
GCSE

SOCIOLOGY

Unit 1
Mark scheme

41901
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

General Certificate of Secondary Education

SOCIOLOGY Unit 1

Mark Scheme

June 2014

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 students 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****0 1**From **Item A**, which subject had the largest entry from boys?**[1 mark]**

Physics

0 2From **Item B**, identify the research method used by Murphy and Whitelegg.**[1 mark]**

Questionnaires

0 3Give **one** advantage **and one** disadvantage of using Murphy and Whitelegg's research method as referred to in **Item B**.**[2 marks]**

1 mark for an appropriate advantage eg easy to compare findings; geographical spread; relatively cheap; produce reliable data.

1 mark for an appropriate disadvantage of the method identified, eg questions misunderstood; depth of information limited; lacks validity.

0 4

Describe how biologists may approach the study of gender identity of humans differently from sociologists.

[4 marks]

1 mark for basic statements about the work of a biologist and/or a sociologist.

2–3 marks for a partial description, eg demonstrating limited awareness of the way biologists focus upon and emphasise nature and instinct, whereas sociologists concentrate on nurture and concepts such as canalisation, with supporting examples that are insufficiently developed to allow an award in the top band.

4 marks for clear description of the difference between the approaches, with sociologists concerned with aspects of socialisation and cultural expectations, whilst biologists focus on genetic differences. Responses relating to concepts of femininity and masculinity should be credited

0	5
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Study **Item C**. Explain what sociologists mean by gender stereotypes.

[4 marks]

1 mark for basic statements about gender or stereotyping.

2–3 marks for a partial explanation demonstrating a limited awareness of gender stereotypes being a generalised view of the typical characteristics of men and women, either lacking examples or with supporting examples (eg girls and women are often expected to show the feminine characteristics of being pretty, gentle and sensitive) that are insufficiently developed to allow an award in the top band.

4 marks for a clear sociological explanation which relates to both gender (eg cultural expectations) and stereotype (e.g. a generalised, oversimplified view of the features of a social group, allowing for few individual differences, where the assumption is made that all members of the group share the same features), and may include appropriate examples which draw upon masculine and feminine stereotypes.

0	6
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Explain **one** way in which sociological research might help schools **and/or** the Government design policies that encourage more girls to study Physics.

[4 marks]

1 mark for basic statements about research/girls studying Physics without explanation.

2 marks for simple explanation of eg obtaining information about significant cultural/social factors influencing girls' choice of subject.

3 marks for a reasonable explanation with some development, eg the development of girl-friendly Physics lessons; campaigns in schools through posters showing female scientists.

4 marks for a clear explanation relating the kind of information obtained to how it may encourage more girls to study Physics.

You have been asked as a sociologist to investigate the subject choices made by boys and girls in British schools.

0 7

Identify what sociologists mean by a pilot study **and** explain why you might undertake a pilot study for this investigation.

[4 marks]

1 mark for an appropriate definition of a pilot study, possibly by basically stating it as a small scale trial of the final study.

2 marks for an appropriate definition with simple explanation, which, in addition to identifying what a pilot study is, provides a limited explanation, such as suggesting a reason for doing a pilot study is to iron out any problems there might be with, for example, the questions you are asking the students.

3 marks for a reasonable explanation with some development in terms of being able to trial a particular research method.

4 marks for clear sociological understanding which relates to how a pilot study would assist in overcoming potential problems for this particular investigation, for example, with the wording of the questions.

0 8

Identify **one** secondary source of information that you would use **and** explain why this source might be useful for your investigation.

[4 marks]

1 mark for basic statements about secondary sources or an appropriate identification, possibly just naming a particular government document.

2 marks for an appropriate identification (eg government reports, news article) with simple explanation (in terms, e.g. of scope of information, ability to compare).

3 marks for a reasonable explanation with some development, eg in terms of its usefulness in identifying trends.

4 marks for a clear explanation relating the kind of information available from secondary sources to the needs of the particular study.

0	9
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Identify **one** method of interviewing that you might use **and** explain why this method is better than using postal questionnaires for your investigation.

[6 marks]

1-2 marks for basic statements about an interviewing method/postal questionnaires.

3-4 marks for a partial explanation comparing the methods in terms of, for example, ease of use, quality of information obtained.

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.

NB Students who make appropriate reference to and use of the items should be credited.

Topic 2: Education**Total for this topic: 30 marks****Section 1**

1	0	From Item D , which ethnic group has the highest percentage of girls achieving 5 or more GCSE A*-C grades including English and mathematics? <p style="text-align: right;">[1 mark]</p>
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Chinese

1	1	From Item E , parents from which social class were more likely to want their child to go to university? <p style="text-align: right;">[1 mark]</p>
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Middle (class)

1	2	Identify one advantage and one disadvantage of streaming pupils. <p style="text-align: right;">[2 marks]</p>
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1 mark for identification of an appropriate advantage, eg stretches the brightest pupils whilst allowing the less able to work at their own pace.

1 mark for identification of an appropriate disadvantage, eg labels pupils, which can produce a self-fulfilling prophecy and an academic subculture can develop.

1	3	Explain what sociologists studying education mean by peer group pressure. <p style="text-align: right;">[4 marks]</p>
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1 mark for basic statements about peer group pressure.

2–3 marks for a partial or under-developed explanation, possibly via an example, in which some general reference will be made to the process by which behaviour can be generated and/or reinforced through peer group dynamics.

4 marks for a clear explanation focused on education and schooling that looks, for example, at the subcultural values such groups may hold. Reference may be made to pro and anti-school subcultures.

1	4
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Describe **one** function that education is expected to perform in today's society **and** explain how successful the education system has been in performing this function.

[5 marks]

1 mark for a partial description, possibly just naming one function that the education system is expected to perform in today's society.

2 marks for an appropriate and more developed description of any relevant example eg social cohesion, which refers to the bonds that bring people together and integrate them into a united society; serving the needs of the economy, through the teaching of specific skills and knowledge necessary for work in a modern industrial society.

Plus

1–2 marks for a simple explanation through reference to the impact of citizenship education, whereby pupils learn about different cultures; through the hidden curriculum encouraging respect for each other.

3 marks for a clear explanation which explicitly relates to how successfully it fulfils a particular function.

1	5
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Describe **one** way in which governments have attempted to encourage competition between schools in the past 30 years **and** explain why competition between schools may or may not be beneficial.

[5 marks]

1 mark for a partial description, possibly just basically referring to a recent government policy that has attempted to encourage schools to compete with each other.

2 marks for an appropriate and more developed description of any relevant example (formula funding, publication of school performance tables, publication of Ofsted reports). These must be explicitly linked to how they encourage competition between schools for 2 marks.

Plus

1–2 marks for a simple explanation making reference, eg to the impact on school standards.

3 marks for a clear explanation explicitly relating to why competition between schools may or may not be beneficial.

Section 2**EITHER****1 6**

Discuss how far sociologists would agree that a pupil's ethnicity is the main reason for differences in educational achievement.

[12 marks]

0 No relevant points made.

1–3 Basic statements about the importance of a pupils' ethnicity and/or their educational achievement.

In this band, students 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 ethnicity and educational achievement), concepts and/or ideas (relating, eg to language spoken at home; cultural/parental values; ethnocentric curriculum; racism in schools), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students 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 student recognises 'how far' eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students 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 factors such as gender or social class background).

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

OR

1 7

Discuss how far sociologists would agree that parental attitudes have a significant effect on a child's educational success.

[12 marks]

- 0** No relevant points made.
- 1–3** Basic statements about parental attitudes or educational success in general.
- In this band, students 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 studies conducted on the cultural values of working class parents in comparison to middle class parents), concepts and/or ideas (relating e.g. parental attitudes to education; parents' level of education), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.
- In this band, students 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 student recognises 'how far' eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.
- In this band, students 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 factors, such as those inside the school; material explanations).
- In this band, students 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**

1	8	From Item F , what is the trend in cohabitation between 1996 and 2012?	[1 mark]
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Increasing/rising

1	9	From Item G , which year saw the most divorces in England and Wales?	[1 mark]
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1991

2	0	Identify two reasons for the increase in single person households over the past 40 years.	[2 marks]
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1 mark for each of two identifications eg increase in divorce; economic independence.

2	1	Explain what sociologists mean by family diversity.	[4 marks]
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1 mark for basic statements about families.**2–3 marks** for a partial or under-developed explanation, possibly via an example, relating to a variety of family types found in a society (such as nuclear, extended, and family types arising from divorce), and are insufficiently developed to allow an award in the top band.**4 marks** for a clear explanation relating to both to family (what constitutes a family) and diversity (eg the existence of significant family types and variations linked to such factors as ethnicity, and to whether couples are cohabiting, married or civil partners).

2	2
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Describe **one** way in which grandparents can contribute to family life **and** explain how this may help other family members.

[5 marks]

1 mark for a partial description, possibly a basic/general statement that the grandparents can look after the grandchildren.

2 marks for an appropriate and more developed description of any relevant example (can help with child care; provide economic support, etc).

Plus

1–2 marks for a simple explanation through reference to how this would benefit family members, eg no child care costs mean parents can spend it on other requirements.

3 marks for a clear explanation which explicitly relates to how certain family members benefit from a grandparent's involvement.

2	3
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Describe **one** criticism of the traditional nuclear family made by some sociologists **and** explain why other sociologists might not agree.

[5 marks]

1 mark for a partial description, possibly by stating it is isolating, or seen as unfair on women.

2 marks for an appropriate and more developed description of any relevant criticism of the traditional nuclear family made by sociologists, for example, how feminists see this type of family structure as patriarchal.

Plus

1–2 marks for a simple explanation making reference to a different perspective on, for example, the traditional role of the husband/father within the family.

3 marks for a clear explanation explicitly relating to how different sociological perspectives view a criticism of the traditional family, for example candidates may explain functionalist and feminist views on patriarchal authority.

Section 4**EITHER**

2	4
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Discuss how far sociologists would agree that marriage is no longer seen as important in modern British society.
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[12 marks]

0 No relevant points made.

1–3 Basic statements about marriage and whether it is considered important.

In this band, students 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 marriage and cohabitation patterns/divorce rates), concepts and/or ideas (relating eg to 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 little or no response to 'how far'.

In this band, students 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 student recognises 'how far' eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students 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 traditional/cultural/ethnic approaches to the importance of marriage; remarriage rates).

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

OR

2 5

Discuss how far sociologists would agree that changing social attitudes are the main reason for changes in the divorce rate over the past 50 years.

[12 marks]

0 No relevant points made.

1–3 Basic statements about families in Britain.

In this band, students 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 (through reference eg to the changing patterns of divorce), concepts and/or ideas (relating eg to changing social attitudes, with less social disapproval and condemnation; secularisation), though focus may not be consistent and the quality/range of the material may be limited. There will be little or no response to 'how far'.

In this band, students 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 student recognises 'how far' eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

In this band, students 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 legal changes; impact of feminism; the changing role of women).

In this band, students 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 2014

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