

Version 2.0



General Certificate of Secondary Education January 2011

Sociology

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.

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Set and published by the Assessment and Qualifications Alliance.

General Certificate of Secondary Education

SOCIOLOGY Unit 1

MARK SCHEME

January 2011

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 questions carrying 12 marks.

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

		AO	Marks
0 1	From Item A , what percentage of men in 2006 said 'a man's job is to earn money; a woman's job is to look after the home and family'? <i>(1 mark)</i>		
	17.	AO3	1
0 2	From Item B , identify the research method used by Ann Oakley. <i>(1 mark)</i>		
	Interviews.	AO3	1
0 3	Outline one advantage and one disadvantage of using the research method you have identified in 02 above. <i>(2 marks)</i>		
	1 mark for an appropriate advantage eg obtain a more fuller and valid picture. 1 mark for an appropriate disadvantage of the method identified, eg time consuming.	AO1	2
0 4	Study Item C . Describe how sociologists investigate families and their lives compared with how journalists might investigate families and their lives. <i>(4 marks)</i>		
	1 mark for basic statements about the work of a journalist or sociologist.	AO1	1
	2–3 marks for a partial description, eg demonstrating limited awareness of the way sociologists study the family compared with a journalist, with supporting examples that are insufficiently developed to allow an award in the top band.	AO1 AO2	1 1
	4 marks for clear description relating to how sociologists would investigate in a systematic way, looking for evidence and examining patterns and trends whilst journalists may focus on sensationalist 'stories' about family members or portray certain family types in a biased manner.	AO2	1
0 5	Explain what sociologists mean by joint domestic roles. <i>(4 marks)</i>		
	1 mark for basic statements about roles in the home.	AO1	1
	2–3 marks for a partial explanation, eg demonstrating limited awareness of the sharing of house chores between couples, with supporting examples that are insufficiently developed to allow an award in the top band.	AO1	2
	4 marks for a clear explanation relating both to joint (divided or shared) and domestic role (tasks that are performed by a person in the home).	AO1	1

		AO	Marks
0 6	Explain how the use of primary research might be useful for research into role conflict experienced by working women. <i>(4 marks)</i>		
	1 mark for basic statements about primary research.	AO1	1
	2 marks for simple explanation of primary research and/or an appropriate primary method eg informal interview.	AO2	1
	3 marks for a reasonable explanation with some development, eg outlining its usefulness in terms of depth of information obtained.	AO2	1
	4 marks for a clear explanation relating to the validity of the findings, with the response clearly linked to the topic under investigation.	AO2	1
	You have been asked as a sociologist to investigate the division of housework and childcare amongst married and cohabiting couples today.		
0 7	Identify what sociologists mean by a pilot study and explain why you might undertake a pilot study in your investigation. <i>(4 marks)</i>		
	1 mark for an appropriate definition of a pilot study.	AO1	1
	2 marks for an appropriate definition with simple explanation.	AO2	1
	3 marks for a reasonable explanation with some development in terms of being able to trial a particular research method.	AO2	1
	4 marks for clear sociological understanding which relates to how a pilot study would assist in overcoming potential problems for this investigation, for example, with the wording of questions.	AO3	1
0 8	Identify one ethical issue you may need to consider and explain how you could deal with this ethical issue in your investigation. <i>(4 marks)</i>		
	1 mark for an appropriate identification of an ethical issue (eg confidentiality, sensitivity).	AO1	1
	2 marks for some simple explanation through reference to how it could be dealt with eg the principle of privacy.	AO2	1
	3 marks for a reasonable explanation with some development, eg with reference to a strategy to provide informed consent and seeking permission.	AO2	1
	4 marks for a clear explanation which specifically relates to how the ethical issue can be dealt with for this particular piece of research.	AO3	1

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

Topic 2: Education

Total for this topic: 30 marks

		AO	Marks
Section 1			
1	0	From Item D , identify one possible effect of streaming in schools. (1 mark)	
		AO3	1
1	1	From Item E , which subject was recently introduced in schools? (1 mark)	
		AO3	1
1	2	Identify two ways in which peer group pressure may affect a pupil's performance. (2 marks)	
		AO1	2
		1 mark for each of two identifications of appropriate ways (these could be positive or negative), eg encourage learning due to attitude of peers and being part of a pro-school subculture, such as 'bedroom culture' associated with girls; discourage learning through comments made by peers, such as 'laddish'/anti-school subculture associated with boys.	
1	3	Explain what sociologists mean by labelling in schools. (4 marks)	
		AO1	1
		1 mark for basic statements about labelling in schools. These might simply focus on defining labelling with little or no reference to schools.	
		AO1	2
		2–3 marks for a partial or under-developed explanation, possibly via an example, in which, in the context of schools, general reference will be made to the process by which labelling occurs. There will be some indication that the candidate understands the roles of the different social actors involved in the process, albeit still at a fairly limited level.	
		AO1	1
		4 marks for a clear explanation that looks at both the roles of those with the power to apply labels and the impact on the pupils labelled. Candidates may refer to relevant aspects of the process such as stereotyping, rejection of the label and so forth.	

		AO	Marks
1 4	Describe one way in which a school can try to raise pupil performance and explain how this may lead to an improvement in educational achievement. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg by investing in one-to-one tuition; setting up after-school revision sessions; recruitment of ASTs.	AO2	1
	Plus		
	1–2 marks for a simple explanation relating to how a pupil’s performance may improve.	AO2	2
	3 marks for a clear explanation which explicitly relates to how a school can improve pupil performance.	AO2	1
1 5	Describe one government educational reform of the last 25 years and explain how this may have increased or decreased educational opportunities. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg introduction of EMA/tuition fees.	AO2	1
	Plus		
	1–2 marks for a simple explanation making reference, eg to how EMA has assisted low income students to stay on in education.	AO2	2
	3 marks for a clear explanation explicitly relating to how the reform may or may not have increased educational opportunities.	AO2	1

Section 2

EITHER

		AO	Marks
1 6	Discuss how far sociologists would agree that the way in which pupils are grouped within a school has a significant effect on their educational performance. <i>(12 marks)</i>		
0	No relevant points made.		
1–3	Basic statements about how pupils are grouped. 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 setting and streaming on educational achievement), concepts and/or ideas (relating, eg to pupil subcultures), though focus may not be consistent and the quality/range of the material may be 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'. 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 which explicitly and in detail addresses 'how far' (through reference eg to other factors such as cultural/material deprivation). 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 main function of schools is to teach children to become part of society. (12 marks)

AO Marks

0 No relevant points made.

1–3 Basic statements about the function of 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 nature of the hidden curriculum; introduction of Citizenship), concepts and/or ideas (relating eg culture, socialisation, function), though focus may not be consistent and the quality/range of the material may be 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'.

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 which explicitly and in detail addresses 'how far' (through a comparison with other functions of the education system, such as the economic function).

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

		AO	Marks
Section 3			
1	8	From Item F , were more people getting married in 1972 or in 2005? (1 mark)	
		AO3	1
1	9	From Item G , what is the trend, between 1971 and 2007, in the percentage of households which are traditional nuclear families? (1 mark)	
		AO3	1
2	0	Identify two reasons why the average age at which people get married has increased in the last 30 years. (2 marks)	
		AO1	2
2	1	Explain what sociologists mean by a traditional nuclear family. (4 marks)	
		AO1	1
		AO1	2
		AO1	1
2	2	Describe one possible consequence of divorce for husbands and explain how this may have an effect on them. (5 marks)	
		AO1	1
		AO2	1
		AO2	2
		AO2	1

		AO	Marks
2	3	Describe one change in family size in Britain and explain why this change has occurred. <i>(5 marks)</i>	
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg trend towards smaller families, with women having fewer children than in the past century.	AO2	1
	Plus		
	1–2 marks for a simple explanation making reference to, for instance, the changing role of women in society.	AO2	2
	3 marks for clear explanation explicitly relating to why family size has changed.	AO2	1

Section 4**EITHER**

2 4	Discuss how far sociologists would agree that marriage is still considered important in modern British society. <i>(12 marks)</i>	AO	Marks
0	No relevant points made.		
1–3	Basic statements about marriage and whether it is considered important. 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 marriage patterns; divorce rates), concepts and/or ideas (relating eg to cohabitation; secularisation; changing social attitudes towards marriage), though focus may not be consistent and the quality/range of the material may be 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'. 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 and in detail addresses 'how far' (through reference eg to traditional/cultural/ethnic approaches to the family and marriage; remarriage rates). 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

2 | 5

Discuss how far sociologists would agree that the traditional nuclear family is the most appropriate family type in which to raise children in modern Britain. <i>(12 marks)</i>

AO Marks

0 No relevant points made.

1–3 Basic statements about the raising of children in a family. 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 how it may effect children in terms of their life chances), concepts and/or ideas (relating eg to the functionalist approach), though focus may not be consistent and the quality/range of the material may be 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'. 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 and in detail addresses 'how far' (through reference eg to critical approaches of the traditional nuclear family, eg feminists and the way in which girls are raised within this family form). 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: January 2011

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 1	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