

GCSE

Sociology

Unit 1/41901 Studying Society; Education; Families
Mark scheme

June 2015

Version/Stage: Version 1.0: Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Topic 1 Studying Society

- 1** From **Item A**, what is the trend in children's low sense of well-being?
(Tick the correct box.)

[1 mark]Decreasing with age Increasing with age Stable

- 2** From **Item B**, identify the research method used by Professor Nick Buck.

[1 mark]

Questionnaires.

- 3** Give **one** advantage and **one** disadvantage of using the research method referred to in **Item B**.

[2 marks]

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

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

- 4** Describe how psychologists may approach a study of childhood happiness and well-being differently from sociologists.

[4 marks]

1 mark for basic statement(s) about the work of a psychologist and/or a sociologist.

2–3 marks for a partial description, eg demonstrating limited awareness of the way psychologists may study children's happiness compared with that of a sociologist, with supporting examples that are insufficiently developed to allow an award in the top band.

4 marks for clear description of the difference between the approaches, with responses relating to the study of child well-being. Reference may be made to how psychologists would focus on individual behavioural personality traits and the use of research techniques such as experiments, whilst sociologists would focus on social factors, using sociological methods such as group interviews. Credit should be given to how the approaches may overlap, such as in the exploration of child upbringing and family background.

- 5** Study **Item C**. Explain what sociologists mean by sanctions.

[4 marks]

1 mark for basic statements about sanctions.

2–3 marks for a partial explanation, eg demonstrating limited awareness of methods used to control behaviour that is insufficiently developed to allow an award in the top band.

4 marks for a clear sociological explanation which relates to both positive and negative sanctions, and may include appropriate examples which refer to rewards and punishments that may be used to alter behaviour or to encourage social conformity, eg merits given to pupils for good behaviour; a pupil receiving a detention for breaking a particular school rule.

6 Explain **one** way in which sociological research might help the Government **and/or** schools design policies to reduce the number of children being bullied.

[4 marks]

1 mark for basic statements about bullying without explanation.

2 marks for simple explanation in terms of eg obtaining information about significant social factors influencing bullying.

3 marks for a reasonable explanation with some development, eg the development of anti-bullying measures.

4 marks for a clear explanation relating the kind of information obtained to how it may reduce bullying.

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

7 Identify what sociologists mean by official statistics **and** explain why these may or may not be useful for your investigation.

[4 marks]

1 mark for an appropriate definition or a simple description, eg data collected, compiled and published by government agencies.

2 marks for an appropriate definition with simple explanation.

3 marks for a reasonable explanation with some development in terms of, for eg to be able to plot patterns; their accuracy.

4 marks for clear sociological understanding which relates to, for example, their use in identifying trends in pupil bullying and plot patterns; how they may not represent the full extent of bullying that is occurring in British schools.

8 Identify **one** ethical issue that you may need to consider **and** explain how you could deal with this issue in your investigation.

[4 marks]

1 mark for basic statements about ethics or an appropriate identification (eg confidentiality, sensitivity).

2 marks for a simple explanation through reference to, for instance, the principle of privacy and revealing the identity of those bullied.

3 marks for a reasonable explanation with some development, eg with reference to a strategy to provide informed consent and seeking permission.

4 marks for a clear explanation which specifically relates to how the ethical issue can be dealt with for this particular piece of research.

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

[6 marks]

1-2 marks for basic statements about primary methods.

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

5-6 marks for a clear explanation relating the characteristics of the methods to their effectiveness in obtaining the kind of information specifically required by this research, eg validity.

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

Topic 2 Education**Section 1**

10 From **Item D**, identify who funds academies. (**Tick the correct box.**)

[1 mark]

Central Government

Local Authority

Parents

11 From **Item E**, what position did the UK rank for mathematics in 2012?

[1 mark]

26th

12 Identify **two** reasons why some parents may wish to establish a free school in their local area.

[2 marks]

1 mark for identification of each of two appropriate reasons, eg unhappy with current educational provision; have greater control over the curriculum and running of the school; of a particular faith; have access to a school which is very local rather than having to go to one miles away.

13 Explain what sociologists mean by the marketisation of education.

[4 marks]

1 mark for basic statements about schools run as businesses.

2–3 marks for a partial or under-developed explanation, possibly via an example, in which some general reference will be made to the way schools have become more like a market place, whereby schools become more independent, self-governing institutions, competing with one another for students in an educational market based on consumer (parent) choice.

4 marks for a clear explanation focused on how schools have been encouraged to become more business-like in their approach. Reference may be made to how recent educational policies have introduced competition between schools, given parents choice over where to send their children.

14 Describe **one** characteristic of an independent school **and** explain why some sociologists may criticise or support the existence of independent schools.

[5 marks]

1 mark for a partial description, possibly stating that it is privately run, and charges parents to send their child there.

2 marks for an appropriate and more developed description, eg a fee-paying school, free from local and central government control.

Plus

1–2 marks for a simple explanation through reference to, for example, how Marxists see them as elitist institutions.

3 marks for a clear explanation which explicitly relates to how some sociologists support or wish to abolish them.

15 Describe **one** method used to educate pupils with special educational needs **and** explain the advantages of this method of education.

[5 marks]

1 mark for a partial description, possibly stating that pupils with special educational needs may be educated in a mainstream school.

2 marks for an appropriate and more developed description eg placed in an area within a mainstream school that caters for their needs, such as an autistic unit.

Plus

1–2 marks for a simple explanation relating it to a positive outcome in terms of developing social, academic skills; complex learning difficulties met by specially trained teachers.

3 marks for a clear explanation which may make an explicit comparison with the alternative, or referring to the particular specialist support available.

Section 2**EITHER**

- 16** Discuss how far sociologists would agree that the type of school pupils attend has a significant effect on their chances of educational success.

[12 marks]

- 0** No relevant points made.
- 1–3** Basic statements about the type of school and/or their educational achievement.
- In this band, students spell, punctuate and use the rules of grammar poorly; they use a very limited range of specialist terms, perhaps used inaccurately.
- 4–6** To reach this band there must be some use/understanding of relevant sociological evidence (relating, eg school factors and educational achievement apparent in various types of school; through reference to patterns in examination performance tables based on type of school), concepts and/or ideas (relating, eg to school ethos), though focus may not be consistent and the quality/range of the material may be limited. There will be 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 a comparison of the type of school pupils attend with external factors such as gender; social class background; home influences).
- 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 educational reforms over the past 30 years have led to improvements in the educational performance of all pupils.

[12 marks]

0 No relevant points made.

1–3 Basic statements about educational reforms or achievement in general.

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

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (relating eg to recent government policies such as Education Action Zones; academies programme), concepts and/or ideas (relating eg changes to assessments and criteria by which schools are judged), though focus may not be consistent and the quality/range of the material may be limited. There will be 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 underachievement of certain social groups such as white working class boys).

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**Section 3**

18 From **Item F**, what is the trend in one-person households between 2001 and 2010?
(Tick the correct box.)

[1 mark]

The number of one-person households is decreasing

The number of one-person households is increasing

The number of one-person households has stayed the same

19 From **Item G**, parents of which social class have a more democratic relationship with their children?

[1 mark]

Middle-class.

20 Identify **two** reasons for the increase in cohabitation over the past 20 years.

[2 marks]

1 mark for each of two identifications eg changing social attitudes; less social stigma; secularisation.

21 Explain what sociologists mean by a symmetrical family.

[4 marks]

1 mark for basic statements about families.

2–3 marks for a partial or under-developed explanation, possibly via an example, where family responsibilities and tasks are equally shared between husband and wife, which is insufficiently developed to allow an award in the top band.

4 marks for a clear explanation relating to both to family (what constitutes a family) and symmetry (eg authority and household tasks shared between married or cohabiting partners).

22 Describe **one** characteristic of a cereal packet family **and** explain why some sociologists believe this does not represent the reality of family life in modern Britain. **[5 marks]**

1 mark for a partial description, possibly by way of it being the traditional image of the nuclear family presented through the media involving clearly defined male and female roles.

2 marks for an appropriate and more developed description, eg a stereotype often promoted in advertising, shown as the best, most desirable and most common form of family.

Plus

1–2 marks for a simple explanation through reference to how the cereal packet family is a myth.

3 marks for a clear explanation which explicitly relates to how contemporary Britain consists of a wide range of family types and household arrangements.

23 Describe **one** way in which gender roles have changed within families **and** explain why this change has happened. **[5 marks]**

1 mark for a partial description, possibly by stating that more men are househusbands.

2 marks for an appropriate and more developed description, eg how household tasks are shared more equally between male and female partners/husbands and wives.

Plus

1–2 marks for a simple explanation making reference to, for example, the impact of feminism; changing social attitudes to gender roles within families.

3 marks for clear explanation explicitly relating to changing gender role within families, eg the changing role of women in society/the changing role of fathers.

Section 4**EITHER**

24 Discuss how far sociologists would agree that there is no longer a typical family in Britain.

[12 marks]

0 No relevant points made.

1–3 Basic statements about families in Britain.

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

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (eg relating to different kinds of family, variation of family situations within an individual's life; to demography), concepts and/or ideas (eg relating to family structures), though focus may not be consistent and the quality/range of the material may be limited. There will be 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 that explicitly and in detail addresses 'how far' (eg by comparing the incidence of different types of family or diversity in practice with dominant ideals).

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 the modern family has become more child-centred.

[12 marks]

0 No relevant points made.

1–3 Basic statements about families in Britain.

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

4–6 To reach this band there must be some use/understanding of relevant sociological evidence (through reference eg to the changing social attitudes to the upbringing of children), concepts and/or ideas (relating eg to march of progress view of childhood), though focus may not be consistent and the quality/range of the material may be limited. There will be 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 that explicitly and in detail addresses 'how far' (through reference eg to evidence against, by way of referral to child abuse, cultural differences in child-rearing practices).

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

Assessment Objectives Grid – Unit 1

Examination Series: June 2015

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	12
or	1	7	/	2	5	4	4	12