

GCSE

# Sociology

41901 Studying Society; Education; Families

Mark scheme

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4190

June 2016

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Version 1.0: Final Mark Scheme

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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](http://aqa.org.uk).

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Section 1

## Topic 1 Studying Society

01

From **Item A**, in which area of life had girls aged 11–16 experienced most sexism?  
(Tick the correct box.)

[1 mark]

Online/social media

At school/college

In public places

02

From **Item B**, identify the research method used by Sue Sharpe.

[1 mark]

Unstructured interviews.

**NB:** Students must provide both words in their answer to this question to be credited with **1 mark**.

03

Give **one** advantage and **one** disadvantage of using Sue Sharpe's research method as referred to in **Item B**.

[2 marks]

**1 mark** for an appropriate advantage, eg obtains a fuller and more valid picture; interviewer can clarify questions.

**1 mark** for an appropriate disadvantage of the method identified, eg time consuming; cost of training interviewers.

04

Study **Item C**. Describe how a longitudinal study might be useful for researching the changing attitudes of young people.

[4 marks]

**1 mark** for basic statements about longitudinal studies.

**2 – 3 marks** for a partial description, eg demonstrating limited awareness of the way in which a longitudinal study can help obtain information about significant changes over time, with supporting examples that are insufficiently developed to allow an award in the top band.

**4 marks** for a clear description explicitly related to how a longitudinal study may or may not be useful in researching the changing attitudes of young people, eg the need for comparative data showing current attitudes.

05

Explain what sociologists mean by gender discrimination.

**[4 marks]**

**1 mark** for basic statements about discrimination in general.

**2 – 3 marks** for a partial explanation, eg demonstrating limited awareness of gender discrimination, either lacking examples or with supporting examples that are insufficiently developed to allow an award in the top band.

**4 marks** for a clear sociological explanation which relates to both discrimination and to gender, eg patriarchal society, economic status, cultural values. Students who mention 'positive discrimination' will be credited.

06

Explain why sociologists may use qualitative data rather than quantitative data when researching the attitudes of young people.

**[4 marks]**

**1 mark** for basic statements about qualitative or quantitative data.

**2 marks** for simple explanation, for example, that qualitative data provides more detailed information compared with quantitative data.

**3 marks** for a reasonable explanation with some development, eg qualitative data provides depth, insight and meaning.

**4 marks** for a clear explanation relating the kind of information qualitative data provides, as opposed to quantitative data, when researching attitudes of young people. Credit, for example, can be given for discussion on the validity of the data.

**You have been asked as a sociologist to investigate the extent of sexism in British schools.**

07

Identify **one** primary research method you could use **and** explain why you would use this primary research method for your investigation.

**[4 marks]**

**1 mark** for basic statements about primary research methods or an appropriate identification, eg postal questionnaires; non-participant observation.

**2 marks** for an appropriate identification with simple explanation.

**3 marks** for a reasonable explanation with some development, eg in terms of quality of information obtained, easier to conduct.

**4 marks** for clear sociological understanding which relates to why the primary method chosen is useful for this particular investigation, eg a qualitative approach could be justified because it provides an opportunity to explore the meaning of sexism for the individuals involved.

08

Identify **one** ethical issue that you may need to consider **and** explain why you need to consider this ethical issue for your investigation.

**[4 marks]**

**1 mark** for an appropriate identification of an ethical issue (eg confidentiality, sensitivity).

**2 marks** for some simple explanation through reference to, for instance, the principle of privacy and revealing identity of those who experience sexism.

**3 marks** for a reasonable explanation with some development, eg with reference to ethical issue involved.

**4 marks** for a clear explanation which specifically relates to the restrictions ethical concerns place on the researcher within the context of this eg through an appropriate detailed discussion of the need for informed consent (juvenile research subjects).

09

Identify **one** sampling method that you might use **and** explain why it is better than another possible sampling method for your investigation.

**[6 marks]**

**1 – 2 marks** for basic statements about sampling.

**3 – 4 marks** for a partial explanation comparing the sampling techniques in terms of, for example, how representative it would be.

**5 – 6 marks** for a clear explanation relating the characteristics of the sampling method, such as use of a stratified sample, to its effectiveness in obtaining the kind of information specifically required by this research, eg if a quantitative methodology using a large structured sample is employed, a loss of randomness can increase sampling error.

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

**Topic 2 Education**

10

From **Item D**, identify the trend in the percentage of people surveyed who thought that 'British values' should be taught in schools. (**Tick the correct box.**)

**[1 mark]**

Decreasing with age

Increasing with age

Stable

11

From **Item E**, which social group achieved the lowest percentage of at least five GCSE passes at C grade and above, including English and mathematics?

**[1 mark]**

Poor, White British.

12

Identify **two** types of secondary school found in England which do **not** have to follow the national curriculum.

**[2 marks]**

**1 mark** for each of two identifications, eg academy, free school, independent school.

13

Explain what sociologists studying education mean by secondary socialisation.

**[4 marks]**

**1 mark** for basic statements about socialisation; learning to fit into society.

**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 of learning societal norms and values at school.

**4 marks** for a clear explanation focused on education and schooling that looks, for example, at how children acquire the behaviour patterns, language and skills needed in later life and wider society through the hidden curriculum.

14

Describe **one** educational policy of the past 20 years that has attempted to assist pupils from disadvantaged backgrounds **and** explain how successful this policy has been.

[5 marks]

**1 mark** for a partial description, possibly just referring to one relevant, recent policy.

**2 marks** for an appropriate and more developed description, eg introduction of the Pupil Premium and bursaries; changes to school inspections, with the emphasis on 'failing schools' in deprived areas; encouraging development of academies in disadvantaged areas/EMA/Aim Higher programme (pre-Coalition).

**Plus**

**1 – 2 marks** for a simple explanation making reference, for example, to how the policy may have led to more educational opportunities for pupils from less wealthy backgrounds.

**3 marks** for a clear explanation explicitly relating to how the policy may or may not have been successful, eg evidence for the success of new style academies is limited and controversial, with critics claiming that there is little or no evidence to support that claim that they have significantly raised standards for pupils from less wealthy backgrounds.

15

Describe **one** way in which schools may encourage social mobility **and** explain how effective this is.

[5 marks]

**1 mark** for a partial description, possibly just providing a basic way a school may encourage social mobility, such as the chance to gain qualifications.

**2 marks** for an appropriate and more developed description, eg through a school providing the opportunity to achieve recognised qualifications, enabling pupils to achieve higher positions in society; raise aspirations.

**Plus**

**1 – 2 marks** for a simple explanation relating it to how much a school can affect social mobility.

**3 marks** for a clear explanation which explicitly relates to how effective a school is in achieving, eg through the type of qualifications offered by a particular school; through a reference to how effective a school can be in giving pupils equal life chances, no matter what their ethnicity, gender or social class background, given the inequalities of opportunity in the wider society.



**Section 2****EITHER****16**

Discuss how far sociologists would agree that the main function of the education system is to encourage 'British values' and social cohesion.

**[12 marks]**

**0** No relevant points made.

**1 – 3** Basic statements about the education system/British values/social cohesion.

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 Citizenship education as part of the national curriculum; through studying topics linked to British values in subjects such as History; nature of the hidden curriculum; emphasis placed on encouraging 'British values' by Ofsted), concepts and/or ideas (relating, eg to culture; socialisation; function; shared norms and values), 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'.

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 reference to other functions of the education system, such as the economic function).

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

17

Discuss how far sociologists would agree that school-based factors are the main cause of differences in the educational achievement of different social groups.

**[12 marks]**

**0** No relevant points made.

**1 – 3** Basic statements eg about the peer group or other factors affecting the educational achievement of pupils.

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 interactionist studies on educational achievement), concepts and/or ideas (relating, eg to anti-school subcultures), although 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'.

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 reference, eg to other factors such as gender, ethnicity, poverty, social inequality, etc.).

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

**Section 3**

**Topic 3 Families**

18

From **Item F**, what is the trend between 1994 and 2012 in the laundry always/usually being done by the woman? **(Tick the correct box.)**

**[1 mark]**

Decreasing

Increasing

Stayed the same

19

From **Item G**, which sociological approach believes that the nuclear family is a necessary and important part of society?

**[1 mark]**

Functionalist.

20

Identify **two** ways in which grandparents may assist other family members.

**[2 marks]**

**1 mark** for each of two identifications eg can help with child care; provide economic support; by giving advice and guidance; provide emotional and moral support.

21

Explain what sociologists mean by joint conjugal roles.

[4 marks]

**1 mark** for basic statements about roles within families.

**2 – 3 marks** for a partial or under-developed explanation, possibly via an example, relating to couples sharing childcare and housework, with males taking on traditional female household chores like cooking, shopping, etc, and female partners taking on traditional male jobs, such as household repairs, looking after the car, etc, with both involved in paid employment.

**4 marks** for a clear explanation relating to both conjugal roles (that exist between partners in marriage/civil partnership or as a cohabiting couple) and integrated/joint (performing similar domestic tasks, sharing decision-making, and having a number of common interests and activities).

22

Describe **one** family type that has increased in Britain over the past 30 years **and** explain why this family type is now more commonly found.

[5 marks]

**1 mark** for a partial description, possibly just naming a family type that has increased.

**2 marks** for an appropriate and more developed description, eg lone-parent families, often headed by a female.

**Plus**

**1 – 2 marks** for a simple explanation making reference to, for instance, the increase in divorce.

**3 marks** for clear explanation explicitly relating to why family structures have changed, eg reference to changing social attitudes, changes in the law, which have made divorce easier to obtain; secularisation, which has contributed to the greater acceptance of divorce and re-marriage.

23

Describe the feminist approach to the traditional nuclear family **and** explain how this differs from another sociological approach to the traditional nuclear family.

**[5 marks]**

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

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

**Plus**

**1 – 2 marks** for a simple explanation making reference to how, for example, the New Right believe that the woman should be the carer within the family and the man should be the breadwinner.

**3 marks** for a clear explanation explicitly relating to how the approaches view the traditional nuclear family differently, eg comparing feminist views of the patriarchal and often repressive nature of the traditional nuclear family with New Right arguments that children and the wider society benefit from stable families founded upon traditional conjugal roles.

**Section 4****EITHER****24**

Discuss how far sociologists would agree that gender roles within families have changed considerably over the past 50 years.

**[12 marks]**

**0** No relevant points made.

**1 – 3** Basic statements about the roles of men and women in the family.

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 to, eg surveys on the domestic division of labour indicating changing role relationships), concepts and/or ideas (relating to, eg the apparent rise in househusbands/the 'New Man'/women as main earner; joint conjugal roles/the symmetrical family), although 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 developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the student recognises 'how far'.

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 limits of changes and ways that roles have changed; to gender inequalities in the family; segregated roles; unequal authority relations within the home between husband and wife; feminist view and patriarchal families).

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

25

Discuss how far sociologists would agree that families remain an important agency of socialisation in Britain today.

[12 marks]

**0** No relevant points made.

**1 – 3** Basic statements about families and/or socialisation.

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

**4 – 6** To reach this band there must be some use/understanding of relevant sociological evidence (eg on the importance and influence of family life today), concepts (eg primary socialisation of children, gender role socialisation, class and ethnic identity, canalisation, manipulation) and/or ideas (eg those from functionalist perspectives; the teaching of societal norms and values), although 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, 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 clear evidence that the candidate recognises 'how far', eg via a relatively limited or undeveloped reference to the examples in the top band descriptor.

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' (eg by reference to the influence of the media and other agencies of socialisation, such as the enduring influence of religion, peer groups, education etc, which will be explicitly linked to contemporary society). Reference may also be made to the increased role of the state in previously primary role eg pre-school social skills. **NB** Not all of these are necessary, even for full marks.

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 2016**

<b>Assessment Objectives</b>	
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
<b>Total</b>	<b>36</b>	<b>36</b>	<b>18</b>	<b>90</b>

### 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
<b>either</b> <b>or</b> 1 6 / 2 4	4	4	4	12
1 7 / 2 5	4	4	4	12