

Version 2.0



**General Certificate of Secondary Education
June 2010**

Sociology

4190

41901

Unit 1

Mark Scheme

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

General Certificate of Secondary Education

SOCIOLOGY Unit 1

MARK SCHEME

June 2010

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.

Quality of Written Communication (QWC)

GCSE specifications which require candidates to produce written material in English must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification, quality of written communication will be assessed by means of Assessment Objectives in all questions where extended writing is required. In this paper, extended writing is required when answering the following questions:

1 6 , 1 7 , 2 4 , 2 5

Topic 1: Studying Society**Total for this topic: 30 marks**

		AO	Marks
0 1	From Item A , which subject shows the smallest percentage difference between girls and boys achieving A*– C GCSE grades? <i>(1 mark)</i>		
	Maths.	AO3	1
0 2	From Item B , identify the research method used by Becky Francis. <i>(1 mark)</i>		
	Observation.	AO3	1
0 3	Outline one advantage and one disadvantage of using the research method that you have identified in 0 2 above. <i>(2 marks)</i>		
	1 mark for an appropriate advantage, eg obtain insight; get fuller and more valid account of a group's behaviour.	AO1	1
	1 mark for an appropriate disadvantage of the method identified, eg blending in; time-consuming; gaining access to group.	AO1	1
0 4	Study Item C . Describe how the sociological idea of gender differs from the biological idea of sex. <i>(4 marks)</i>		
	1 mark for basic reference to either sex or gender.	AO1	1
	2–3 marks for a partial description, eg demonstrating limited awareness of gender as the social and cultural difference between the sexes, either lacking examples or with supporting examples that are insufficiently developed to allow an award in the top band.	AO1 AO2	1 1
	4 marks for clear description of the difference between biological and sociological explanations, which may include appropriate examples.	AO2	1
0 5	Explain what sociologists mean by gender socialisation. <i>(4 marks)</i>		
	1 mark for basic statements about socialisation.	AO1	1
	2–3 marks for a partial explanation, eg demonstrating limited awareness of gender socialisation, either lacking examples or with supporting examples that are insufficiently developed to allow an award in the top band.	AO1	2
	4 marks for a clear sociological explanation which relates to both gender (eg cultural expectations) and socialisation (eg process of learning societal norms and values) and may include appropriate examples.	AO1	1

		AO	Marks
0 6	Explain one way in which a longitudinal study would be useful for research into the socialisation of boys and girls in modern British society. <i>(4 marks)</i>		
	1 mark for basic statements about longitudinal studies without explanation.	AO1	1
	2 marks for simple explanation, in terms eg of obtaining information about significant changes over time.	AO2	1
	3 marks for a reasonable explanation with some development, eg could see their development and effects of certain agents of socialisation.	AO2	1
	4 marks for a clear explanation relating the kind of information obtained relating to the process of how boys and girls are socialised.	AO2	1
	You have been asked as a sociologist to investigate why girls significantly out-perform boys in examination subjects such as Art and English.		
0 7	Identify one way in which you could select your sample and explain why this would be appropriate. <i>(4 marks)</i>		
	1 mark for basic statements about sampling or an appropriate identification (eg random, stratified) without explanation.	AO1	1
	2 marks for an appropriate identification with simple explanation (in terms of obtaining a representative sample).	AO2	1
	3 marks for a reasonable explanation with some development, in terms of how the specified sampling method would be useful in making general statements about the whole survey population.	AO2	1
	4 marks for a clear sociological understanding relating to how the chosen sampling method assists in making valid generalisations about the whole survey population, or to the practicalities involved in doing this investigation.	AO3	1
0 8	Identify one ethical issue which may arise in the course of doing your research and explain why this might be an issue for this particular research. <i>(4 marks)</i>		
	1 mark for basic statements about ethics in sociology or an appropriate identification of an ethical issue (eg confidentiality, acceptability of questioning young people) without explanation.	AO1	1
	2 marks for an appropriate identification with some simple explanation through reference, eg to the principle of privacy, to concerns about the security of children.	AO2	1
	3 marks for a reasonable explanation with some development, eg with reference to the harm that not acting ethically might do.	AO2	1
	4 marks for a clear explanation which relates the restrictions that ethics place on the researcher to the nature of the information required from respondents in this piece of research.	AO3	1

0 9	Identify one primary research method that you would use and explain why it is better than another possible primary method for obtaining the information that you need. <i>(6 marks)</i>	AO	Marks
	1–2 marks for basic statements about primary methods.	AO1	1
		AO3	1
	3–4 marks for a partial explanation comparing the methods in terms of eg ease of use, quality of information obtained.	AO2	2
	5–6 marks for a clear explanation relating the characteristics of the methods to their effectiveness in obtaining the kind of information specifically required by this research, eg validity.	AO2	1
		AO3	1

Topic 2: Education

Total for this topic: 30 marks

		AO	Marks
Section 1			
1 0	From Item D , what is the overall trend between 1970 and 2005 in children under 5 attending schools? <i>(1 mark)</i>		
	Upwards/rising/increasing.	AO3	1
1 1	From Item E , what percentage of children who receive free school meals obtained 5 or more A*-C grades at GCSE? <i>(1 mark)</i>		
	31.	AO3	1
1 2	Identify two reasons why parents may or may not wish to send their children to a particular school. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate reason, eg locality of school; 'ethos' of school; belief that standards are better; smaller class sizes; cost; discipline is better.	AO1	2
1 3	Explain what sociologists mean by the hidden curriculum. <i>(4 marks)</i>		
	1 mark for basic statements about the hidden curriculum.	AO1	1
	2–3 marks for a partial explanation relating to the attitudes and behaviour that are taught through the school's organisation but which are not part of the formal timetable.	AO1	2
	4 marks for a clear detailed explanation which relates to the nature of the hidden curriculum in comparison with the overt curriculum. Reference may be made to certain features of the hidden curriculum and/or adopt a Marxist/feminist stance.	AO1	1
1 4	Describe one way in which parents can assist their children to achieve well at school and explain how this would help. <i>(5 marks)</i>		
	1 mark for a partial description, eg by providing revision materials; quiet study area; private tutor.	AO1	1
	2 marks for a fuller description.	AO2	1
	Plus 1–2 marks for explanation relating it to how a child's achievement may improve.	AO2	2
	3 marks for a clear explanation which also explicitly relates to how parents can help their child do well at school.	AO2	1

		AO	Marks
1	5	Describe one way in which governments have attempted to check what happens in schools and explain what effect such monitoring may have on a school. <i>(5 marks)</i>	
	1 mark for a partial description, eg Ofsted inspections.	AO1	1
	2 marks for a fuller description.	AO2	1
	Plus		
	1–2 marks for a fuller explanation making reference, eg to how an inspection may change how a school operates.	AO2	2
	3 marks for a clear explanation explicitly relating the monitoring to the effect it has on a school.	AO2	1

Section 2

EITHER

		AO	Marks
1	6	Discuss how far sociologists would agree that educational reforms over the last 25 years have been successful in raising the achievement of all pupils. <i>(12 marks)</i>	
0	No relevant points made.		
1–3	Basic statements about educational reforms. In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (relating, eg to government policies on educational achievement such as money spent, [Education Action Zones (EAZs), Building Schools for the Future (BSF)], concepts and/or ideas (relating, eg to literacy hour), though focus may not be consistent and the quality/range of the material is limited. There will be no response to ‘how far’. In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’ (through reference, eg to underachievement of certain social groups such as white working class boys). In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly addresses ‘how far’ in some detail. In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3

OR

1 7

Discuss how far sociologists would agree that the situation in a pupil's home is a more important cause of educational under-achievement than the type of school he or she attends.
(12 marks)

AO Marks

0 No relevant points made.

1–3 Basic statements about schools.

AO1 3

In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (relating eg to home influences on educational achievement; materials available; parental encouragement given), concepts (eg cultural capital/material deprivation) and/or ideas (relating eg to home factors), though focus may not be consistent and the quality/range of the material is limited. There will be no response to 'how far'.

AO1 1
AO2 2

In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.

7–9 To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far' (through reference eg to in school factors such as school ethos; teacher expectations).

AO2 2
AO3 1

In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.

10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly addresses 'how far' in some detail.

AO3 3

In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

Topic 3: Families

Total for this question: 30 marks

Section 3		AO	Marks
1 8	From Item F , were there more lone-parent households in 1971 or in 2006? <i>(1 mark)</i>		
	2006.	AO3	1
1 9	From Item G , identify how often an incident of domestic violence is reported to the police by a woman. <i>(1 mark)</i>		
	(One) every minute.	AO3	1
2 0	Identify two reasons for the rise in single person households from 1971 to 2006. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate reason, eg increase in divorce; economic independence.	AO1	2
2 1	Explain what sociologists mean by an extended family. <i>(4 marks)</i>		
	1 mark for basic statements about families.	AO1	1
	2–3 marks for a partial explanation eg relating either to extended or to family.	AO1	2
	4 marks for a clear detailed explanation that relates to nature of extension (what distinguishes this from other family forms) and family (what makes this a family). Reference may be made to types of extended family: classic; modified; vertical; horizontal.	AO1	1
2 2	Describe one form of help which a grandparent might provide for a family and explain how this may help members of a family. <i>(5 marks)</i>		
	1 mark for a partial description, eg can help with child care; provide economic support.	AO1	1
	2 marks for a fuller description.	AO2	1
	Plus 1–2 marks for an explanation which makes reference to how this would benefit family members, eg no child care costs mean parents can spend it on other requirements.	AO2	2
	3 marks for a clear explanation explicitly relating to how family members benefit from a grandparent's involvement.	AO2	1

		AO	Marks
2 3	Describe one way in which governments might provide assistance to lone parent families and explain how this would assist lone parents. <i>(5 marks)</i>		
	1 mark for a partial description, eg provision of child care facilities; assistance with housing; income support.	AO1	1
	2 marks for a fuller description.	AO2	1
	Plus		
	1–2 marks for explanation making reference to how the assistance would help, eg allow parent to work if child care is provided.	AO2	2
	3 marks for clear explanation explicitly relating the assistance given to the needs of lone parents.	AO2	1

Section 4

EITHER

		AO	Marks
2 4	Discuss how far sociologists would agree that the nuclear family is the norm in Britain today. <i>(12 marks)</i>		
	0 No relevant points made.		
	1–3 Basic statements about families in Britain.	AO1	3
	In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.		
	4–6 To reach this band there must be some use/understanding of relevant sociological evidence (eg reference to the fact that the majority live in nuclear families), concepts and/or ideas (eg 'cereal packet' nuclear family norm), though focus may not be consistent and the quality/range of the material is limited. There will be no response to 'how far'.	AO1 AO2	1 2
	In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.		

		AO	Marks
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises ‘how far’ (through reference eg to the diversity that exists; the rise in lone parent families; reconstituted families; variations by ethnicity and class). In addition, comparison with the past may be referred to.	AO2	2
		AO3	1
	In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.		
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly addresses ‘how far’ in some detail.	AO3	3
	In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.		

OR

		AO	Marks
2	5	Discuss how far sociologists would agree that inequalities exist within the home. (12 marks)	
0	No relevant points made.	AO1	3
1–3	Basic statements about inequality in the family. In this band, candidates spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.		
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (relating eg to the distribution of responsibilities/authority/power within the family; to the life chances of men/women having/not having a family life; to domestic violence; to opportunities to opt for an alternative life), concepts and/or ideas (relating eg to feminist/functionalist approaches to the family; to family role relationships, including between parent and child), though focus may not be consistent and the quality/range of the material is limited. There will be no response to 'how far'. In this band, candidates spell, punctuate and use the rules of grammar with some accuracy; they use a limited range of specialist terms appropriately.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the candidate recognises 'how far' (through reference eg to 'new men'; to the increased capacity of women to achieve more equal relationships within the family; generational differences). In this band, candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a good range of specialist terms with facility.	AO2 AO3	2 1

	AO	Marks
10–12 To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly addresses ‘how far’ (through reference eg to ‘new men’; to the increased capacity of women to achieve more equal relationships within the family; the changing relationships between teenagers and adults; cultural differences) in some detail.	AO3	3

In this band, candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.

Assessment Objectives Grid – Unit 1

Examination Series: June 2010

Assessment Objectives	
AO1	Recall, select and communicate knowledge and understanding of social structures, processes and issues
AO2	Apply knowledge and understanding in a range of contexts both familiar and unfamiliar
AO3	Select, interpret, analyse and evaluate information from different sources

Topic Area	AO1	AO2	AO3	Total Marks
1	12	12	6	30
2	12	12	6	30
3	12	12	6	30
Total	36	36	18	90

Summary of the Mark Distribution

Topic	AO1 No of marks (maximum)	AO2 No of marks (maximum)	AO3 No of marks (maximum)	Total Marks
0 1			1	1
0 2			1	1
0 3	2			2
0 4	2	2		4
0 5	4			4
0 6	1	3		4
0 7	1	2	1	4
0 8	1	2	1	4
0 9	1	3	2	6

Topics 2–3	AO1 No of marks (maximum)	AO2 No of marks (maximum)	AO3 No of marks (maximum)	Total Marks
1 0 / 1 8			1	1
1 1 / 1 9			1	1
1 2 / 2 0	2			2
1 3 / 2 1	4			4
1 4 / 2 2	1	4		5
1 5 / 2 3	1	4		5
either 1 6 / 2 4	4	4	4	12
or 1 7 / 2 5	4	4	4	12