



# **General Certificate of Secondary Education January 2012**

**Sociology** **4192**

**41901** **Studying Society;  
Education;  
Families**

**Unit 1**

***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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Set and published by the Assessment and Qualifications Alliance.

# **General Certificate of Secondary Education**

## **SOCIOLOGY Unit 1**

### **MARK SCHEME**

**January 2012**

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)**

GCSE specifications which require students 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 questions carrying 12 marks.

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

		<b>AO</b>	<b>Marks</b>
<b>0 1</b>	From <b>Item A</b> , what is the trend between 1975 and 2007 in the number of marriages? <i>(1 mark)</i>		
	Decreasing/declining/downwards.	AO3	1
<b>0 2</b>	From <b>Item B</b> , identify the research method used by Smart and Stevens. <i>(1 mark)</i>		
	Interviews.	AO3	1
<b>0 3</b>	Give <b>one</b> advantage and <b>one</b> disadvantage of using the research method identified in <b>Item B</b> . <i>(2 marks)</i>		
	1 mark for an appropriate advantage, eg depth of information gained; can explain questions.	AO1	2
	1 mark for an appropriate disadvantage of the method identified, eg interviewer bias/'effect'; time consuming.		
<b>0 4</b>	Study <b>Item C</b> above. Explain what sociologists mean by family diversity. <i>(4 marks)</i>		
	1 mark for basic statements about families.	AO1	1
	2-3 marks for a partial explanation, eg demonstrating limited awareness of the nature of family diversity, with supporting examples of the variety of family types that exist (such as nuclear, extended and family types arising from divorce) that are insufficiently developed to allow an award in the top band.	AO1	2
	4 marks for a clear explanation relating both to family (what constitutes a family) and diversity (eg the existence of significant different family types and variations linked to such factors as ethnicity, and to whether couples are cohabiting, married or civil partners).	AO1	1

		<b>AO</b>	<b>Marks</b>
<b>0 5</b>	Describe how a sociological approach to families may differ from a biological approach to families. <i>(4 marks)</i>		
	1 mark for basic statements about the work of a biologist or sociologist.	AO1	1
	2-3 marks for a partial description, eg demonstrating limited awareness of the way sociologists study the family, with focus on social relationships, compared with that of a biologist, 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 sociologists would focus on family structures and processes such as socialisation, as well as changes in family relations, whilst biologists focus on genetic and hereditary links/blood ties between family members. Credit should be given to how the approaches may overlap, such as in the exploration of family background.	AO2	1
<b>0 6</b>	Explain the importance of clear research aims when carrying out a sociological investigation. <i>(4 marks)</i>		
	1 mark for basic statements about aims.	AO1	1
	2 marks for simple explanation in terms of eg they provide a focal point from which to carry out a sociological investigation.	AO2	1
	3 marks for a reasonable explanation with some development, eg outlining how they would assist in giving focus to a study and set out a framework as to what the researcher is planning to investigate.	AO2	1
	4 marks for a clear explanation relating to their importance when carrying out a sociological investigation, in that specific, well considered aims enable the investigation to be more structured, manageable and achievable and in terms of how the aims selected influence every aspect of the research, eg by determining appropriate research methods and sources; by using them as a backbone for the investigation and structuring any evaluations made accordingly.	AO2	1

AO Marks

You have been asked as a sociologist to investigate attitudes towards marriage.

<b>0 7</b>	Identify <b>one</b> secondary source of information that you would use in your study <b>and</b> explain why this source might be useful. <i>(4 marks)</i>		
	1 mark for basic statements about secondary sources or an appropriate identification (eg government reports, news article) 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 such as British Social Attitudes.	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
<b>0 8</b>	Identify <b>one</b> ethical issue which may arise when asking people about marriage <b>and</b> explain how you might deal with this in your research. <i>(4 marks)</i>		
	1 mark for an appropriate identification of an ethical issue (eg confidentiality, sensitivity) without explanation.	AO1	1
	2 marks for an appropriate identification with 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 explicit explanation of how the ethical issue identified can be dealt with when undertaking this research.	AO3	1
<b>0 9</b>	Identify <b>one</b> method of interviewing that you might use <b>and</b> explain whether this method is better than using postal questionnaires for your research into attitudes towards marriage. <i>(6 marks)</i>		
	1-2 marks for basic statements about an interviewing method/postal questionnaires.	AO1	1
	3-4 marks for a partial explanation comparing the methods in terms of, for example, 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, eg validity.	AO2	1
		AO3	1

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**TOPIC 2**
**Education****Total for this topic: 30 marks**

		AO	Marks
<b>Section 1</b>			
<b>1 0</b>	From <b>Item D</b> , what percentage of pupils with parents in routine occupations achieved five or more GCSE grades A* to C in 2008? <i>(1 mark)</i>		
	44(%).	AO3	1
<b>1 1</b>	From <b>Item E</b> , are females or males more likely to take scientific and technological subjects? <i>(1 mark)</i>		
	Males.	AO3	1
<b>1 2</b>	Identify <b>one</b> advantage and <b>one</b> disadvantage of children with special needs being educated in mainstream schools. <i>(2 marks)</i>		
	1 mark for identification of an appropriate advantage, eg socially inclusive, mixing with other children from various backgrounds.	AO1	2
	1 mark for identification of an appropriate disadvantage, eg individualised facilities/specialist support may not be available; being bullied.		
<b>1 3</b>	Explain what sociologists mean by pupil subcultures. <i>(4 marks)</i>		
	1 mark for basic statements about subcultures, possibly with little or no reference to school children.	AO1	1
	2-3 marks for a partial or under-developed explanation, possibly via an example, in which some general reference will be made to a group of schoolchildren organised around having their own set of particular attitudes and ways of behaving that mark them out as different from the other pupils.	AO1	2
	4 marks for a clear explanation that looks at pupil subcultures in terms of how it involves a group of students who develop a clear set of shared norms and values, often in opposition to the main aims of the school, opposed to the learning objectives of the school, who reject the academic values and standards of behaviour expected by the school and break the rules and do not work hard. Reference could be made to the counter/'rebel' anti-school subculture, and types of pupils which may form this, eg 'the lads' as opposed to the 'earoles' identified by Willis. Mention may be made to how their members gain status and mutual support from belonging to a pupil subculture.	AO1	1

		AO	Marks
<b>1 4</b>	Describe <b>one</b> way in which teacher expectations can affect attainment <b>and</b> explain how this may or may not lead to an improvement in 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 having pre-conceived ideas and assumptions about certain pupils perhaps based on their ethnicity, gender or social class background, leading to the labelling of them as 'bright' and 'co-operative'.	AO2	1
	<b>Plus</b>		
	1-2 marks for a simple explanation relating it to, for example, how these expectations may or may not lead to an improvement in educational achievement.	AO2	2
	3 marks for a clear explanation which explicitly relates to how teacher expectations affect a group of pupils' educational performance, eg attitude and approach of teachers to the 'bottom set' students in comparison to the 'higher-stream' classes; labelling of working class students as poorly prepared for school and the affect this teacher evaluation may have on their self image and consequent performance.	AO2	1
<b>1 5</b>	Describe <b>one</b> way in which a personal tutor or mentor can try to raise individual pupil performance <b>and</b> explain how this may lead to an improvement in 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 providing a personalised learning programme for the pupil or being a good role model.	AO2	1
	<b>Plus</b>		
	1-2 marks for a simple explanation making reference, eg to how the individual attention, encouragement and guidance they receive raises their educational achievement.	AO2	2
	3 marks for a clear explanation explicitly relating to the consequence of this intervention and how a pupil having a personal tutor or mentor may lead to an improvement in their educational achievement.	AO2	1



## Section 2

## EITHER

		AO	Marks
<b>1 6</b>	Discuss how far sociologists would agree that the social class background of pupils has a significant effect on their educational performance. <i>(12 marks)</i>		
<b>0</b>	No relevant points made.		
<b>1–3</b>	Basic statements about the importance of pupils' social class background 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.	AO1	3
<b>4–6</b>	To reach this band there must be some use/understanding of relevant sociological evidence (relating, eg to social class background on educational achievement), concepts and/or ideas (relating, eg to material deprivation/parental values/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
<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', via a limited or undeveloped reference to the examples in the top band descriptor.  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 which explicitly and in detail addresses 'how far' (through reference eg to other factors such as ethnic background; gender).  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 gender inequalities still exist within education in Britain. (12 marks)

AO Marks

**0** No relevant points made.

**1–3** Basic statements about the gender inequality in education. 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 subject choice and gender identity), concepts and/or ideas (relating eg to peer pressure and gender domains; socialisation; gendered subject images), 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', via a limited or undeveloped reference to the examples in the top band descriptor. 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 the gendered curriculum of the past; sexism in schools; gender attainment changes). 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> , what percentage of stepfamilies contained children from both parents' previous marriage or cohabitation? <i>(1 mark)</i>		
	4(%)	AO3	1
<b>1 9</b>	From <b>Item G</b> , what is 'pester power'? <i>(1 mark)</i>		
	A child's ability to nag their parent into buying items they may not have bought.	AO3	1
<b>2 0</b>	Identify <b>two</b> possible consequences of living in a stepfamily. <i>(2 marks)</i>		
	1 mark for each of two identifications of an appropriate consequence for either the child(ren) or adult(s), eg having to adjust to different expectations of behaviour; more people for emotional/financial support; more demands on family finances.	AO1	2
<b>2 1</b>	Explain what sociologists mean by authority relationships in families. <i>(4 marks)</i>		
	1 mark for basic statements about power in families.	AO1	1
	2-3 marks for a partial or under-developed explanation, possibly via indication of parent-child and/or male/female authority within families. Reference to authority being about an individual in one position having a right to tell an individual in another position to do/not to do something, must be made.	AO1	2
	4 marks for a clear explanation relating specifically to authority relations in families, with examples of how they may differ in terms of class, ethnicity. Reference could be made, for instance, to patriarchal views held by radical feminists regarding men's oppression of women within the family.	AO1	1

		<b>AO</b>	<b>Marks</b>
<b>2</b>   <b>2</b>	Describe <b>one</b> change in the role of women in families <b>and</b> explain why this change has occurred. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg less likely to just be the traditional housewife/mother role; increasingly the 'breadwinner'.	AO2	1
	<b>Plus</b>		
	1-2 marks for a simple explanation through reference to the improved status and rights of women/increase in amount of working women.	AO2	2
	3 marks for a clear explanation which also explicitly relates to how and why the role of women has changed in families, eg as a result of controlled fertility; changes in occupational structure.	AO2	1
<b>2</b>   <b>3</b>	Describe how the pattern of divorce has changed in Britain over the last 50 years <b>and</b> explain why this pattern has occurred. <i>(5 marks)</i>		
	1 mark for a partial description.	AO1	1
	2 marks for an appropriate and more developed description, eg generally increased over past decades, but recently seen a decline.	AO2	1
	<b>Plus</b>		
	1-2 marks for a simple explanation making reference to, for instance, changing social attitudes; legal changes; secularisation; changes in the social position of women.	AO2	2
	3 marks for a clear explanation explicitly relating to why this pattern has occurred, eg divorce has become more socially acceptable, with less social disapproval and condemnation of divorces. Divorce no longer hinders careers through a public sense of outrage. As a result, people are less afraid of the consequences of divorce, and are more likely to seek a legal end to an unhappy marriage; changes in the law, such as the Divorce Law Reform Act of 1969 and the Matrimonial and Family Proceedings Act of 1984, have made divorce easier and cheaper to get, and have given men and women equal rights in divorce.	AO2	1

## Section 4

## EITHER

		AO	Marks
<b>2</b>   <b>4</b>	Discuss how far sociologists would agree that there is no longer a typical British family. <i>(12 marks)</i>		
<b>0</b>	No relevant points made.		
<b>1–3</b>	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
<b>4–6</b>	To reach this band there must be some use/understanding of relevant sociological evidence (relating eg to rise in lone parent and reconstituted families), concepts and/or ideas (relating eg to family and cultural diversity), 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', via a limited or undeveloped reference to the examples in the top band descriptor.  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 to that most families are nuclear, with traditional conjugal roles); the changes in family structures that have occurred in Britain over recent decades.  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 changes in family size have led to families becoming more child-centred. (12 marks)

AO Marks

**0** No relevant points made.

**1–3** Basic statements about child-centred families and/or changes in family size.

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 smaller families), concepts and/or ideas (relating to child-centredness), 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', via a limited or undeveloped reference to the examples in the top band descriptor.

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 to other factors which have led to families becoming more child-centred, such as increase in children's rights through the Children Acts of 1989 and 2004; changing social attitudes towards the upbringing of children; large businesses encouraging a specific childhood consumer market/advertisers target children to pester their parents into buying goods).

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: January 2012**

<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

**Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)