GCSE

Sociology

Mark Scheme for June 2012

Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
?	Unclear
APP	Application
BOD	Benefit of doubt
E	Expansion of a point
EVAL	Evaluation
I	Ignore
L1	Level 1
L2	Level 2
L3	Level 3
NBOD	Benefit of doubt not given
SC	Sociological Concept
✔	Tick
✔	Tick 2

Section A

Question			Answer	Marks	Guidance
1	(a)		**One mark** for the identification of **one** of the aims. E.g. (**one** from) • To find out and compare the co-habitation of white and Asian couples in the UK • To find out and compare the pattern of divorce of white and Asian families in the UK • To find out and compare the views and attitudes of white and Asian people to marriage, co-habitation and divorce • To find out the reasons for any differences between the two groups.	1	Answer should be written as in the pre-release, but minor changes e.g. change of a word or a word omitted should be credited. Identification of a hypothesis or a finding will should not be credited.
	(b)		**One mark** for the identification of the conclusion. Asian families do have stronger bonds than white families but they are changing.	1	Answer should be written as in the pre-release, but minor changes e.g. change of a word or a word omitted should be credited. Identification of a finding, aim or hypothesis should not be credited.
2	(a)		**One mark** for the correct identification of: – 69%.	1	
	(b)		**One mark** for the correct identification of: – 12.	1	1200 or answers 11 or under or over 12 should not be credited. 12 per thousand and answers over 11 should be credited.
	(c)		**One mark** for the correct identification of: – Christian.	1	No other answer should be accepted
	(d)		**One mark** for the correct identification of: – Muslim.	1	Islam should be credited

Question			Answer	Marks	Guidance
3	(a)		**One mark** for the correct identification of: – every 10 years.	1	No other answer should be accepted
	(b)		**One mark** for a partial description. This could be showing understanding of statistical data as numbers / percentages / graphs etc. or could be an example of government data without a description. E.g. crime statistics, birth rates, data from the ONS etc. **Two marks** for a clear description. This should show knowledge of data which is produced/collected by the government. It is not necessary to explain 'statistical' data for two marks.	2	A one word answer should not be credited with 2 marks e.g. government.

Question	Answer	Marks	Guidance
4 (a)	**One mark** for a partial description of an advantage. This might be brief, unclear or undeveloped *or* there may be a description of statistics or secondary data in general being an advantage. Possible answers might include: • They include everyone • Statistics can be quantified • Secondary data is easy to get • Cheap to access • Taken from census data • More reliable • Can identify patterns and trends of a group • Can identify trends / changes over time • Accurate • Not first hand – secondary data **Two marks** for a clear description that relates specifically to families. Possible answers might include: • Accurate because the government records all marriages / divorces • Data available for every year so trends of marriage / divorce / birth etc can be seen • Data is recorded for all people so comparison of ethnic groups can be made • Families complete census data accurately as it is a legal document • Census / government data on families / divorce / marriage etc is easy to get e.g. in libraries / online.	2	One tick to indicate an advantage and a second tick for relating answer to families. A simple reference to the word family should not be credited e.g. tells us about families in Britain. A reference to information from the investigations relating to the family, should be credited

Question			Answer	Marks	Guidance
	(b)		**One mark** for a partial description of a disadvantage. This might be brief, unclear or undeveloped *or* there may be a description of statistics or secondary data in general being a disadvantage. Possible answers might include: • Not everyone is included / unrepresentative • Government may change the data • May be out of date • Don't provide explanation / detailed data / lacks validity • May not provide the exact data needed. • Could be biased **Two marks** for a clear description that relates specially to families. Possible answers might include: • Some families may not provide the information (e.g. not return the census form /lie on the form) • Cohabitation may not be admitted because of shame • Census forms may not be fully understood e.g. if there are language issues • Definitions of groups e.g. 'Asian' or may be different from researchers. • May only include families in England and Wales (not Scotland / Ireland) • Family patterns may have changed since the data was collected (e.g. in the 10 years between the census data being collected) • Marriages conducted abroad may not be in the statistics • Marriages of convenience will be recorded but not provide a valid picture of family life. Any other reasonable response.	2	One tick to indicate a disadvantage and a second tick for relating answer to families. A simple reference to the word family should not be credited e.g. tells us about families in Britain. A reference to information from the investigations relating to the family, should be credited

Question			Answer	Marks	Guidance

5	(a)		**One mark** for a partial description which relates in some way to representative but the answer lacks a clear understanding.
			 E.g. A large number chosen
			      All types of people
			      Refers to the whole/research population
			      Results can be generalised
			      Proportional to the people being studied
			
			 Two marks for a clear description which shows understanding of representative as reflecting with some accuracy the population to be studied. This may be expressed as the sample having the same characteristics of the wider population or sample / target population or reference to different types of people being in the sample.
			
			 A weak description can be given 2 marks if a clear example is given to support it.
			
			 Possible answers might include:
			
			 • A sample which is an exact match of the type of people being studied
			 • All types of people in the groups are studied, e.g. if you are studying teenagers you want males and females
			 • Cross section of the population
			 • A sample which is like a mini society
			 • One which includes all type of people, such as young, old rich and poor.
			
			 An answer which only explains 'sampling' will not be credited unless there is implicit reference to representative through stratified sampling.
				2	Candidates who use the word representative in their answer should not be credited unless they demonstrate some understanding of its meaning.

Question			Answer	Marks	Guidance
	(b)		**One mark** for the correct identification of: – random.	1	No other answers should be credited
	(c)		**One mark** for the identification of a type of sampling (other than random) **or** a description without the sampling type being accurately named. **One additional mark** for a description of a named sampling type. Possible answers could include: • Stratified • Systematic • Snowball • Opportunity **Maximum of two marks** if there is no reference back to Investigation **One mark** for a weak reference back to Investigation 1. **One additional mark** for a more developed reference of how the chosen sampling type can be used to select a sample of Asian respondents for the study. For four marks candidates will identify accurately a sampling method other than random and show clear understanding of the method and how it can be applied to selecting a sample from the centre or a wider sample from the Asian community.	4	A simple reference to the word Asian should not be credited e.g. select Asian respondents. A reference to information from the investigations relating to the family, should be credited.

Question			Answer	Marks	Guidance
6	(a)		**One mark** for selecting accurate reference to the article. **One mark** for selecting accurate reference to the quote. **One additional mark** for an explanation of how the article and the quote support each other. A typical 3 mark answer could be – Quote 2 says that Asian families have changed. People used to feel they had to look after relatives but now they put them in homes. The article also says things have changed e.g. the professor says the number of elderly relatives living with their children is falling rapidly/ people prefer to live close by.	3	A generic answer which explains how they are similar with no reference to the quote or the article should be credited with 1 mark, e.g. *they both say the elderly are not looked after within the family* The linking of the information from the quote and article may be implicit but should be credited e.g. Quote 2 says … and also the article says … If the candidate selects information from the article or quote that is contradictory they should only be credited with one mark.
	(b)		**One mark** for selecting accurate reference to the quote. **One mark** for selecting accurate reference to the hypothesis. **One additional mark** for an explanation of how the quote refutes the hypothesis. E.g. correct description of what both the quote **and** the hypothesis say. A typical 3 mark answer could be – Quote 3 says that things have changed and the Asian respondent does not have strong bonds with the family like his Dad did. This does not support the hypothesis which says there are strong family bonds.	3	The linking of the information from the quote and article may be implicit but should be credited e.g. Quote 2 says … whereas the article says … If the candidate selects information from the article or quote that is contradictory they should only be credited with one mark.
			Section A Total	**26**	

Section B

Question			Answer	Marks	Guidance
7	(a)		**One mark** for a partial example. E.g. the identification of a statement (with no reference to the family). **or** a question or aim related to the topic of family types. **Two marks** for a clear example. E.g. a statement / claim, related to the topic of family types. Possible answers could include: • There are many different family types in the UK today • Nuclear families are happier than step-families • Gay families are becoming more accepted.	2	A candidate's hypothesis must make sense for marks to be credited.
	(b)		**One mark** for the identification of **one** of the findings. E.g. (**one** from) • There are different types of families in the UK • Gay families are good and the children are happy • Step parents find it difficult to build a relationship with their step-children.	1	Answer should be written as in the pre-release, but minor changes e.g. change of a word or a word omitted should be credited.
8	(a)		**One mark** for the correct identification of: – Saturday.	1	No other answers should be credited
	(b)		**One mark** for the correct identification of: – 33%.	1	No other answers should be credited

Question			Answer	Marks	Guidance
9	(a)		**One mark** for one correct possible advantage of content analysis identified. Possible responses might include:– • Produces quantitative data • Sources are easy / cheap to access • Large samples can be used • Sources can be up to date • Primary data • It is quick Any other reasonable response. One mark maximum. **One additional mark** for relating this to the investigation (i.e. the candidate should refer specifically to the issue of family or use of a TV guide). Possible answers might include: • Most households have a TV guide • The TV guide is free in many papers • TV guides have a description of the programme to categorise • Simply identifying family content can be quick / easy. Any other reasonable response.	2	Candidates must identify an accurate advantage of the method of content analysis to be credited any marks. However, **one** mark should be awarded for implicit reference to an advantage using the Source. e.g. *T.V guides don't cost much* (implicit advantage is cheap). A mark for relating to the family should not be credited without an accurate advantage of the method of content analysis identified, e.g. TV shows what's important in life… should not be credited.

Question			Answer	Marks	Guidance
	(b)		**One mark** for one correct possible disadvantage of content analysis identified. Possible responses might include:– • Does not produce qualitative data / explanation • Categorising can be difficult – e.g. 'about the family' is vague • lacks reliability • 'Importance' is not operationalised • Positive / negative views of the family not separated • Bias in categorising • Title of the programme / brief description may not accurately show the content • Time consuming • Programme content may be different from week to week • Lacks reliability Any other reasonable response. One mark maximum **One additional mark** for relating this to the investigation (i.e. the candidate should refer specifically to the issue of family or use of a TV guide). Possible answers might include: • Quantitative data lacks detail about different aspects of the family • The researcher chose not to use some soap operas but other researchers would • The researcher did not include all TV channels because of the time it would take • There may be more programmes about the family at Christmas and bank holidays. Any other reasonable response.	2	Candidates must identify an accurate disadvantage of the method of content analysis to be credited any marks. However, **one** mark should be awarded for implicit reference to a disadvantage using the Source. e.g. *the T.V guide only has a brief description of the T.V programmes to see about the family.* A mark for relating to the family should not be credited without an accurate disadvantage of the method of content analysis identified, unless it is implicit.

Question			Answer	Marks	Guidance
10	(a)		**One mark** for the correct identification of: – quantitative. Also credit any other reasonable response e.g. primary data, statistical / numerical data.	1	
	(b)		**One mark** for a partial description which relates in some way to generalisation as happening after the research results but the answer lacks a clear understanding of the term. E.g. What researchers find out / conclusion of research/data **Two marks** for a clear description which shows understanding of generalisation as a pattern of behaviour which applies to most people / sample. A weak description can be given 2 marks if a clear example is given to support it.	2	Where candidates have identified generalisation as stereotyping they should be credited with 1 mark e.g. people think that women are better at looking after children. However if this is clearly an individual view about identity rather than anything that could come from research it should not be credited. e.g. when a person stereotypes all women as caring. Candidates must make some reference to research/findings/data/results to gain 2 marks e.g. research has shown that women are better at looking after children

Question	Answer	Marks	Guidance
11	**One mark** for one correct conclusion identified. Answers might include: • Few families are nuclear • Seeing grandparents is popular • Most people see family as important • Most people overall see gay families as good • Most useful responses show gay families are seen as good • Attitudes to divorce are balanced • For all questions there was a large number of useless responses • Results are unreliable Any other reasonable response. **Two marks** for two correct conclusions identified. **Two marks maximum.** **One additional mark** for each conclusion supported by specific statistics or accurate proportions from the table, e.g. more than half the respondents see their grandparents often. **One mark only** for each point if there is accurate identification of statistics related to a question but not used to form a conclusion.	4	Credit 2 accurate conclusions even when in opposition with each other e.g. most people think gay families are good or most people think gay families are bad Different interpretations of the table, given the number of 'useless' responses should be credited (39% can be classed as the majority if the useless data has not been included). most/some/many/majority are not accurate proportions so should not be credited with the additional mark.

Question			Answer	Marks	Guidance
12			**Level 3: 5-6 marks** Candidates demonstrate good understanding of interviews as a useful method of finding out about family. They are *likely* to identify different types of interviews and explanation will be clear. At this level candidates **must** relate back specifically to family and / or Investigation 2. At the top of the level candidates will make use of sociological concepts. **Level 2: 3-4 marks** Candidates demonstrate basic understanding of interviews as a useful method of finding out about family. At this level candidates will identify ways interviews are or could be useful. At the top of the level candidates will have developed their explanations. **Level 1: 1-2 marks** Candidates demonstrate limited understanding of interviews as a useful method of finding out about family. At this level candidates will make brief reference to interviews and what they can find out E.g. find out about people's experiences At the top of the level candidates will start to develop their answers E.g. find out about people's experiences by getting more detailed information	6	Understanding can be demonstrated with advantages and/or disadvantages. Candidates who explain the problems of a different method to illustrate the advantages of interviews should be credited. A simple reference to the words family/family life/ Investigation 2 should not be credited. Application must relate back specifically to illustrate the particular advantages or disadvantages identified. Candidates who refer to the internet or chatroom in Investigation 2 as a form of interview should be credited.
			Section B Total	**22**	

Section C

Question	Answer	Marks	Guidance
13	**Level 3: 9-12 marks** Candidates demonstrate a good knowledge of the primary methods and the sources. At this level, candidates analyse and evaluate through identification of both advantages and disadvantages of the primary methods and sources in a good way. A wide range of evidence from the primary research and sources is used to support arguments and conclusions, with developed, if not fully balanced arguments. There will be clear reference to 'studying family'. At the top, candidates will have evaluated a wide range of primary methods and sources in depth and consider a range of issues of validity in detail. For full marks, candidates must have identified as least one advantage and disadvantage *within* at least one primary method or source. Typically answers will contain a range of sociological ideas and language throughout. Complex ideas will be expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar. Meaning and explanation is clear. **Level 2: 5-8 marks** Candidates demonstrate a basic knowledge of the primary methods and sources. At this level, candidates analyse and evaluate through identification of disadvantages of the primary methods and sources in a basic way.	12	Answers which relate to primary methods and secondary sources generally but do not relate to the investigation should be credited. However this is likely to stay in Level 1 but if very well done could achieve marks in bottom range of level 2. Accurate but simple description of the primary methods or sources in the investigation should be credited. However this is likely to stay in Level 1, but if done very well could achieve marks in the bottom range of Level 2 e.g. detailed or useful reference to a wide range of primary methods and sources. Answers which attempt to show how far the primary methods or sources meet the aims or prove the hypothesis should be credited, however this is likely to stay in Level 1, but if done very well could achieve marks in bottom range of Level 2. Simple recognition of the primary methods and sources being dated should be credited but without explanation of how this relates to the investigation it will be classed as a level 1 answer. Candidates who identify a range of sources but repeat the same issues regarding usefulness e.g. date of the sources or location of the sample are unlikely to be credited in the top level. Candidates may make some suggestion (which may be implicit) as to how the research could have been improved to increase validity. This should be credited. Candidates who refer to the primary methods and sources of both investigations should only be credited for one investigation. All parts of the answer will be marked and the investigation

Question			Answer	Marks	Guidance
			Candidates will identify and have some explanation of why the primary research and sources are not valid but this may be brief. *More than one* primary method / source **must** be used		

Candidates will identify and have some explanation of why the primary research and sources are not valid but this may be brief. *More than one* primary method / source **must** be used

A wider range of primary methods and sources will be used but arguments will not be developed or there may be fewer primary methods / sources used but explained in more depth.

At the top of the level, clear understanding of validity will be demonstrated and there will be some reference to 'studying family'.

Typically answers will contain sociological ideas but without or limited sociological language. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning. Relevant information and evidence is presented and meaning is generally clear.

Level 1: 1-4 marks
Candidates demonstrate a limited knowledge of the primary research and sources.

At this level, candidates apply limited knowledge and examples to the question. There is likely to be some identified and descriptive points made about the primary methods and sources. Arguments and points are interpreted simply.

Typical answers at the bottom may be restricted to one or two points about some of the sources or discussion about only one source. Candidates may show limited understanding of validity.

Question	Answer	Marks	Guidance
	Information and evidence is presented with some lack of clarity and inaccuracy.		
	At the top of this level, there will be more points made and with some simple criticism of the sources or evidence showing some understanding of where there may be inaccuracy. E.g. Only a few people were asked The evidence is from 1991		
	There are likely to be some errors of spelling, punctuation and grammar, some of which might be noticeable and intrusive.		
	Possible answers could include discussion of some of the following:		
	(Investigation 1) ***As Source 1 contains two different graphs (Graphs A and B). They should be treated as two separate sources when considering the range of sources used by the candidate.*** **Source 1 (advantages)** • Graphs dated – do not show 2011 census data (not valid for today) Graphs don't have qualitative information e.g. reasons for divorce – lacks validity • Graph B shows religion not ethnicity – could be white Muslims • Graph B does not show criteria used to establish co-habitation (validity – numbers inaccurate) • Graph B is only 16 – 24 year olds • Graphs cover only England and Wales (not valid for all UK).		

Question			Answer	Marks	Guidance
			Source 1 (disadvantages) • Graphs from reliable ONS data • Graph A shows changes over time • Divorce statistics are likely to be valid – accurate records are kept • Divorce statistics are recorded and collected in a consistent way each year and across the country). **Source 2 (disadvantages)** • BBC a media source – bias (invalid) • Article has been shortened and adapted • Views rather than statistical evidence • Think tanks are influential funders • Politicians have political motives (less valid) • The professor provides no supporting evidence for the statements • Article is out of date (2000) – invalid for 2012. **Source 2 (advantages)** • BBC generally considered a good source – more valid • Article has quoted from a professional sociologist – data valid • Jack Straw a respected government minister with access to information from the Home Office – more valid. **Source 3 (disadvantages)** • Makes assumptions about 1 parent families – bias (invalid) • Adults in the families could be *either* extended family *or* children over 16 • Numbers have been rounded to whole ones and a column omitted – validity		

Question	Answer	Marks	Guidance
	• Statistics are out of date – invalid for today • Census forms may have been completed with inaccuracy • Quotes brief – lack validity • No detail of sample size or composition – validity (not accurate for all of UK). **Source 3 (advantages)** • Statistics are from a university – considered valid • The quotes are qualitative data – more valid. **Primary evidence (disadvantages)** • Asian sample was mainly Pakistani (not accurate for other Asians who may have different views / behaviour) • Bias as sample known to the researcher • Sample all from one area which may be less traditional – inaccurate for other areas • Asian sample mainly female – biased views invalid. • Asian interviewer – bias will lead to invalid results. **Primary evidence (advantages)** • Semi-structured interviews increase validity • Questions clear / not leading – increases validity • Qualitative data with open questions – increases validity • Researcher (female / 35 / Asian) able to develop a good rapport – increases validity.		

Question	Answer	Marks	Guidance
	Investigation 2 Primary Research **Method 1 (disadvantages)** • Did not watch programmes – no validity check • Not all channels were included – invalid for other channels • Researcher bias / interpretation in categorising programmes • Assumption that family programmes show importance of the family (could be the family in crisis) • Only 1 week of data collected – invalid for other weeks • No reference to 'family type' so less valid. **Method 1 (advantages)** • No interview / researcher involvement – increases validity • Data up to date – increases validity • Percentages in the table are incorrect **Method 2 (disadvantages)** • Researcher bias as own family – validity. **Method 2 (advantages)** • Qualitative data • First-hand information. **Method 3 (disadvantages)** • Collected at midnight – may be invalid re: type of respondents • Internet is easy for people to lie • Questions too vague e.g.….'are good'		

Question			Answer	Marks	Guidance
			• Nuclear may be misunderstood so responses invalid • Many useless answers • Researcher bias in categorising answers • Survey lacks depth so no real understanding of family life. **Method 3 (advantages)** • Anonymity could lead to honesty. Secondary data **Source 1 (disadvantages)** Media source; may have been edited One person's view of the step family does not give full, valid understanding		
			Section C Total	12	
			Paper Total	60	

APPENDIX 1

Question	AO1	AO2	AO3	Total
1(a)	-	1	-	1
1(b)	-	1	-	1
2(a)	-	1	-	1
2(b)	-	1	-	1
2(c)	-	1	-	1
2(d)	-	1	-	1
3(a)	1	-	-	1
3(b)	2	-	-	2
4(a)	-	-	2	2
4(b)	-	-	2	2
5(a)	2	-	-	2
5(b)	1	-	-	1
5(c)	-	4	-	4
6(a)	-	-	3	3
6(b)	-	-	3	3
7(a)	-	2	-	2
7(b)	-	1	-	1
8(a)	-	1	-	1
8(b)	-	1	-	1
9(a)	-	-	2	2
9(b)	-	-	2	2
10(a)	-	1	-	1
10(b)	2	-	-	2
11	-	4	-	4
12	-	-	6	6
13	2	4	6	12
TOTAL	10	24	26	60