

Version 0.1



**General Certificate of Secondary Education  
June 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

June 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**

		<b>AO</b>	<b>Marks</b>
<b>0</b>	<b>1</b>	<p>From <b>Item A</b>, what percentage of children agreed that teachers should be allowed to be tougher when it comes to discipline? <i>(1 mark)</i></p>	
		AO3	1
<b>0</b>	<b>2</b>	<p>From <b>Item B</b>, identify the research method used by Christine Skelton. <i>(1 mark)</i></p>	
		AO3	1
<b>0</b>	<b>3</b>	<p>Give <b>one</b> advantage and <b>one</b> disadvantage of using Christine Skelton's research method referred to in <b>Item B</b>. <i>(2 marks)</i></p>	
		AO1	2
			<p>1 mark for an appropriate advantage, eg obtain insight; get fuller and more valid account of a group's behaviour. 1 mark for an appropriate disadvantage of the method identified, eg time consuming; blending in; gaining access to the group; changes behaviour of group.</p>
<b>0</b>	<b>4</b>	<p>Describe how journalists may approach the issue of pupil behaviour in British schools differently from sociologists. <i>(4 marks)</i></p>	
		AO1	1
		AO1	1
		AO2	1
		AO2	1
			<p>1 mark for basic statements about the work of a journalist or a sociologist. 2–3 marks for a partial description, eg demonstrating limited awareness of the way sociologists study aspects of schooling compared with a journalist, with supporting examples that are insufficiently developed to allow an award in the top band. 4 marks for clear description relating to how sociologists would investigate in a systematic way, looking for evidence and examining patterns and trends, whilst journalists may focus on sensationalist 'stories' about pupil behaviour in British schools.</p>
<b>0</b>	<b>5</b>	<p>Explain what sociologists mean by gender role models. <i>(4 marks)</i></p>	
		AO1	1
		AO1	2
			<p>1 mark for basic statements about role models. 2–3 marks for a partial explanation, eg demonstrating limited awareness of gender role models, either lacking examples or with supporting examples (eg celebrities whom some young people may idolise and model their own behaviour on) that are insufficiently developed to allow an award in the top band. 4 marks for a clear sociological explanation which explicitly relates both to role models (people who serve as an example for others to emulate) and to gender (eg the significance that male or female adults may have upon a schoolboy or schoolgirl).</p>
		AO1	1

		AO	Marks
<b>0   6</b>	Study <b>Item C</b> . Explain why sociologists may use qualitative data as opposed to quantitative data when researching standards in schools. <i>(4 marks)</i>		
	1 mark for basic statements about quantitative or qualitative data.	AO1	1
	2 marks for simple explanation, for example, that qualitative data provides more detailed information compared with quantitative data.	AO2	1
	3 marks for a reasonable explanation with some development, eg written documents provide depth, insight and meaning.	AO2	1
	4 marks for a clear explanation relating the kind of information qualitative data provides, as opposed to quantitative data, when researching standards in schools. Credit, for example, can be given for discussion on the validity of the data.	AO2	1
	<b>You have been asked as a sociologist to investigate pupil behaviour in British schools.</b>		
<b>0   7</b>	Identify a primary research method that you could use <b>and</b> explain why it would be a good method for your investigation. <i>(4 marks)</i>		
	1 mark for basic statements about primary research methods or an appropriate identification, eg postal questionnaires; non-participant observation.	AO1	1
	2 marks for an appropriate identification with simple explanation.	AO2	1
	3 marks for a reasonable explanation with some development, eg in terms of quality of information obtained, easier to conduct.	AO2	1
	4 marks for clear sociological understanding which relates to why the primary method chosen is useful for this particular investigation.	AO3	1
<b>0   8</b>	Identify <b>one</b> ethical issue that you may need to consider <b>and</b> explain how you could deal with this issue in your investigation. <i>(4 marks)</i>		
	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 <b>one</b> sampling method that you could use <b>and</b> explain why it is better than another possible sampling method for your investigation. <i>(6 marks)</i>	AO	Marks
	1-2 marks for basic statements about sampling.	AO1	1
	3-4 marks for a partial explanation comparing the sampling techniques in terms of, for example, how representative it would be.	AO3 AO2	1 2
	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.	AO2 AO3	1 1

Note: Students who make appropriate reference to, and use of, the sources should be credited.

## Topic 2: Education

Total for this topic: 30 marks

		AO	Marks
<b>Section 1</b>			
<b>1</b>	<b>0</b>	From <b>Item D</b> , between 2002 and 2010, were more boys or more girls permanently excluded from school? <i>(1 mark)</i>	
		AO3	1
<b>1</b>	<b>1</b>	From <b>Item E</b> , what percentage of pupils in England were achieving a grade C or better in GCSE English and GCSE Maths? <i>(1 mark)</i>	
		AO3	1
<b>1</b>	<b>2</b>	Identify <b>two</b> reasons why parents may choose to educate their children at home. <i>(2 marks)</i>	
		AO1	2
<b>1</b>	<b>3</b>	Explain what sociologists studying education mean by material deprivation. <i>(4 marks)</i>	
		AO1	1
		AO1	2
		AO1	1

		AO	Marks
<b>1</b>	<b>4</b>	Describe <b>one</b> type of secondary school found in Britain <b>and</b> explain how it is different from <b>one other</b> type of secondary school. (5 marks)	
		AO1	1
		AO2	1
		<b>Plus</b>	
		AO2	2
		AO2	1
<b>1</b>	<b>5</b>	Describe <b>one</b> government policy of the past 20 years which has attempted to improve educational opportunities for pupils from less wealthy backgrounds <b>and</b> explain how successful this policy has been. (5 marks)	
		AO1	1
		AO2	1
		<b>Plus</b>	
		AO2	2
		AO2	1



## Section 2

## EITHER

		AO	Marks
<b>1</b>	<b>6</b>		
	Discuss how far sociologists would agree that pupils' gender is the main reason for differences in their educational achievement. (12 marks)		
<b>0</b>	No relevant points made.		
<b>1–3</b>	Basic statements about the importance of pupils' gender and/or their educational achievement.	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.		
<b>4–6</b>	To reach this band there must be some use/understanding of relevant sociological evidence (relating, eg, to differences between female and male educational achievement), concepts and/or ideas (relating, eg, to the relatively poor attitude of boys to learning/laddish subculture; changing female attitudes and ambitions; parent and teacher expectations; role models), 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 AO2	1 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.		
<b>7–9</b>	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 AO3	2 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.		
<b>10–12</b>	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 gendered curriculum; social class factors; ethnic background of pupil).	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.		

OR

1 7

Discuss how far sociologists would agree that the main function of schools is to prepare pupils for the workplace. (12 marks)

AO

Marks

**0** No relevant points made.

**1–3** Basic statements about the function of schools.

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 to, eg, changes to school work experience and vocational courses), concepts and/or ideas (relating to, eg, the economic function and schools serving the needs of industry; Marxists and reference to the correspondence principle), 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’ (through a comparison with other functions of the education system, such as encouraging social cohesion; facilitating social mobility).

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
<b>Section 3</b>			
<b>1 8</b>	From <b>Item F</b> , how many men were primary carers for their children in 2010? <i>(1 mark)</i>		
	1.4 million.	AO3	1
<b>1 9</b>	From <b>Item G</b> , what percentage of grandmothers provided at least 10 hours a week of childcare? <i>(1 mark)</i>		
	19(%)	AO3	1
<b>2 0</b>	Identify <b>two</b> family types found in Britain. <i>(2 marks)</i>		
	1 mark for each of two identifications, e.g, nuclear, lone-parent, reconstituted, extended.	AO1	2
<b>2 1</b>	Explain what sociologists mean by the domestic division of labour. <i>(4 marks)</i>		
	1 mark for basic statements about housework.	AO1	1
	2–3 marks for a partial or under-developed explanation, possibly via an example, relating to the way in which household and childcare tasks are arranged in a home.	AO1	2
	4 marks for a clear explanation relating to both domestic labour (unpaid housework, including cooking, cleaning, childcare and looking after the elderly) and division (how tasks are divided by family members/between the man and woman within the home).	AO1	1
<b>2 2</b>	Describe <b>one</b> way in which relations between parents and their children have changed in the past 50 years <b>and</b> 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 less authoritarian and more democratic parent-child relationships.	AO2	1
	<b>Plus</b>		
	1–2 marks for a simple explanation through reference to changing social attitudes and concern for welfare of children/children's rights in the family.	AO2	2
	3 marks for a clear explanation which explicitly relates to why there has been a change in child-parent relations.	AO2	1

2 3	Describe the functionalist approach to the family <b>and</b> explain how it differs from <b>one other</b> sociological approach. <i>(5 marks)</i>	AO	Marks
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg how functionalists see the nuclear family as beneficial.	AO2	1
	<b>Plus</b>		
	1–2 marks for a simple explanation making reference to, for instance, how feminists are critical of the traditional nuclear family.	AO2	2
	3 marks for clear explanation explicitly relating to how one other sociological approach would view the nuclear family differently from functionalists. For example, how feminists emphasise the patriarchal nature of traditional nuclear families.	AO2	1

## Section 4

## EITHER

		AO	Marks
<b>2</b>   <b>4</b>	Discuss how far sociologists would agree that the roles of men and women in the family have changed significantly in the past 50 years. <span style="float: right;"><i>(12 marks)</i></span>		
<b>0</b>	No relevant points made.		
<b>1–3</b>	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.	AO1	3
<b>4–6</b>	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), 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
<b>7–9</b>	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
<b>10–12</b>	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.	AO3	3

OR

2 5

Discuss how far sociologists would agree that extended family members play an important role in British families. (12 marks)

AO

Marks

**0** No relevant points made.

**1–3** Basic statements about families in Britain.

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 (through reference, eg, to the importance of grandparents in helping with child care), concepts and/or ideas (relating, eg, to ethnic and regional variations, such as the importance of the extended family for the Asian community), 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 that explicitly and in detail addresses ‘how far’ (through reference, eg, to geographical mobility and the weakening of family ties).

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.

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

<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

<b>Topic Area</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total Marks</b>
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**

<b>Topic 1</b>	<b>AO1 No of marks (maximum)</b>	<b>AO2 No of marks (maximum)</b>	<b>AO3 No of marks (maximum)</b>	<b>Total Marks</b>
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

<b>Topics 2–3</b>	<b>AO1 No of marks (maximum)</b>	<b>AO2 No of marks (maximum)</b>	<b>AO3 No of marks (maximum)</b>	<b>Total Marks</b>
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> 1 6 / 2 4	4	4	4	12
<b>or</b> 1 7 / 2 5	4	4	4	12