



# General Certificate of Secondary Education

## Sociology 3192

*3192/H Higher 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/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**

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)

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

1 mark for simple explanation.

AO2 (ii)

2 marks for clear explanation of difference e.g. via social or individual/structural factors contrasted with 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 to 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 and explain **one** advantage of using structured/formal interviews when you are carrying out this research. *(3 marks)*

1 mark for identification of appropriate advantage e.g. less time consuming; ease of collation/comparison of results; opportunity to explain questions.

AO1 (i)

AO1 (ii)

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

3 marks for identification with clear explanation of advantage to candidate when carrying out their research.

AO1 (ii)

(d) (ii) Identify and explain **one** problem you might face when you are carrying out this research. (3 marks)

1 mark for identification of appropriate problem e.g. difficulty of finding willing respondents; interviewer bias; difficulty of framing questions for this topic.

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

3 marks for identification with clear explanation of problem faced by candidate when carrying out their research. AO1 (ii)

(e) **Item A** refers to racial prejudice. To what extent 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 but either no reference to extent or lack of clarity required AO1 (i)

for top band. AO1 (ii)

**6-8** To reach this band there must be clear explanation and an explicit attempt to address the issue of extent. Likely references are to inequalities in employment/unemployment; ethnic differences in educational achievement; racism and prejudice in the police and the judicial system. The issue of extent 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. AO1 (ii)  
AO2 (iii)

## SECTION B

Assessment  
Objectives

## Question 2

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

Men.

AO2 (ii)

(b) Explain **one** method used by parents to socialise their children. *(2 marks)*

1 mark for simple explanation.

AO1 (i)

2 marks for clear explanation of appropriate method e.g. by reward/punishment; by example; by teaching.

AO1 (ii)

(c) 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 e.g. greater democracy; more child centred; relationship likely to extend to a greater age.

AO1 (i)

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

3 marks for identification with clear explanation. The explanation may be of the change in the relationship or of the reason for the change but there must be some reference to both for 3 marks.

AO1 (ii)

(d) To what extent would sociologists agree that marriage and family life benefit men more than they benefit women? *(9 marks)*

**1-2** Simple statement(s) about gender differences in the family.

AO1 (i)

**3-6** Some understanding but no reference to issue of extent or lacking sufficient quality for top band.

AO1 (i)

AO1 (ii)

**7-9** Clear understanding and explicit attempt to address the issue of extent. Likely reference to feminist critique of family; consideration of dual burden/triple shift; through aspects of domestic division of labour; domestic violence; power relations; divorce. Extent likely to be dealt with through consideration of house husbands/new man or through expectations on male breadwinner/father role. Candidates should make reference to both marriage and family life to reach this band.

AO2 (iii)

**Question 3**

(a) 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)*

London.

AO2 (ii)

(b) Explain, briefly, what is meant by a selective school. *(2 marks)*

1 mark for simple explanation.

AO1 (i)

2 marks for clear explanation, most likely by reference to choice of pupils and means of choice (exam, interview, SATs result, reference for example).

AO1 (ii)

(c) 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 aspects of Hidden Curriculum.

AO1 (i)

2 marks for identification with some explanation.

AO1 (ii)

3 marks for identification with clear explanation linking “way” with future employment.

(d) To what extent would sociologists agree that a pupil’s social class is the most important influence on his or her educational achievements? *(9 marks)*

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

AO1 (i)

**3-6** Some understanding but no reference to extent or lacking sufficient quality for top band.

AO1 (i)

**7-9** Clear understanding and explicit reference to extent. There is a lot of material candidates could draw on to reach this band: the effects of home background; the influence of the neighbourhood and home background; the role of education in reproducing social inequalities; 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.

AO1 (ii)

AO2 (iii)

	Assessment Objectives
<b>Question 4</b>	
(a) According to the information in <b>Item D</b> , which type of household was most likely to have savings of £20 000 or more in 2001/2? <span style="float: right;"><i>(1 mark)</i></span>	
Two pensioner(s).	AO2 (ii)
(b) Explain, briefly, what is meant by an <b>open</b> society, as opposed to a <b>closed</b> society. <span style="float: right;"><i>(2 marks)</i></span>	
1 mark for simple explanation.	AO1 (i)
2 marks for clear explanation with reference to the possibility of social mobility in a stratified society.	AO1 (ii)
(c) Identify and explain <b>one</b> way in which being wealthy might make an individual powerful. <span style="float: right;"><i>(3 marks)</i></span>	
1 mark for identification of appropriate way e.g. through 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.	
(d) To what extent would sociologists agree that class inequality is the most important division in British society? <span style="float: right;"><i>(9 marks)</i></span>	
<b>1-2</b> Simple statement(s) about class inequalities/differences/divisions.	AO1 (i)
<b>3-6</b> Some understanding but no reference to extent or lacking sufficient quality to reach top band.	AO1 (i)
<b>7-9</b> Clear understanding and explicit attempt to address issue of extent. Likely reference to various class differences in life chances and lifestyles – education, health, working conditions, pensions, housing, 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. Candidates who respond in terms of relevant cultural or political divisions/differences should be rewarded.	AO1 (ii) AO2 (iii)

Assessment  
Objectives**Question 5**

(a) Examine the photograph 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)

(b) Explain, briefly, how a voluntary agency might help those in poverty. *(2 marks)*

1 mark for simple explanation or identification of appropriate agency without explanation. AO1 (i)  
AO1 (ii)  
2 marks for clear explanation of **how** agency helps. This may be done by identification of agency and explanation of its help.

(c) 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. definition; unwillingness of respondents to divulge information; uneven spread of poverty across country. AO1 (i)  
2 marks for identification with some explanation.  
3 marks for identification with clear explanation linked to problem of measurement. AO1 (ii)

(d) To what extent would sociologists agree that being able to depend on welfare benefits is the most important reason why some individuals continue to live in poverty? *(9 marks)*

**1-2** Simple statement(s) about poverty and the welfare state. AO1 (i)  
**3-6** Some understanding but no reference to extent or lacking sufficient quality for top band. AO1 (i)  
AO1 (ii)  
**7-9** Clear understanding and explicit attempt to address the issue of extent. Likely references are to welfare dependency/culture of poverty/underclass type explanations. Extent is likely to be dealt with by reference to e.g. poverty trap; situational constraints; structural factors; regional variations in availability of well paid work; problems of welfare state itself. AO2 (iii)



Assessment  
Objectives**Question 6**

(a) 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)

(b) Explain, briefly, why an opinion poll might not accurately predict the results of a General Election.  
(2 marks)

1 mark for simple explanation.

AO1 (i)

2 marks for clear explanation of lack of accuracy e.g. by reference to incorrect sampling; changes in political landscape by e.g. revelations of scandal.

AO1 (ii)

(c) Identify and explain **one** 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 the disadvantaged; through having to deal with high levels of government bureaucracy; through having occupation affected by legislation.

AO1 (i)

2 marks for identification with some explanation.

AO1 (ii)

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

(d) To what extent 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?  
(9 marks)

**1-2** Simple statement(s) about mass media and/or social class and voting.

AO1 (i)

**3-6** Some understanding but no reference to extent or lacking sufficient quality for top band.

AO1 (i)

AO1 (ii)

**7-9** Clear understanding and explicit attempt to address the issue of extent. Likely references are to the significance of party image and the role of the mass media in creating it; the influence of policies as mediated by TV and papers, on voters' choice; to apparent decline in significance of social class as an influence on voting behaviour through fragmentation and significance of other social divisions. The issue of extent likely to be dealt with by continued existence of traditional class allegiances or by reference to influence of class on choice of media products.

AO2 (iii)

Assessment  
Objectives**Question 7**

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

AO2 (ii)

(b) Explain briefly what is meant by reskilling. <i>(2 marks)</i>
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1 mark for simple explanation.

AO1 (i)

2 marks for clear explanation with reference to the learning of new skills by workers.

AO1 (ii)

(c) Identify and explain <b>one</b> 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.

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

AO1 (ii)

(d) To what extent would sociologists agree that the experience of paid employment is the same for women as it is for men? <i>(9 marks)</i>
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**1-2** Simple statement(s) about gender (in)equality/differences at work.

AO1 (i)

**3-6** Some understanding but either no reference to the issue of extent or lacking sufficient clarity of explanation for top band.

AO1 (i)

AO1 (ii)

**7-9** Clear understanding and an explicit attempt to address the issue of extent. Likely references are to differences in pay and promotion opportunities; to hours worked; to sexism in the work place. The issue of extent is likely to be dealt with by reference to legislation and policy or by reference to increasing equality, or by reference to disappearance of traditionally male jobs.

AO2 (iii)

	Assessment Objectives
<b>Question 8</b>	
(a) According to the information in <b>Item H</b> , by how many did the population of the estate decrease between 1914 and 2002? <span style="float: right;"><i>(1 mark)</i></span>	
1500.	AO2 (ii)
(b) Explain briefly what is meant by integration. <span style="float: right;"><i>(2 marks)</i></span>	
1 mark for simple explanation.	AO1 (i)
2 marks for clear explanation with reference to sharing norms and/or values and sense of belonging, being part of.	AO1 (ii)
(c) Identify and explain <b>one</b> possible advantage to a country of admitting migrants from other countries. <span style="float: right;"><i>(3 marks)</i></span>	
1 mark for identification of appropriate advantage e.g. bringing in needed skills; bringing younger workers; adding cultural diversity/richness.	AO1 (i)
2 marks for identification with some explanation.	
3 marks for identification with clear explanation of advantage to country.	AO1 (ii)
(d) To what extent 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?	
<b>1-2</b> Simple statements about young people growing up in rural and city environments.	AO1 (i) AO1 (i)
<b>3-6</b> Some understanding but no reference to extent or lacking quality necessary for top band.	AO1 (ii)
<b>7-9</b> Clear understanding with explicit reference to extent. Likely references are to differences in type of social control; social networks; opportunities for work/entertainment in immediate area. The issue of extent 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)

**Question 9**

(a) 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? *(1 mark)*

Increased; went up.

AO2 (ii)

(b) Explain, briefly, what is meant by social control. *(2 marks)*

1 mark for simple explanation.

AO1 (i)

2 marks for clear explanation with reference to conformity to norms and means of achieving this.

AO1 (ii)

(c) According to statistics, women commit fewer crimes than men. Identify and explain **one** reason why women are less likely than men to commit crimes. *(3 marks)*

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.

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

AO1 (ii)

(d) To what extent would sociologists agree that the young people who commit crimes do so because they have different norms and values from the rest of society? *(9 marks)*

**1-2** Simple statement(s) about young people and crime.

AO1 (i)

**3-6** Some understanding but no reference to issue of extent or lacking sufficient quality for top band.

AO1 (i)

**7-9** Clear understanding and explicit attempt to address the issue of extent. Likely references to subcultural theories; underclass theories; peer groups. Issue of extent likely to be dealt with by reference to levels of social deprivation; opportunities for crime; shared norms and values but blocked aspirations.

AO1 (ii)

AO2 (iii)

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## 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.