



General Certificate of Secondary Education

Sociology 3192

3192/F Foundation Tier

Mark Scheme

2005 examination - June series

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.

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

Assessment Objectives

Question 1

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

- (i) Was the proportion of people who thought that levels of racial prejudice were increasing larger in 2001 or in 1991? *(1 mark)*

2001.

AO2 (ii)

(a) (ii) Is it possible to tell **how many** people in 1985 thought that levels of racial prejudice were decreasing? *(1 mark)*

No/it is not (possible).

AO2 (ii)

(a) (iii) In 2001, did a higher proportion of people think that levels of racial prejudice were increasing or decreasing? *(1 mark)*

Increasing.

AO2 (ii)

(b) Explain, briefly, how a sociological explanation of racial prejudice might differ from a psychological explanation of racial prejudice. *(2 marks)*

1 mark for partial explanation with no reference to ‘difference’.

AO2 (ii)

2 marks for clear explanation of difference e.g. via social or individual/structural or personality factors.

AO1 (ii)

(c) Explain what sociologists mean by ethnicity. *(2 marks)*

1 mark for simple explanation, e.g. skin colour, religion, nationality.

AO1 (i)

2 marks for clear explanation with, for example, reference to culture, different norms and values from others. This may be done by description of religious or other relevant factors.

AO1 (ii)

Allow one mark **only** for responses that state that only minority groups are somehow “ethnic”.

(d) Imagine that for your coursework you are going to investigate levels of racial prejudice in a local school or college using structured/formal interviews.

- (i) Identify **one** problem you might face when carrying out this research.

(1 mark)

1 mark for identification of appropriate problem e.g. individuals unwilling to take part; ethnicity of researcher introducing bias; respondents lying; sensitivity of research topic.

AO1 (i)

(d) (ii) Explain **one** advantage of using structured/formal interviews when doing this research. (2 marks)

1 mark for simple explanation or an undeveloped identification of advantage.
2 marks for clear explanation of advantage e.g. easy to collate/compare responses; presence of interviewer may aid responses by explanation; response rate may be higher because of presence of interviewer.

AO1 (ii)

(d) (iii) Explain **one** disadvantage of using structured/formal interviews when doing this research. (2 marks)

1 mark for simple explanation or an undeveloped identification of disadvantage.
2 marks for clear explanation of disadvantage of structured interview e.g. respondents cannot elaborate on questions asked; interviews are time consuming and this will limit number of respondents.

AO1 (ii)

(e) **Item A** refers to racial prejudice. How far would sociologists agree that members of all ethnic groups are equal in Britain? (8 marks)

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

AO1 (i)

3-5 Some understanding indicated by reference to relevant area(s) of equality/inequality. In this band there will be no reference to the issue of “how far” or responses will lack the clarity of explanation required for a top band mark.

AO1 (i)

AO1 (ii)

AO1 (ii)

6-8 To reach this band there must be an explicit attempt to address the issue of “how far”. There must also be a clear explanation. Likely references are to inequalities in employment/unemployment; ethnic differences in educational achievement; racism and discrimination in the police and the judicial system. “How far” is likely to be dealt with by reference to anti-discriminatory laws and policies and/or by differences between or within ethnic groups. It is unlikely that a candidate will meet the requirements for this band without some recognition of these differences.

AO2 (iii)

SECTION B

Assessment Objectives

Question 2

(a) (i) According to the information in **Item B**, who spends **less** time on housework, women or men? *(1 mark)*

Men.

AO2 (ii)

(a) (ii) Identify **one** reason why men are employed for more hours than women. *(1 mark)*

1 mark for appropriate reason e.g. gender socialisation; more likely to work full-time; more likely to do overtime.

AO1 (i)

(b) Relationships between parents and children have changed during the last 50 years. Identify and explain **one** change in relationships between parents and children. *(3 marks)*

1 mark for identification of appropriate change.

AO1 (i)

2 marks for identification with some explanation.

3 marks for identification with clear explanation. Likely references are to greater democracy in families; more child centred families; extended childhood (longer time in education, longer period of living at home). For all 3 marks there must be reference to both the change and its cause though the explanation could be weighted in favour of either.

AO1 (ii)

(c) Explain the difference between primary and secondary socialisation. *(3 marks)*

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

AO1 (i)

AO1 (ii)

3 Clear explanation of the difference between the terms.

AO2 (iii)

(d) How far would sociologists agree that marriage and family life benefit men more than they benefit women? *(7 marks)*

1-2 Simple statements about gender roles in the family.

AO1 (i)

3-5 Some understanding indicated but no reference to “how far” and response lacking in quality. Responses likely to dwell on one factor or to be undeveloped lists.

AO1 (i)

AO1 (ii)

6-7 Clear understanding and explicit attempt to address the issue of “how far”. This might be done by in depth look at feminist critique of family; through consideration of ‘dual burden’/triple shift; through aspects of domestic division of labour; domestic violence; power relations; divorce. Extent might be dealt with through consideration of house husbands/new man, or through expectations on male breadwinner/father role. There should be reference to both marriage and family life.

AO2 (iii)

Question 3

(a) (i) According to the information in **Item C**, do a higher proportion of parents in London or the country as a whole fail to get their children into their first choice school? *(1 mark)*

(In) London.

AO2 (ii)

(a) (ii) **Item C** states that choosing a secondary school can be ‘one of the most worrying times in any parent’s life’. Identify **one** reason for this. *(1 mark)*

1 mark for identification of appropriate reason e.g. desire to do well by children, fear of peer group influences.

AO1 (i)

(b) Identify and explain **one** way in which schools prepare pupils for employment in later life. *(3 marks)*

1 mark for identification of appropriate way e.g. through development of (key) skills; through work experience; through significance of punctuality etc; via aspects of Hidden Curriculum.

AO1 (i)

2 marks for identification with some explanation.

AO1 (ii)

3 marks for identification clearly and explicitly linking “way” with future employment.

(c) Explain the difference between selective schools and comprehensive schools. *(3 marks)*

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

AO1 (i)

AO1 (ii)

3 Clear explanation of the difference between the terms.

AO2 (iii)

(d) How far would sociologists agree that a pupil’s social class is the most important influence on his or her educational achievements? *(7 marks)*

1-2 Simple statement(s) about social class and educational achievement.

AO1 (i)

3-5 Some understanding but no reference to “how far” or lacking sufficient quality for top band.

AO1 (i)

AO1 (ii)

6-7 Clear understanding and explicit reference to “how far”. There is a lot of material candidates could draw on to reach this band: the effects of home background; the influence of neighbourhood and peer group; teacher expectations and labelling; state/private education. The issue of extent is likely to be dealt with through a consideration of factors such as gender, ethnicity, school ethos and parental values and material support. It may also be dealt with via lifelong learning.

AO2 (iii)

Question 4

Assessment Objectives

(a) (i) According to the information in **Item D**, which type of household was most likely to have savings of £20 000 or more in 2001/2? *(1 mark)*

Two pensioner(s).

AO2 (ii)

(a) (ii) Identify **one** reason why households made up of one adult under pension age with children were particularly likely to have no savings in 2001/2. *(1 mark)*

1 mark for identification of appropriate reason e.g. unlikely to work/likely to be on benefits; too young to have accumulated savings; spend earnings on childcare.

AO1 (i)

(b) Identify and explain **one** way in which being wealthy might make an individual powerful. *(3 marks)*

1 mark for identification of appropriate way e.g. by giving economic power; by buying into the media; by allowing access to expensive legal services; by being “courted” by individuals/groups.

AO1 (i)

2 marks for identification with some explanation.

AO1 (ii)

3 marks for identification with clear explanation linking wealth to power.

(c) Explain the difference between an open society and a closed society. *(3 marks)*

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

AO1 (i)

AO1 (ii)

3 Clear explanation of the difference between the terms.

AO2 (iii)

(d) How far would sociologists agree that class inequality is the most important division in British society? *(7 marks)*

1-2 For simple statement(s) about class inequality/difference.

AO1 (i)

3-5 Some understanding but no reference to “how far” or insufficient quality to reach top band.

AO1 (i)

AO1 (ii)

6-7 Clear understanding and explicit attempt to address issue of “how far”. Likely reference to various class differences in life chances – education, health, working conditions, pensions, life expectancy for example. The issue of extent could be dealt with in various ways e.g. the apparent decline of class identities; apparent decline of class politics; the effects of gender, ethnic or status differences upon class divisions.

AO2 (iii)

Question 5

(a) (i) According to the information in **Item E**, identify **one** reason why the area shown in the photograph might be described as poor. *(1 mark)*

1 mark for identification of plausible aspect of photo e.g. run down properties, graffiti.

AO2 (ii)

(a) (ii) Identify **one** way in which the poor might be excluded from mainstream society. *(1 mark)*

1 mark for appropriate reason e.g. unable to afford holidays etc as in Item, but response need not be limited to Item.

AO1 (i)

(b) Identify and explain **one** problem that sociologists might face when attempting to measure the number of people who live in poverty in Britain. *(3 marks)*

1 mark for identification of appropriate problem e.g. problem of definition; individuals unwilling to divulge personal affairs.

AO1 (i)

2 marks for identification with some explanation.

AO1 (ii)

3 marks for identification with clear explanation linking to attempt to measure.

(c) Explain the difference between statutory and voluntary welfare provision. *(3 marks)*

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

AO1 (i)
AO1 (ii)

3 Clear explanation of the difference between the terms.

AO2 (iii)

(d) How far would sociologists agree that being able to depend on welfare benefits is the most important reason why some individuals continue to live in poverty? *(7 marks)*

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

AO1 (i)

3-5 Some understanding but no reference to “how far” and insufficient quality for top band.

AO1 (i)
AO1 (ii)

6-7 Clear understanding and explicit attempt to address “how far”. Likely reference to variations on culture of poverty/welfare dependency/underclass themes. Extent likely to be dealt with by reference to poverty trap; situational constraints; difficulty of finding well paid work in some areas; problems of the welfare state itself.

AO2 (iii)

Assessment Objectives

Question 6

(a) (i) According to the information in **Item F**, who were more likely to have taken action to solve a local problem – those in manual or non-manual occupations? *(1 mark)*

Non-manual (occupations).

AO2 (ii)

(a) (ii) Identify **one** reason why those in non-manual occupations were more likely to feel they could influence decisions that affected their area. *(1 mark)*

1 mark for identification of appropriate reason e.g. more likely to know those with power; more likely to understand bureaucracies; more likely to be used to dealing with people; more money to pay for legal advice/representation.

AO1 (i)

(b) Identify and explain **one** possible way in which an individual's occupation might influence his/her political opinions. *(3 marks)*

1 mark for identification of appropriate way e.g. through type of political opinion or through working with disadvantaged groups; through having to deal with high levels of government bureaucracy; through having occupation affected by legislation.

AO1 (i)

AO1 (ii)

2 marks for identification with some explanation.

3 marks for identification with clear explanation linking occupation to political opinions.

(c) Explain the difference between a political opinion poll and a General Election. *(3 marks)*

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

AO1 (i)

AO1 (ii)

3 Clear explanation of the difference between the terms.

AO2 (iii)

(d) How far would sociologists agree that the mass media can have as much influence on the results of a General Election as the social class of voters? *(7 marks)*

1-2 Simple statements(s) about the mass media and/or social class and voting behaviour.

AO1 (i)

AO1 (i)

3-5 Some understanding but no reference to “how far” or insufficient quality for top band.

AO1 (ii)

6-7 Clear understanding and explicit attempt to address the issue of “how far”. Likely reference to party image as portrayed in media; to influence of policies as portrayed in media; to apparent decline of class through fragmentation and significance of other social divisions. “How far” likely to be dealt with by reference to continued existence of traditional working class/traditional middle class political allegiances.

AO2 (iii)

Assessment
Objectives**Question 7**

(a) (i)	According to the information in Item G , which age group of females was most likely to be employed? <i>(1 mark)</i>
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35 – 49.

AO2 (ii)

(a) (ii)	Identify one reason why both males and females aged 16–17 were the least likely of all age groups to be in employment. <i>(1 mark)</i>
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1 mark for identification of appropriate reason e.g. in education/training; lack skills; lack experience; lack qualifications.

AO1 (i)

(b)	Identify and explain one effect that paid employment might have upon an individual's life outside that employment. <i>(3 marks)</i>
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1 mark for appropriate identification of effect e.g. on social life; on family life; on health.

AO1 (i)

2 marks for identification with some/partial/incomplete explanation.

AO1 (ii)

3 marks for identification with clear explanation linking employment to life outside.

(c)	Explain the difference between deskilling and reskilling.
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1-2 Identifying the meaning of **one** of the two terms or partially identifying the meaning of both such that the difference remains unclear.

AO1 (i)

AO1 (ii)

3 Clear explanation of the difference between the terms with adequate explanation of each.

AO2 (iii)

(d)	How far would sociologists agree that the experience of paid employment is the same for women as it is for men? <i>(7 marks)</i>
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1-2 Simple statement(s) about gender inequality/differences at work.

AO1 (i)

3-5 Some understanding but either no reference to the issue of “how far” or insufficient clarity of explanation to reach the top band.

AO1 (i)

AO1 (ii)

6-7 Clear understanding and an explicit attempt to address “how far”. Likely references are to differences in average pay; glass ceiling; sexism in the work place; likelihood of working full-time, part-time, term time only. The issue of “how far” is likely to be dealt with by reference to legislation and policy; increasing levels of equality, structural changes in the economy and the disappearance of many traditionally male jobs.

AO2 (iii)

		Assessment Objectives
Question 8		
(a) (i)	According to the information in Item H , by how many did the population of the estate decrease between 1914 and 2002? <i>(1 mark)</i>	
	1500.	AO2 (ii)
(a) (ii)	Identify one reason why a family might move from an area such as the Western Isles to settle in another part of Great Britain. <i>(1 mark)</i>	
	1 mark for identification of appropriate reason e.g. to find work; because of lack of work.	AO1 (i)
(b)	Identify and explain one possible advantage to a country of admitting migrants from other countries. <i>(3 marks)</i>	
	1 mark for identification of possible advantage e.g. bringing needed skills; bringing younger workers; adding cultural diversity/richness.	AO1 (i)
	2 marks for identification with some explanation.	AO1 (ii)
	3 marks for identification with clear explanation of advantage for country.	
(c)	Explain the difference between integration and discrimination. <i>(3 marks)</i>	
	1-2 For identification of the meaning of one of the two terms or partially identifying the meaning of both such that the difference remains unclear.	AO1 (i) AO1 (ii)
	3 Clear explanation of the difference between the terms.	AO2 (iii)
(d)	How far would sociologists agree that the experiences of young people growing up in the city are different from the experiences of young people growing up in rural areas? <i>(7 marks)</i>	
	1-2 Simple statement(s) about differences in young people growing up in cities and rural areas.	AO1 (i) AO1 (i)
	3-5 Some understanding but no reference to “how far” or insufficient quality for top band.	AO1 (ii)
	6-7 Clear understanding and explicit reference to “how far”. Likely references to differing types of social control; social networks; opportunities for work/entertainment in immediate area. “How far” could be dealt with in a number of ways e.g. exposure to similar media products; use of internet (games, shopping); National Curriculum; similar types of formal and informal social control in certain circumstances.	AO2 (iii)

Assessment
Objectives**Question 9**

(a) (i)	According to the information in Item I , what was the trend in the number of closed circuit television cameras in use between 2001 and 2004? <i>(1 mark)</i>
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Increased; went up.

AO2 (ii)

(a) (ii)	Identify one reason why an individual might be seen as ‘undesirable’ by a security guard. <i>(1 mark)</i>
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1 mark for identification of appropriate reason e.g. dress, manner behaviour.

AO1 (i)

(b)	According to statistics, women commit fewer crimes than men. Identify and explain one reason why women are less likely than men to commit crimes. <i>(3 marks)</i>
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1 mark for identification of appropriate reason, e.g. differences in social control/socialisation patterns; opportunity patterns.

AO1 (i)

2 marks for identification with some explanation.

AO1 (ii)

3 marks for identification with clear explanation explicitly linked to gender differences in crime.

(c)	Explain the difference between crime and deviance. <i>(3 marks)</i>
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1-2 For identification of the meaning of **one** of the two terms or partially identifying the meaning of both such that the difference remains unclear.

AO1 (i)

AO1 (ii)

3 Clear explanation of the difference between the terms.

AO2 (iii)

(d)	How far would sociologists agree that the reason some young people commit crimes is that they have different norms and values from the rest of society? <i>(7 marks)</i>
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1-2 Simple statement(s) about young people and crimes.

AO1 (i)

3-5 Some understanding but no reference to the issue of “how far” or insufficient quality for top band.

AO1 (i)

AO1 (ii)

6-7 Clear understanding and explicit attempt to address the issue of “how far”. Likely references are to subcultural theories; underclass norms and values; peer pressure. The issue of “how far” is likely to be dealt with via levels of social deprivation, opportunistic crime, shared norms and values but blocked opportunities to achieve legitimately.

AO2 (iii)

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.