



# General Certificate of Secondary Education

## Sociology 3192

*Foundation Tier 3192/F*

# Mark Scheme

*2006 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.

## **Foundation Tier 3192/F**

### **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?

Assessment  
Objectives

## Question 1

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| (a) According to the information in <b>Item A</b> :<br><br>(i) were more interviews conducted with groups of boys or with individual boys?<br><br><i>(1 mark)</i> |
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Individual boys.

AO2 (ii)

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|---|
| (a) (ii) is it possible to tell how many girls were interviewed?<br><br><i>(1 mark)</i> |
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No/it is not (possible).

AO2 (ii)

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|---|
| (a) (iii) was wearing designer clothes a part of being masculine for the boys interviewed?<br><br><i>(1 mark)</i> |
|---|

Yes.

AO2 (ii)

- |  |
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| (b) Explain briefly how a sociological explanation of gender might differ from a biological explanation of gender.<br><br><i>(2 marks)</i> |
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1 mark for simple statement(s).

AO2 (ii)

2 marks for clear explanation making reference to, for example, socialisation, learned behaviour as opposed to genetic determination.

AO1 (ii)

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| (c) Explain what sociologists mean by peer pressure.<br><br><i>(2 marks)</i> |
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1 mark for simple explanation.

AO1 (i)

2 marks for clear explanation with reference to both peers (some element of similarity) and pressure (to conform to rules) eg by expulsion from group.

AO1 (ii)

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|--|
| (d) Imagine that for your coursework you are going to use informal interviews (sometimes called unstructured interviews) to find out the opinions on masculinity (male identity) of boys aged 15 to 18 at a local school or college.<br><br>(i) Identify <b>one</b> problem you might face when carrying out this research.<br><br><i>(1 mark)</i> |
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1 mark for identification of problem eg may not want to respond; may not take research/researcher seriously.

AO1 (i)

(d) (ii) Explain **one** disadvantage of using informal interviews for this piece of coursework. (2 marks)

1 mark for simple explanation of disadvantage.

2 marks for appropriate explanation related either to the subject matter or to informal interviews – eg they are time consuming; respondents may be embarrassed.

AO1 (ii)

(d) (iii) Explain **one** advantage of using informal interviews to find out boys' opinions on masculinity (male identity). (2 marks)

1 mark for simple explanation of appropriate advantage.

2 marks for explanation clearly linked to either subject matter or informal interviews, eg gives opportunity to exploit ideas; more able to put respondent at ease; topic is 'difficult'; can develop from responses.

AO1 (ii)

(e) **Item A** refers to boys' ideas on masculinity (male identity). How far would sociologists agree that the family is the most important agent of gender socialisation? (8 marks)

**1-2** Simple statement(s) on the family and socialisation/other agencies and socialisation.

AO1 (i)

**3-5** Some understanding indicated either by a clear account of the role of the family in gender socialisation or undeveloped and list-like account of a variety of agencies.

AO1 (i)

AO1 (ii)

AO1 (ii)

**6-8** To reach this band there must be clear understanding and an attempt to address the issue of 'how far'. Most likely to be done via a consideration of the role of the media, though candidates could tackle this question in a variety of ways.

AO2 (iii)

**SECTION B****FAMILY**Assessment  
Objectives**Question 2**

(a) (i)	According to the information in <b>Item B</b> , what was the trend in the percentage of households made up of couples with 1 – 2 dependent children between 1981 and 2001? <i>(1 mark)</i>
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Decreased, went down.

AO2 (ii)

(a) (ii)	Identify <b>one</b> problem that children growing up in a lone parent family might face. <i>(1 mark)</i>
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1 mark for identification of appropriate problem eg lack of contact with one parent; lack of male/female role model; lack of money.

AO1 (i)

(b)	<b>Item B</b> shows an increase in the proportion of lone parent households over the period 1971 to 2001. Outline <b>one</b> sociological explanation for this increase. <i>(3 marks)</i>
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1 mark for simple explanation.

AO1 (i)

2 marks for explanation with some development.

3 marks for clear explanation explicitly linked to rise in lone parent households e.g. through changes in divorce rate; teenage pregnancy; changes in social mores.

AO1 (ii)

AO2 (iii)

(c)	The number of people living on their own has increased over recent years. Identify and explain <b>one</b> reason for this change. <i>(3 marks)</i>
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1 mark for identification eg later marriage; demands of career; longer life expectancy.

AO1 (i)

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to growth in lone person households.

AO1 (ii)

(d)	How far would sociologists agree that the married couple family is no longer the typical family? <i>(7 marks)</i>
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**1-2** Simple statement(s) about families and family structures.

AO1 (i)

**3-5** Some understanding but no reference to 'how far', or insufficient quality for top band.

AO1 (i)

AO1 (ii)

**6-7** Clear understanding and explicit reference to 'how far'. Candidates are likely to discuss the increasing significance of lone parent families; the continuing existence of the extended family; serial monogamy and remarriage; the reconstituted family. Candidates who discuss typicality via individuals' experiences of the family through a lifetime should also be rewarded.

AO2 (iii)

**EDUCATION**

Assessment Objectives

**Question 3**

(a) (i) According to the information in **Item C**, did a higher proportion of Chinese boys or Indian girls obtain 5 GCSEs at grades A\* to C? (1 mark)

Chinese boys.

AO2 (ii)

(a) (ii) Identify **one** reason why Bangladeshi pupils might have been at a disadvantage in school in the past. (1 mark)

1 mark for appropriate identification, eg language problems; racism.

AO1 (i)

(b) Explain **one** way that recent governments have tried to help schools to improve the level of their pupils' achievement. (3 marks)

1 mark for simple explanation.

AO1 (i)

2 marks for explanation with some development.

3 marks for clear explanation explicitly linked to improvement in achievement, eg literacy hour; numeracy hour; National Curriculum; SATS; publication of results.

AO1 (ii)  
AO2 (iii)

(c) Identify and explain **one** reason why girls outperform boys in examinations. (3 marks)

1 mark for appropriate identification, eg the job market; girls' attitudes; laddish subculture; National Curriculum.

AO1 (i)  
AO1 (ii)

2 marks for identification with some explanation.

3 marks for identification with explanation explicitly linked to girls outperforming boys.

(d) How far would sociologists agree that differences in home background are the most important cause of differences in educational achievement between ethnic groups? (7 marks)

**1-2** Simple statement(s) about ethnicity and/or educational achievement.

AO1 (i)

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

AO1 (i)  
AO1 (ii)

**6-7** Clear understanding and explicit reference to 'how far'. Candidates are likely to contrast Indian and Afro-Caribbean results and home backgrounds. The issue of extent could be dealt with in a variety of ways, eg via stereotyping; teacher expectations; subcultures; class positions of different ethnic groups.

AO2 (iii)

**SOCIAL DIFFERENTIATION**

Assessment Objectives

**Question 4**

(a) (i) According to the information in **Item D**, in which ethnic group was the **difference** between the average hourly earnings of women and men the greatest? *(1 mark)*

Indian.

AO2 (ii)

(a) (ii) Identify **one** reason why the average hourly earnings of white men are higher than those of any other group. *(1 mark)*

1 mark for appropriate identification, eg racism; discrimination; more likely to have professional job.

AO1 (i)

(b) Explain **one** reason why women's average earnings are lower than men's average earnings. *(3 marks)*

1 mark for simple explanation.

AO1 (i)

2 marks for explanation with some development.

3 marks for explanation explicitly linked to lower average earnings, eg through greater likelihood of women to be in low paid occupations; men less likely to be employed part time; men more likely to do overtime; women more likely to have time off for caring duties.

AO1 (ii)  
AO2 (iii)

(c) Identify and explain **one** reason why sociologists often use an individual's occupation to allocate them to a social class. *(3 marks)*

1 mark for identification, eg easy, quick, indicator of life chances.

AO1 (i)

2 marks for identification with some explanation.

AO1 (ii)

3 marks for identification with clear explanation explicitly linked to reason given, eg 'easy to use' should be explained in terms of 'ease' (questions/processing); indicator of income/life chances likely to be explained via examples.

(d) How far would sociologists agree that there is an underclass in Britain today?  
(7 marks)

- |            |  |                     |
|------------|--|---------------------|
| <b>1-2</b> | Simple statement(s) about class or ethnic inequality.  | AO1 (i)             |
| <b>3-5</b> | Some understanding but no reference to ‘how far’, or insufficient quality for top band.  | AO1 (i)<br>AO1 (ii) |
| <b>6-7</b> | Clear understanding and explicit reference to ‘how far’. There are a variety of ways in which candidates might approach this question. All appropriate sociology should be rewarded. Candidates are likely to use the ideas of Murray, Field or Rex and Tomlinson, for example, but do not have to mention them by name to receive credit. Evidence for the existence of an underclass is likely to consist of references to the culture of poverty, social exclusion, pockets of long term unemployment, pensioner poverty, or ethnically differentiated disadvantage. ‘How far’ is likely to be dealt with via social change (e.g. decline of unemployment), government policies (eg minimum wage, measures to combat child poverty), or by reference to the lack of evidence to support Murray’s thesis of different value systems. Candidates who criticise the ideological nature of the concept, or who make reference to Marxist criticisms, should also be rewarded. | AO2 (iii)           |



**POVERTY AND THE WELFARE STATE**

Assessment Objectives

**Question 5**

(a) (i) According to the information in **Item E**, does paid work guarantee an escape from poverty? *(1 mark)*

No/it does not.

AO2 (ii)

(a) (ii) Identify **one** cause of poverty for an individual other than unemployment or low pay. *(1 mark)*

1 mark for appropriate identification, eg sickness; lone parenthood; divorce; old age.

AO1 (i)

(b) Explain why young people are among the most likely to be low paid. *(3 marks)*

1 mark for simple explanation.

AO1 (i)

2 marks for explanation with some development.

3 marks for explanation explicitly linked to low pay. Most likely response is one based on lack of experience or qualifications.

AO1 (ii)  
AO2 (iii)

(c) Identify and explain **one** way in which governments have tried to reduce poverty among the working population over recent years. *(3 marks)*

1 mark for identification of appropriate government action, eg minimum wage; working families' tax credit.

AO1 (i)  
AO1 (ii)

2 marks for identification with some explanation.

3 marks for identification with clear explanation of how the identified action could reduce poverty among the working population (at level appropriate for notional 16 year old entered for Foundation Tier).

(d) How far would sociologists agree that unemployment is the main cause of poverty? *(7 marks)*

**1-2** Simple statement(s) about cause(s) of poverty.

AO1 (i)

**3-5** Some understanding but no reference to 'how far', or insufficient quality for top band.

AO1 (i)  
AO1 (ii)

**6-7** Clear understanding and explicit reference to 'how far'. Unemployment should be compared to other possible causes of poverty such as lone parenthood; old age; low pay; sickness. Better candidates may approach the question via a consideration of gender – unemployment being significant for men, other factors for women.

AO2 (iii)

**THE SOCIOLOGY OF POWER AND POLITICS**

Assessment Objectives

**Question 6**

(a) (i) According to the information in **Item F**, why might pensioners be angry? *(1 mark)*

Opinions ignored/pensions slashed/budgets for basic care slashed.

AO2 (ii)

(a) (ii) Identify **one** way, other than by going on a protest march organised by a pressure group, that pensioners might show their dissatisfaction with government policies. *(1 mark)*

1 mark for identification of appropriate way, eg write to MP; join party; write to newspaper/TV/radio.

AO1 (i)

(b) Explain why the organisers of a protest or demonstration might want coverage in the media. *(3 marks)*

1 mark for simple explanation.

AO1 (i)

2 marks for explanation with some development.

3 marks for clear explanation explicitly linked to desire for media coverage. Responses are likely to be based on publicity or pressurising government (national or local). For 3 marks there should be some reference to how this is achieved.

AO1 (ii)  
AO2 (iii)

(c) Identify and explain **one** reason why an individual might join a pressure group rather than a political party. *(3 marks)*

1 mark for identification of appropriate reason, eg want to see a change in law; feel strongly about a non-party issue; feel disenfranchised otherwise; reason for not joining party, e.g. none available with appropriate views.

AO1 (i)  
AO1 (ii)

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to joining pressure group **rather than** party.

(d) How far would sociologists agree that it is possible for individuals to influence the government by joining a pressure group? *(7 marks)*

**1-2** Simple statements(s) about individuals' political influences.

AO1 (i)

**3-5** Some understanding but no explicit reference to 'how far' or insufficient quality for top band.

AO1 (i)  
AO1 (ii)

**6-7** Clear understanding and explicit reference to 'how far'. Candidates may weigh the chances of influencing government by joining a pressure group against other ways, eg joining a party or becoming part of a New Social Movement. Candidates may also address the issue of extent by comparing the influence of different types of pressure group, eg insider and outsider groups, or by discussing the ability of individuals in different social circumstances to exert influence.

AO2 (iii)

**THE SOCIOLOGY OF WORK**

Assessment Objectives

**Question 7**

(a) (i)	According to the information in <b>Item G</b> , what was the trend in the percentages of male and female jobs in manufacturing between 1983 and 2003? <i>(1 mark)</i>
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Fell/went down/decreased.

AO2 (ii)

(a) (ii)	Identify <b>one</b> reason why women tend to do different types of paid work to men. <i>(1 mark)</i>
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1 mark for appropriate identification, eg socialisation; different qualifications; peer pressure; sexism of employers.

AO1 (i)

(b)	Explain what is meant by the service industries. <i>(3 marks)</i>
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1 mark for simple explanation.

AO1 (i)

2 marks for explanation with some development.

AO1 (ii)

3 marks for clear explanation, likely to be in the form of description of purpose plus example.

AO2 (iii)

(c)	Identify and explain <b>one</b> reason why employees might experience more insecurity at work today than in the past. <i>(3 marks)</i>
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1 mark for identification of appropriate reason, eg technological change; contractual changes; organisational changes; need for updating skills.

AO1 (i)

2 marks for identification with some explanation.

AO1 (ii)

3 marks for identification with explanation explicitly linked to increase in insecurity.

(d)	How far would sociologists agree that recent changes in the workplace mean that workers are <b>less</b> likely to experience job satisfaction today than they were in the past? <i>(7 marks)</i>
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**1-2** Simple statement(s) about changes in the workplace and/or job satisfaction.

AO1 (i)

**3-5** Some understanding but no explicit reference to ‘how far’ or insufficient quality for top band.

AO1 (i)

AO1 (ii)

**6-7** Clear understanding and explicit reference to ‘how far’. Candidates may approach this question in a variety of ways. For example the emphasis might be on reasons for an overall decline in job satisfaction such as insecurity of employment, deskilling, technological change set against efforts to increase job satisfaction such as teamworking, quality circles etc. Or the emphasis could be on the latter and reskilling.

AO2 (iii)

**MIGRATION AND MOVEMENT**

Assessment Objectives

**Question 8**

(a) (i) According to the information in **Item H**, which local authority district had the highest proportion of people above state pension age in 2001?  
(1 mark)

Christchurch.

AO2 (ii)

(a) (ii) Identify **one** reason why an individual might choose to live near the coast when they retire.  
(1 mark)

1 mark for identification of appropriate reason, eg better weather/availability of facilities/for health reasons.

AO1 (i)

(b) Explain why younger people might choose to move to urban areas.  
(3 marks)

1 mark for simple explanation.

AO1 (i)

2 marks for explanation with some development.

3 marks for clear explanation explicitly linked to move to urban area, eg for work, for study, for availability of facilities.

AO1 (ii)  
AO2 (iii)

(c) Identify and explain **one** aspect of urban life that might cause a person above pension age to move away.  
(3 marks)

1 mark for identification of appropriate aspect of urban life, e.g. speed of life; crime; traffic and pollution.

AO1 (i)  
AO1 (ii)

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to ‘push’ factor.

(d) How far would sociologists agree that the ageing of the population of Britain is a problem for society?  
(7 marks)

**1-2** Simple statement(s) about an ageing population.

AO1 (i)

**3-5** Some understanding but no explicit reference to ‘how far’ or insufficient quality for top band.

AO1 (i)  
AO1 (ii)

**6-7** Clear understanding and explicit reference to ‘how far’. Candidates are likely to deal with the ‘problem’ aspect of the question through difficulties of funding pensions, facilities and workers, plus perhaps decline in skills base. Extent is likely to be dealt with via discussion of either the ways around a problem, eg raising pension age/retirement age or of the social benefits of an increase in the older population (for families, for example).

AO2 (iii)

**SOCIAL CONTROL AND DEVIANCE**

Assessment Objectives

**Question 9**

(a) (i) According to the information in **Item I**, did a larger proportion of people in rural or suburban areas say that people using or dealing drugs was a big problem in their area? *(1 mark)*

Suburban.

AO2 (ii)

(a) (ii) Identify **one** reason why high levels of vandalism and graffiti in a neighbourhood are a problem for individuals who live in that area. *(1 mark)*

1 mark for identification of appropriate reason, eg makes area look run down; indicator of high crime rate; damages property; affects property values.

AO1 (i)

(b) The British Crime Survey is a victim survey. Explain what is meant by a victim survey. *(3 marks)*

1 mark for simple explanation.

AO1 (i)

2 marks for explanation with some development.

3 marks for clear explanation of survey asking individuals whether or not they have been a **victim** of crime.

AO1 (ii)  
AO2 (iii)

(c) Identify and explain **one** reason why individuals living in rural areas might experience more pressure to conform than individuals living in urban areas. *(3 marks)*

1 mark for identification, eg of *gemeinschaft* versus *gesellschaft*; ‘tyranny of observation’; closer social networks.

AO1 (i)  
AO1 (ii)

2 marks for identification with some explanation.

3 marks for identification with clear explanation explicitly linked to levels of social control.

(d) How far would sociologists agree that the level of youth crime in an area depends on how well parents control their children? *(7 marks)*

**1-2** Simple statement(s) about parental control and crime.

AO1 (i)

**3-5** Some understanding but no reference to ‘how far’ or insufficient quality for top band.

AO1 (i)  
AO1 (ii)

**6-7** Clear understanding and explicit reference to ‘how far’. Responses in this band are likely to deal with the issue of parental social control and its absence set against one or more of a variety of factors to deal with extent, e.g. peer group pressure; the type of area; economic and/or social marginalisation; other agencies of social control; youth subcultures.

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.