



General Certificate of Secondary Education

Sociology

Specimen Paper 1 41901

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

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

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Dr Michael Cresswell, Director General.

General Certificate of Secondary Education

SOCIOLOGY Specimen Paper 1

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.

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:

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SECTION A

STUDYING SOCIETY

Total for this question: 30 marks

		AO	Marks
0 1	From Item A , for every ethnic group listed, do boys or girls achieve a higher percentage of 5 A*–C GCSE grades? <i>(1 mark)</i>		
	Girls.	AO3	1
0 2	From Item B , identify a research method used by Paul Willis. <i>(1 mark)</i>		
	Observation, group interviews.	AO3	1
0 3	Outline one advantage and one disadvantage of using the research method you have identified in (b) (i) above. <i>(2 marks)</i>		
	1 mark for an appropriate advantage.	AO1	1
	1 mark for an appropriate disadvantage of the method identified.	AO1	1
0 4	Study Item C . Describe how the sociological idea of ethnic groups differs from the biological idea of race. <i>(4 marks)</i>		
	1 mark for basic reference to either race or ethnic group.	AO1	1
	2–3 marks for a partial description, eg demonstrating limited awareness of the significance of cultural differences between ethnic groups, with supporting examples that are insufficiently developed to allow an award in the top band.	AO1 AO2	1 1
	4 marks for a clear description of the difference in terms of a contrast between the biological and the cultural.	AO2	1
0 5	Explain what sociologists mean by a multicultural, multi-ethnic society. <i>(4 marks)</i>		
	1 mark for basic statements about cultures.	AO1	1
	2–3 marks for a partial explanation, eg demonstrating limited awareness of the nature of a multicultural/multi-ethnic society, 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 culture (eg way of life) and diversity (eg the existence of significant differences within/between ways of life).	AO1	1

0 6	Explain one way in which sociological research might help educational authorities to design policies to reduce educational underachievement in Britain. <i>(4 marks)</i>	AO	Marks
	1 mark for basic statements about research/education without explanation.	AO1	1
	2 marks for simple explanation (in terms eg of obtaining information about significant factors influencing (under) achievement.	AO2	1
	3 marks for a reasonable explanation with some development, eg the development of anti-racist policies and teacher training.	AO2	1
	4 marks for a clear explanation relating the kind of information obtained to the possibility of reducing underachievement.	AO2	1
0 7	Identify and explain one ethical issue which may arise in the course of doing your research. <i>(4 marks)</i>	AO	Marks
	1 mark for basic statements about ethics in sociology or for an appropriate identification of an ethical issue (eg sensitive nature of topic, confidentiality, acceptability of questioning young people) without explanation.	AO1	1
	2 marks for an appropriate identification with simple explanation through reference, eg to the existence of strong feelings about ethnicity, 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 being ethical might do.	AO2	1
	4 marks for a clear explanation which relates the restrictions ethics places on the researcher to the nature of the information required from/the characteristics of the respondents in this piece of research.	AO3	1
0 8	Identify one useful secondary source you might use and explain why it would help. <i>(4 marks)</i>	AO	Marks
	1 mark for basic statements about secondary sources or an appropriate identification (eg textbook, class notes, government reports) without explanation.	AO1	1
	2 marks for an appropriate identification with simple explanation (in terms eg of scope of information, ability to compare).	AO2	1
	3 marks for a reasonable explanation with some development, eg relevant reports produced by organisations such as Ofsted who oversee the quality of educational provision.	AO2	1
	4 marks for a clear explanation relating the kind of information available from secondary sources to the needs of the particular study.	AO3	1
0 9	Identify one primary research method you would use and explain why it is better than another possible primary method for obtaining the information you need. <i>(6 marks)</i>	AO	Marks
	1–2 marks for basic statements about primary methods.	AO1 AO3	1 1
	3–4 marks for a partial explanation comparing the methods in terms eg of 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.	AO2 AO3	1 1

SECTION B

EDUCATION

Total for this question: 30 marks

		AO	Marks
1 0	From Item D , identify one possible disadvantage of faith schools. <i>(1 mark)</i>		
	Create segregated society/reinforce community isolation.	AO3	1
1 1	From Item E , why might teachers expect higher academic achievements from children whose parents have a higher income? <i>(1 mark)</i>		
	Teachers assume such children are confident/fluent, familiar with learning; that parents have higher expectations.	AO3	1
1 2	Identify two reasons why parents may wish to send their children to faith schools. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate reason, eg belief that discipline is better/standards higher; belief in the particular faith.	AO1	2
1 3	Explain what sociologists mean by selective education. <i>(4 marks)</i>		
	1 mark for basic statements about selection.	AO1	1
	2–3 marks for a partial explanation, eg school may select its pupils via an entrance exam; fees.	AO1	2
	4 marks for a clear explanation relating to how a school selects its intake.	AO1	1
1 4	Describe one way in which pupils with Special Educational Needs may be educated and explain the advantages of this method of education. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate description, eg placed in mainstream school/ through reference to the support given.	AO2	1
	Plus		
	1–2 marks for explanation relating it to a positive outcome in terms of developing social, academic skills.	AO2	2
	3 marks for a clear explanation which makes an explicit comparison with the alternative.	AO2	1

1	5	Describe one way in which governments have attempted to improve educational standards over the last 20 years and explain how successful this policy has been. <i>(5 marks)</i>	AO	Marks
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1 mark for a partial description.

AO1 1

2 marks for an appropriate description, eg what money is spent on, league tables.

AO2 1

Plus

1–2 marks for explanation which makes reference to a performance measure, eg SATs, A level results.

AO2 2

3 marks for a clear explanation explicitly relating improved performance to the reforms.

AO2 1

NB: Candidates should be given credit for being sceptical about the improvements.

1 6

Discuss how far sociologists would agree that encouraging pupils to adopt British values has become in recent years the most important function of the education system. *(12 marks)*

0 No relevant points made.

1–3 Basic statements about education/British values. 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 relating to nature of the curriculum/hidden curriculum, to the opinions of educationalists/ parents/politicians), concepts and/or ideas (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 that explicitly addresses 'how far' (eg through a comparison, in some detail, of the relative significance of encouraging values 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.

1 | 7

Discuss how far sociologists would agree that parental attitudes are the most important influence on a child's educational achievement.
(12 marks)

0 No relevant points made.

1–3 Basic statements about home background. 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 relating to the home/ school/neighbourhood influences on achievement), concepts (eg peer group, expectation) and/or ideas (eg self fulfilling prophecy, cultural deprivation), 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 addresses 'how far' (by comparing the significance of parental attitudes with the significance eg of the material/neighbourhood/ social/school situation in terms of their influence on educational achievement) 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.

FAMILIES**Total for this question: 30 marks**

		AO	Marks
1 8	From Item F , which household task is most shared? <i>(1 mark)</i>		
	Teaches children discipline.	AO3	1
1 9	From Item G , identify the ethnic group that had the highest percentage of lone parent households. <i>(1 mark)</i>		
	Black Caribbean.	AO3	1
2 0	Identify two reasons for the general rise in the divorce rate in Britain during the last 40 years. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate reason, eg changes in law/social attitudes/expectation of married life/women's capacity to be self-supporting.	AO1	2
2 1	Explain what sociologists mean by a reconstituted family. <i>(4 marks)</i>		
	1 mark for basic statements about families.	AO1	1
	2–3 marks for a partial explanation relating eg either to reconstituted or to family.	AO1	2
	4 marks for a clear explanation that relates both to reconstituted (what distinguishes this from other family forms) and family (what makes this a family).	AO1	1
2 2	Describe one way governments have attempted to help families in recent years and explain how successful this policy has been. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate description, eg a named benefit (tax credit) or scheme (Sure Start) or the aim of the benefit or scheme.	AO2	1
	Plus		
	1–2 marks for explanation which makes reference to a performance measure, eg numbers of children in poverty.	AO2	2
	3 marks for a clear explanation explicitly relating the performance to the policy.	AO2	1

2 3

Describe **one** social or economic need of the elderly in our society **and** explain how governments might try to meet that need. (5 marks)

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|--|-----|---|
| 1 mark for a partial description. | AO1 | 1 |
| 2 marks for an appropriate description, eg feeling part of, coping, the need to keep a fire going. | AO2 | 1 |
| Plus | | |
| 1–2 marks for explanation making reference eg to increased financial benefits, improved social services. | AO2 | 2 |
| 3 marks for clear explanation explicitly relating the proposal to the need. | AO2 | 1 |

2 4

Discuss how far sociologists would agree that living in a family tends to benefit men more than women. (12 marks)
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- 0** No relevant points made.
- 1–3** Basic statements about gender roles in the 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 (eg relating 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 (eg relating to feminist/functionalist approaches to the family; to family role relationships), 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 addresses 'how far' (through reference eg to 'new men'; to the increased capacity of women to achieve more equal relationships within the family) 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.

2 5

Discuss how far sociologists would agree that it is realistic to talk of a typical British family today. (12 marks)

- 0** No relevant points made.
- 1–3** Basic statements about family/family structures. 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 relating to different kinds of family, variation of family situations within an individual's life; to demography; to legal/economic circumstances/religious and social (attitudes/expectations relevant to family), concepts and/or ideas (eg relating to structure/role of family/family type), 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 addresses 'how far' (eg by comparing the incidence of different types of family or diversity in practice with dominant ideals) 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 – Specimen Paper 1

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

	AO1	AO2	AO3	Total Marks
Topic 1	12	12	6	30
Topic 2	12	12	6	30
Topic 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
01			1	1
02			1	1
03	2			2
04	2	2		4
05	4			4
06	1	3		4
07	1	2	1	4
08	1	2	1	4
09	1	3	2	6

Topics 2–3	AO1 No of marks (maximum)	AO2 No of marks (maximum)	AO3 No of marks (maximum)	Total Marks
10 18			1	1
11 19			1	1
12 20	2			2
13 21	4			4
14 22	1	4		5
15 23	1	4		5
either 16 24	4	4	4	12
or 17 25	4	4	4	12