

Version 1.0



**General Certificate of Secondary Education
January 2013**

Sociology

41901

Unit 1

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' 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 students' 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 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.

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General Certificate of Secondary Education

SOCIOLOGY Unit 1

MARK SCHEME

January 2013

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 students 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)

In GCSE specifications which require students to produce written material in English, students must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification, Quality of Written Communication will be assessed by means of Assessment Objectives in all questions where extended writing is required. In this paper, extended writing is required when answering questions carrying 12 marks.

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

		AO	Marks
0 1	From Item A , what percentage of young people said they had a very happy relationship with their family? <i>(1 mark)</i>		
	28(%)	AO3	1
0 2	From Item B , identify the research method used by Nicola Ross. <i>(1 mark)</i>		
	Interviews.	AO3	1
0 3	Give one advantage and one disadvantage of using Nicola Ross's research method, as referred to in Item B . <i>(2 marks)</i>		
	1 mark for an appropriate advantage, eg obtain 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.	AO1	2
0 4	Study Item C . Describe how a longitudinal study might be useful for research into the influence of parents on a child's development. <i>(4 marks)</i>		
	1 mark for basic statements about longitudinal studies.	AO1	1
	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.	AO1 AO2	1 1
	4 marks for clear description relating to how a longitudinal study may or may not be useful in researching the influence of parents on a child's development.	AO2	1
0 5	Explain what sociologists mean by socialisation. <i>(4 marks)</i>		
	1 mark for basic statements about socialisation; learning how to fit in society.	AO1	1
	2–3 marks for a partial explanation, eg demonstrating limited awareness of socialisation, either lacking examples or with supporting examples (primary agencies/agents of socialisation) that are insufficiently developed to allow an award in the top band.	AO1	2
	4 marks for a clear explanation relating to primary and/or secondary socialisation (eg process of learning societal norms and values in childhood and adulthood) and may include appropriate examples.	AO1	1

		AO	Marks
0 6	<p>Explain one way in which sociological research might help governments to design policies to support parents in Britain. (4 marks)</p>		
	1 mark for basic statements about research/helping to support parents.	AO1	1
	2 marks for simple explanation of, eg obtaining information about specific needs of parents.	AO2	1
	3 marks for a reasonable explanation with some development, eg outlining the need for better child-care provision; the development of welfare programmes such as Sure Start.	AO2	1
	4 marks for a clear explanation relating the kind of information obtained to how it may support parents.	AO2	1
	<p>You have been asked as a sociologist to investigate the importance of family life to teenagers.</p>		
0 7	<p>Identify what sociologists mean by opinion polls and explain how useful these might be for your investigation. (4 marks)</p>		
	1 mark for an appropriate definition of an opinion poll (a type of survey that uses fixed-choice questions to find out people's views on topical issues) or a simple explanation.	AO1	1
	2 marks for an appropriate definition with simple explanation.	AO2	1
	3 marks for a reasonable explanation with some development in terms of being able to plot patterns; may not represent all views.	AO2	1
	4 marks for clear sociological understanding which relates to how an opinion poll may gauge the views of teenagers in Britain.	AO3	1
0 8	<p>Identify one ethical issue that you may need to consider and explain how you could deal with this issue in your investigation. (4 marks)</p>		
	1 mark for an appropriate identification of an ethical issue (eg confidentiality, sensitivity).	AO1	1
	2 marks for some simple explanation through reference to how it could be dealt with, eg the principle of privacy.	AO2	1
	3 marks for a reasonable explanation with some development, eg with reference to a strategy to provide informed consent and seeking permission.	AO2	1
	4 marks for a clear explanation which specifically relates to how the ethical issue can be dealt with for this particular piece of research.	AO3	1

0 9	Identify one primary research method that you would use and explain why it is better than another possible primary method for your investigation. <i>(6 marks)</i>	AO	Marks
	1–2 marks for basic statements about primary research.	AO1	1
		AO3	1
	3–4 marks for a partial explanation comparing the methods in terms of, for example, 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	1
		AO3	1

Topic 2: Education

Total for this topic: 30 marks

		AO	Marks
Section 1			
1 0	From Item D , what percentage of boys with fewer than 5 GCSE passes were in receipt of free school meals? <i>(1 mark)</i>		
	15(%)	AO3	1
1 1	From Item E , what percentage of journalists went to a comprehensive school? <i>(1 mark)</i>		
	14(%)	AO3	1
1 2	Identify two reasons why parents send their children to independent schools. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate reason, eg belief that educational standards are higher; better resources and facilities; lower teacher:pupil ratio; perceived 'ethos' of academic culture/rigour.	AO1	2
1 3	Explain what sociologists mean by a faith school. <i>(4 marks)</i>		
	1 mark for basic statements about schools based on religion.	AO1	1
	2–3 marks for a partial or under-developed explanation, possibly via an example, in which, in the context of schools, general reference will be made to the way their faith status may be reflected in their religious education curriculum, admissions criteria and staffing policies.	AO1	2
	4 marks for a clear explanation that looks at how faith schools are in some way different to other types of schools found in Britain.	AO1	1

		AO	Marks
1 4	Describe one way in which schools put pupils into groups and explain how this may affect a pupil's educational achievement. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg by dividing pupils into sets or streams based on their ability and/or prior attainment.	AO2	1
	Plus		
	1–2 marks for a simple explanation relating to how a pupil's performance may or may not improve, eg formation of anti-school subculture.	AO2	2
	3 marks for a clear explanation which explicitly relates to how setting or streaming can improve or hinder pupil performance.	AO2	1
1 5	Describe one government policy of the past 25 years which has attempted to improve educational standards 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 and more developed description, eg introduction of the English Baccalaureate; changes to school inspections; encouraging development of academies and free schools.	AO2	1
	Plus		
	1–2 marks for a simple explanation making reference, eg to how the development of academies has led to a raising of educational standards.	AO2	2
	3 marks for a clear explanation explicitly relating to how the policy may or may not have increased educational standards.	AO2	1

Section 2

EITHER

		AO	Marks
1	6	Discuss how far sociologists would agree that a pupil's social class background is the main reason for differences in educational achievement. (12 marks)	
0	No relevant points made.		
1–3	Basic statements about social class differences in 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.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (relating, eg to the influence of social class background on educational achievement), concepts and/or ideas (relating, eg to material deprivation; teacher expectations; restricted code/speech patterns; cultural capital), 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.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the 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.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion which explicitly and in detail addresses 'how far' (through reference, eg to other factors such as gender, ethnicity). In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3

OR

1 7

Discuss how far sociologists would agree that the type of school a child attends has a significant effect on his/her life chances.
(12 marks)

AO Marks

0 No relevant points made.

1–3 Basic statements about type of school attended and life chances. AO1 3

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 percentage of people in top jobs who were privately educated; chances of attending university/Oxbridge; school league tables), concepts and/or ideas (relating, eg to the 'old boy network'), 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'. AO1 1
AO2 2

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'. AO2 2
AO3 1

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' (referring to other factors such as parental support; individual drive and ambition; peers a student associates with.) AO3 3

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

		AO	Marks
Section 3			
1 8	From Item F , what percentage of people aged 60+ thought that marriage was important? <i>(1 mark)</i>		
	65(%)	AO3	1
1 9	From Item G , what percentage of those aged 25-34 years saw members of their extended family daily? <i>(1 mark)</i>		
	2(%)	AO3	1
2 0	Identify two reasons why there has been an increase in the number of children being born outside marriage in the past 50 years. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate reason, eg less social disapproval/stigma; secularisation; rising numbers of babies born to cohabiting partners.	AO1	2
2 1	Explain what sociologists mean by cohabitation. <i>(4 marks)</i>		
	1 mark for basic statements about partnerships.	AO1	1
	2–3 marks for a partial or under-developed explanation, possibly via an example, relating to living with a partner outside marriage or civil partnership.	AO1	2
	4 marks for a clear explanation relating to the nature of what distinguishes a cohabiting couple from a married couple.	AO1	1
2 2	Describe one way in which gender roles in the family have changed in the past 50 years and explain why this change has happened. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg more equality such as in sharing of household tasks/childcare.	AO2	1
	Plus		
	1–2 marks for a simple explanation making reference, eg to changing social attitudes due to rise in feminism.	AO2	2
	3 marks for a clear explanation which explicitly relates to relations between male and female partners.	AO2	1

2 3	Describe one family type which is more commonly found in Britain today than in the 1970s and explain why this change has happened. <i>(5 marks)</i>	AO	Marks
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg lone-parent families, often headed by a female.	AO2	1
	Plus		
	1–2 marks for a simple explanation making reference to, for instance, the increase in divorce.	AO2	2
	3 marks for clear explanation explicitly relating to why family structures have changed.	AO2	1

Section 4

EITHER

2 4	Discuss how far sociologists would agree that marriage is important in Britain today. (12 marks)	AO	Marks
0	No relevant points made.		
1–3	Basic statements about marriage and whether it is 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.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (relating, eg to marriage patterns; divorce rates; demands from gay lobby for equal marriage rights), concepts and/or ideas (relating, eg to cohabitation; secularisation; changing social attitudes towards marriage; New Right/functionalist approaches), 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.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the 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.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly and in detail addresses 'how far' (through reference, eg to traditional/cultural/ethnic approaches to the family and marriage; remarriage rates). In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3

OR

2 5	Discuss how far sociologists would agree that the nuclear family is no longer the norm in modern Britain. (12 marks)	AO	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.	AO1	3
4–6	To reach this band there must be some use/understanding of relevant sociological evidence (relating, eg to diversity of family types that exist; the rise in reconstituted families and lone-parent families), concepts and/or ideas (relating, eg to the postmodernist approach), 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.	AO1 AO2	1 2
7–9	To reach this band there must be evidence of a more developed level of understanding of the relevant sociology (as defined above). There must also be evidence that the 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.	AO2 AO3	2 1
10–12	To reach this band there must be evidence of clear understanding shown through developed use of relevant sociological concepts and/or ideas within a well focused discussion that explicitly and in detail addresses 'how far' (through comparisons with the past; reference, eg to feminist and functionalist approaches; ethnic patterns). In this band, students spell, punctuate and use the rules of grammar with considerable accuracy; they use a wide range of specialist terms adeptly.	AO3	3

Assessment Objectives Grid – Unit 1**Examination Series: January 2013**

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