Some understanding by reference to one relevant issue or via list-like response with no attempt to address the issue of extent in either case.

6-7 Responses showing clear understanding by reference to at least two aspects of social life and a clear attempt to address the issue of extent. Candidates are likely to refer to, for example, inequalities in employment; housing; education; policing and law; and to attempts through policy and legislation to ameliorate the effects of racism and discrimination. Candidates are likely to address two issues but those who address one in depth should be rewarded.

POVERTY AND THE WELFARE STATE**Question 5**

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

(i) do most poor children grow up to be poor adults? *(1 mark)*

No.

(a) (ii) Identify **one** sociological reason why a child born into poverty might grow up to be poor in adulthood. *(1 mark)*

1 mark for identification of appropriate reason, eg poor diet; poor health; missing school.

(b) Identify and explain **one** way in which the government might try to make sure that all those entitled to benefits claim them. *(3 marks)*

1 mark for identification of appropriate way, eg clarity of leaflets; publicity campaigns (likely to be imaginative).

2 marks for identification with some development.

3 marks for identification with clear explanation expressed in terms of increased take-up.

(c) Explain the difference, for sociologists, between absolute and relative poverty. *(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 explanation of each.

(d) How far would sociologists agree that women are more likely than men to experience poverty? *(7 marks)*

1-2 Simple statement(s) about women and poverty.

3-5 Some understanding indicated by reference to one relevant factor linking women to poverty or list-like responses with no reference to extent in either case.

6-7 Responses showing clear understanding of reasons for the recent feminisation of poverty probably shown by reference to two relevant factors, eg likelihood of women being single parents; low paid and P/T occupations; inadequacies of welfare system in relation to women; women OAPs living beyond savings. There must be an explicit attempt to address the issue of extent to reach this band. This is likely to be done via reference to those groups of men likely also to experience poverty, eg unemployed/redundant/sick/elderly/disabled/student. Candidates who address one reason in depth should be rewarded.

THE SOCIOLOGY OF POWER AND POLITICS**Question 6**

- (a) According to the information in **Item A**:
- (i) which was the only political party whose membership increased between 1996 and 2002? *(1 mark)*

The Greens.

- (a) (ii) identify **one** reason why individuals are less likely to join a political party now than in the past. *(1 mark)*

1 mark for identification of appropriate reason, eg rise of single issue politics; disillusion with politicians/parties; feeling they don't do anything/represent all.

- (b) Identify and explain **one** way in which the mass media might influence an individual's political opinions or political behaviour. *(3 marks)*

1 mark for appropriate identification.

2 marks for identification with some explanation.

3 marks for identification with clear explanation of influence eg through agenda setting; norm setting; biased reporting.

- (c) Some people do not vote in elections. Explain the difference between a floating voter and someone who abstains from voting. *(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 explanation of each.

- (d) How far would sociologists agree that ordinary members of the public can influence the government by becoming active in political parties or pressure groups? *(7 marks)*

1-2 Simple statements(s) about those with or without power in society.

3-5 Some understanding, eg by reference to one aspect (party/pressure group/elite ruling class) or by reference to one plausible way in which individuals might influence government through membership of party or pressure group.

6-7 Responses showing clear understanding with reference to parties and/or pressure groups and explicit reference to issue of extent. Extent likely to be dealt with in terms of variation in power of individuals/groups in parties or pressure groups or by reference to Elite/Marxist theory.

THE SOCIOLOGY OF WORK**Question 7**

- (a) According to the information in **Item A**:
- (i) are men or women more likely to have non-standard working time arrangements? *(1 mark)*

Women.

- (a) (ii) identify **one** reason why a higher proportion of women than men work during term times only. *(1 mark)*

1 mark for appropriate identification most likely to allow for childcare.

- (b) Identify and explain **one** way in which employers might try to increase the levels of job satisfaction for their workers. *(3 marks)*

1 mark for identification.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to raised levels of job satisfaction, eg through Quality Circle, Flexible Working.

- (c) Explain the difference, for sociologists, between mechanisation and automation. *(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 explanation of each.

- (d) How far is it true to say that it is **only** our job (our paid employment) that determines how rich and ‘successful’ we become in modern Britain? *(7 marks)*

1-2 Simple statement(s) about wealth, income and work.

3-5 Some understanding with reference to one relevant factor or list-like response with no reference to extent in either case.

6-7 Responses showing clear understanding with explicit attempt to address the issue of extent. Candidates are likely to address “extent” via barriers to life chances such as gender, ethnicity, age, family background, class as well as addressing those such as ‘old boys’ network’. Candidates are likely to address two areas but those who address one in depth should be rewarded.

MIGRATION AND MOVEMENT**Question 8**

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

(i) who causes vandalism? *(1 mark)*

Students.

(a) (ii) identify **one** reason why families might move away from an area dominated by students.

(1 mark)

1 mark for identification of appropriate reason, eg noise/rowdiness/parties/disruption, change in facilities available.

(b) Identify and explain **one** possible consequence for a community when a high proportion of its young people (aged 16 – 25) move away. *(3 marks)*

1 mark for identification of possible consequences.

2 marks for identification with some explanation.

3 marks for identification with clear explanation in terms of, for example, change in facilities; lack of (some) workers; closure of educational facilities.

(c) Explain the difference between urbanisation and de-urbanisation. *(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 explanation of each.

(d) How far is it true to say that members of minority ethnic groups are more likely to be found in large towns and cities than in the countryside in Britain today? *(7 marks)*

1-2 Simple statement(s) about the distribution of ethnic groups in Britain.

3-5 Some understanding but with no reference to extent.

6-7 Responses showing clear understanding and explicit reference to extent. Likely reference to preponderance of minority ethnic population being in large towns and cities because of availability of work, facilities/support, generational differences, perceived racism of rural areas. Extent likely to be dealt with via agreement with proposition and reference to professionals/traders.

SOCIAL CONTROL AND DEVIANCE**Question 9**

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

(i) did more adults questioned believe crime had increased “a lot” or “a little”? (1 mark)

(More believed it had increased) a lot.

(a) (ii) identify **one** possible sociological reason why individuals might believe crime has risen even though there has been a 22% fall since 1997. (1 mark)

1 mark for appropriate reason eg media exaggeration; live in high crime area; mistrustful of government figures.

(b) Identify and explain **one** way in which high levels of crime might affect individuals living in a neighbourhood. (3 marks)

1 mark for identification of appropriate way.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to effect upon individuals in a neighbourhood, eg effects of vandalism; fear of children playing out; intimidation; people moving away.

(c) Explain the difference, for sociologists, between formal and informal social control. (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 explanation of each.

(d) How far would sociologists agree that official criminal statistics by themselves do not give an accurate picture of how much crime actually happens? (7 marks)

1-2 Simple statement(s) about accuracy of official statistics.

3-5 Some understanding by consideration of one aspect of the issue in some depth or by list-like response with no explicit attempt to address issue of extent in either case.

6-7 Responses showing clear understanding and explicitly addressing issue of extent. Candidates are likely to address two from, for example, variations in reporting and recording crime; self report studies; victim studies, the role of the police, in the context of gaining an accurate picture of crime. Those who address one issue in depth should be rewarded.

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.