

# GCSE 2004

## *June Series*



# Mark Scheme

## Sociology

### *(Higher Tier 3192/H)*

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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/H****HIGHER 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).

- (a) (ii) state whether there is any evidence in **Item A** that might indicate why the link between obesity and social class is stronger in women than in men. *(1 mark)*

No/there is not/none.

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

1 mark for simple explanation, most likely in terms of social difference.

2 marks for clear explanation in terms of different norms/values/life-chances/class/cultures.

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

1 mark for identification and

1 mark for explanation of appropriate form – eg status, gender, ethnic, age, religious.

- (d) **Item A** refers to class differences in exercise. Imagine that, for your coursework, you are going to investigate if there is a link between the social class of students and the amount of exercise they take.
- (i) Identify an appropriate method of obtaining a representative sample from your school or college and explain why your chosen method would produce a representative sample. *(3 marks)*

1 mark for identification or partial explanation of appropriate method eg random sampling, stratified random sampling, quota sampling.

2 marks for identification with some explanation of how it obtains representativeness.

3 marks for identification with clear explanation of representativeness. This may be achieved by stating that the sample itself reflects the characteristics of population under study or it may be achieved by reference to selection from an appropriate sampling frame eg registers, school/college roll.

(d) (ii) Identify and explain **one** advantage of using a questionnaire with closed questions for your research. (3 marks)

1 mark for identification of appropriate advantage, eg quick, easy to complete, large sample possible, easy to process/analyse.

2 marks for identification with some explanation.

3 marks for identification with clear explanation of advantage for coursework. This may be achieved by reference to the candidate's situation (eg pressing deadline, marks for analysis) **or** by reference to sociological advantage.

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

**1-2** Simple statements about differences in socialisation of men and women.

**3-5** Some understanding most likely in terms of stereotypical forms of difference in the family, media and education.

**6-8** To reach this band there must be an explicit attempt to discuss the issue of extent, which is likely to involve consideration of two areas of social life. The issue of extent is likely to be dealt with via legislation or the national curriculum or parents attempting to be "equal" in socialisation patterns. It may also be addressed via a consideration of differences in forms of femininity and masculinity available in the media via role models, for example. (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**, what was the trend in the percentages of children born to unmarried mothers between 1950 and 2002? *(1 mark)*

Upwards/It rose/An increase.

- (b) Explain briefly what sociologists mean by a reconstituted or blended family. *(2 marks)*

1 mark for simple explanation.

2 marks for clear explanation conveying notion of parts of divorced/split families joining together to form new whole.

- (c) Identify and explain **one** criticism that some sociologists have made of the nuclear family. *(3 marks)*

1 mark for identification of relevant criticism.

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to criticism of the nuclear family - eg feminist critiques; Leach; radical psychiatry; criticisms based on domestic violence/child abuse.

- (d) To what extent would sociologists agree that there is no longer such a thing as the typical family in modern Britain? *(9 marks)*

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

**3-6** Some understanding. Responses that focus on one aspect of the question or which produce list-like responses that may or may not address the issue of **extent** should be placed in this band.

**7-9** Clear understanding indicated by an explicit attempt to address the issue of **extent**. Candidates are likely to refer to rise of lone parent families; apparent decline of traditional extended family; modified extended family; reconstituted family; variations by ethnicity and class; changes in family over lifetime of members. Candidates are likely to address two relevant issues but those who deal with only one in depth should be rewarded.

**EDUCATION****Question 3**

- (a) According to the information in **Item A**, 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.

- (b) Explain briefly what sociologists mean by the hidden curriculum. *(2 marks)*

1 mark for simple/partial explanation.

2 marks for clear explanation containing reference to learning from the way schooling is organised/carried out. Examples, eg hidden curriculum + gender, should be credited according to the clarity of the explanation they convey.

- (c) Identify and explain **one** way in which “streaming” might affect the educational success of school children. *(3 marks)*

1 mark for identification of appropriate way.

2 marks for identification with some explanation.

3 marks for identification with clear explanation, most likely in terms of labelling; access to public examinations; teacher expectations; self-fulfilling prophecy.

- (d) To what extent have recent improvements in girls’ achievements in examinations been the result of educational reforms rather than other social changes? *(9 marks)*

**1-2** Simple statement(s) about gender inequality.

**3-6** Responses with some understanding. Responses are likely to be focused on **one** aspect of the issue or be list-like in either case with no attempt to deal with issue of **extent**.

**7-9** For responses with clear understanding and an explicit attempt to deal with the issue of **extent**. Candidates are to deal with **two** aspects of this issue including, for example, the effects of the national curriculum; change in employment opportunities for women; changes in social attitude to careers for women; effects of legislation; female role models in business + media. Candidates who deal with one issue in depth should be rewarded.

**SOCIAL DIFFERENTIATION****Question 4**

- (a) According to the information in **Item A**, which group's share of the marketable wealth increased least between 1991 and 1999? *(1 mark)*

Most wealthy 50%.

- (b) Explain briefly what sociologists mean by the "underclass". *(2 marks)*

1 mark for simple explanation.

2 marks for clear explanation conveying notion of group detached from mainstream with different norms and values.

- (c) 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 social mobility. Likely reference to education/training; promotion; marriage; talent; luck.

- (d) To what extent would sociologists agree that ethnic inequality is still a significant form of inequality in modern Britain? *(9 marks)*

**1-2** Simple statement(s) about ethnic inequality.

**3-6** Responses with some understanding indicated either by dealing with **one** issue or by a list-like approach that in either case may not deal with the issue of **extent**.

**7-9** Responses with clear understanding and an explicit attempt to address the issue of **extent**. Candidates are likely to refer to inequalities in education; housing; employment; policing and law; and to attempts through policy and legislation to ameliorate the effects of racism and discrimination. To reach this band candidates should recognise differences between minority ethnic groups. "**Extent**" is likely to be dealt with either by a historical/comparative approach or by comparing legislation to reality. Candidates are likely to deal with two areas of inequality at least, but those who deal with one area in depth should be rewarded.



**POVERTY AND THE WELFARE STATE****Question 5**

(a) According to the information in **Item A**, do most poor children grow up to be poor adults? *(1 mark)*

No.

(b) Explain, briefly, what sociologists mean by social exclusion. *(2 marks)*

1 mark for simple explanation.

2 marks for explanation with some development conveying the notion of multiple problems and/or exclusion from mainstream.

(c) An individual is said to be more at risk of experiencing poverty at certain times of his or her life. Identify **one** such time **and** explain why an individual at that time in his or her life is more at risk of experiencing poverty. *(3 marks)*

1 mark for identification of suitable time eg childhood, old age, with young children.

2 marks for identification with some explanation.

3 marks for identification with clear explanation of why that point in life is likely to lead to poverty eg deficiency of pension; expense of bringing up children.

Appropriate answers in terms of situations should be rewarded.

(d) To what extent would sociologists agree that women are more likely than men to experience poverty? *(9 marks)*

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

**3-6** Responses with some understanding indicated by one explanation of link between gender and poverty dealt with in some depth, **or** list-like account of factors.

**7-9** Clear understanding and explicit attempt to address issue of **extent**. Candidates are likely to deal with two reasons for the recent feminisation of poverty eg likelihood of being single parent; low paid occupations; inadequacy of benefits and operation of welfare state; sacrificing self to care for children/partner. **Extent** likely to be dealt with by reference to those groups of men also likely to experience poverty eg unemployed/redundant/sick/disabled/elderly/student. Candidates who deal with only one area in depth should be rewarded.

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

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

Greens.

(b) Explain briefly what sociologists mean by democracy. *(2 marks)*

1 mark for simple/partial explanation (eg based on freedom of speech, of press).

2 marks for explanation clearly conveying notion of choice of government/election by population.

(c) Identify and explain **one** way in which the mass media might influence political opinions and behaviour. *(3 marks)*

1 mark for identification of appropriate way.

2 marks for identification with some explanation.

3 marks for identification with clear explanation of influence on political opinion or behaviour eg through agenda setting; norm setting; biased reporting.

(d) To what extent do pressure groups and political parties help to spread political power evenly throughout society? *(9 marks)*

**1-2** Simple statement(s) about the distribution of power.

**3-6** Some understanding either by some understanding of pluralist notions or clear understanding but no attempt to address notion of **extent**.

**7-9** Clear understanding of the issue with reference to both political parties and pressure groups. There must also be an explicit attempt to address the issue of **extent** to reach this band. This might be done in a variety of ways, eg by reference to the varying power of individuals in parties/pressure groups **or** by reference to the varying amounts of power held by different parties/pressure groups; or it may be done by reference to Marxist or Elite theory.

**THE SOCIOLOGY OF WORK****Question 7**

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

Women.

- (b) Explain briefly what sociologists mean by the peripheral workforce (or peripheral workers). *(2 marks)*

1 mark for simple explanation.

2 marks for clear explanation with reference to insecure, temporary, casual, non-permanent workforce.

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

1 mark for identification of appropriate way.

2 marks for identification with some explanation.

3 marks for identification with clear explanation in terms of raising levels of job satisfaction eg by reference to flexible working; quality circles; group production; industrial democracy.

- (d) To what extent is it true to say that it is **only** our job (our paid employment) that determines how rich and successful we can become in modern Britain? *(9 marks)*

**1-2** Simple statement(s) about paid employment and life chances.

**3-6** Responses showing some understanding with reference to **one** relevant factor or list-like responses with no reference to issue of **extent** in either case.

**7-9** Responses showing clear understanding with explicit reference to **extent**. Likely references to varying levels of reward for differing types of employment; perks; differential access to employment by class, ethnicity, gender, age, family are likely to be main ways of dealing with "**extent**".

**MIGRATION AND MOVEMENT****Question 8**

(a) According to the information in **Item A**, who causes vandalism? (1 mark)

Students.

(b) Explain briefly what sociologists mean by de-urbanisation. (2 marks)

1 mark for simple explanation.

2 marks for explanation with some development including reference to movement of housing and industry and relative size of urban and rural areas.

(c) 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 appropriate consequence.

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.

(d) To what extent is it true to say that members of minority ethnic groups are more likely to be found in large towns and cities than in rural areas of Britain today? (9 marks)

**1-2** Simple statement(s) about multicultural Britain.

**3-6** Responses showing some understanding by discussion of **one** relevant issue and/or list-like approach. There may be no attempt to address issue of **extent** in this band.

**7-9** Clear understanding by explicit attempt to address issue of **extent**. Candidates likely to address issues such as concentration of minority ethnic population in towns and cities; perceived racism of rural areas; availability of work and facilities. **Extent** issue likely to be dealt with via presence of minority groups in smaller towns – and by broad agreement with proposition and reference to professionals/traders. Candidates are likely to deal with two factors but those who deal with one in depth should be rewarded.

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

(a) According to the information in **Item A**, did more adults questioned believe crime had increased “a lot” or “a little”? (1 mark)

(More believed it had increased) a lot.

(b) Explain, briefly, what sociologists mean by informal social control. (2 marks)

1 mark for simple explanation.

2 marks for clear explanation with reference to informality – eg through unwritten rules – and control – eg through conformity.

(c) Identify and explain **one** possible consequence of a high crime rate for a community. (3 marks)

1 mark for identification of appropriate consequence.

2 marks for identification with some explanation.

3 marks for identification with clear explanation in terms of consequence for community. Likely reference to, for example, environmental poverty; climate of fear reducing social interaction; lack of community spirit; movement away.

(d) To what extent would sociologists agree that official criminal statistics by themselves do not give an accurate picture of the extent of criminal behaviour? (9 marks)

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

**3-6** Responses showing some understanding probably by reference to **one** factor or list-like response with no attempt to address the issue of **extent** in either case.

**7-9** Responses showing clear understanding by an explicit attempt to address the issue of **extent**. Candidates are likely to refer to, for example, variations in reporting and recording of crime and associated reasons as well as picture given by self report and victim surveys. Candidates are likely to deal with two relevant issues but those who address one 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.