

GCSE Sociology

Effective exam preparation

Booklet 1 – types of question and student responses



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Types of questions

What do they mean?

Question 3 Paper 1: Describe how the domestic division of labour may be organised in families **(3 marks)**

Referenced named sociologists

Question 8 Paper 1: From Item B, identify and describe the research method used by the Rapoport including what you know of their perspective on the family **(4 marks)**

Question 6 Paper 1: Identify and explain one factor that may have led to an increase in the number of children raised in single-parent families referred to as a concern in Item A. **(4 marks)**

Question 5 Paper 1: From Item A examine one strength of the research.

(2 marks)

Question 10 Paper 1: Discuss how far sociologists agree that feminism has changed marriage in modern British society

(12 marks)

Comparison

Q14 Paper 2: Describe one example of achieved status

(3 marks)

Q15 Paper 2: Identify and describe one example of social mobility

(3 marks)

Methods question

Identify and explain one advantage of using group interviews to investigate school subcultures (4 marks)

Student response:

Group interviews are interviews conducted with groups for example a focus group. An advantage is that other people can feed off what other people are saying which can act as a trigger for what they want to say and give lots of views. This will allow the interviewer to obtain rich and in depth qualitative data in regards to the subject matter of school subcultures therefore making it high in validity and you can draw conclusions and possibly make further links about behaviour and subcultures for future research.

Identify any command words
What is the question asking?
What mark would you give and why?

AO1 = 1 mark AO2 = 3 marks

'Context' here refers to school subcultures.

Level	Mark	Descriptor
4	4	Relevant advantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant advantage selected (AO1) with an explanation of relevant sociological theories, concepts evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant advantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant advantage selected. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- Save time/cost-effective.
- Access a range of views/qualitative data.
- Willingness to put their experiences forward.
- Generate new ideas to explore.

Indicative content AO2

- Practical advantage - by interviewing several members of school subcultures together, the researcher can save time and be more cost-effective.
- Group interviews can access wide-ranging views and experiences, and participants can provide rich qualitative data about school subcultures.
- Interviewees may feel more comfortable and supported by others in a group setting and open up more, putting their experiences of school subcultures forward to the researcher.
- The group interview may generate new ideas about school subcultures for the researcher to explore. Participants may be recruited to take part in follow-up individual interviews.

Family

12 mark question

Discuss how far sociologists agree that the family has lost its importance in Britain today (12 marks)

Student response:

Some sociologists would agree with this statement because they believe that there are now different family forms because of social change and secularisation therefore the importance of family does not matter anymore as friends are now seen as being the new family. Friends now provide us with emotional support and nurturing which once used to be done by the mother in a household. Friends are now more important than blood relations and the norms and values that were once taught by the family are not as important any more to survive in society as social media has taken over and we now communicate more with friends through social media for example snapchat.

However Murdock who is a functionalists, argued that the family has 4 features that are essential for society and for everyone in the family. These are economic, education, sexual and reproductive. He said these feature are universal and are still essential today as the nuclear family is still the most important type for society to function properly.

New rights still argue that the nuclear family is still the most important type of family as children are socialised in the correct way by having both the mother and father to act as role models for the stabilisation of adults to behave correctly in society because if one parent is absent the child may turn to crime, therefore the family is still important.

Even though there is an increase in family diversity and same sex families are increasing, children are still having the correct socialisation to make them stable and to survive in society as even in same sex families, even though there may be joint conjugal roles domestically, one parent may still take on the mothering role and one parent take on the father role which is still showing the importance of the nuclear family and the cereal packet is still used for advertisements on television.

In conclusion even though society is changing family is still important today and there is still not an alternative structure to family in any part of the world that is being used. The role of the mother and father for primary socialisation is still important and has not been replaced.

Identify any command words

What is the question asking?

What mark would you give and why?

AO1 = 4 marks, AO2 = 4 marks, AO3 = 4 marks

Level	Marks	Description
4	10-12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p>
3	7-9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>
2	4-6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>
1	1-3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Indicative content AO1

- Functionalists.
- New Right ideas.
- Marxists.
- Feminists.
- Family diversity.
- The cereal packet image of the family.

Indicative content AO2

- Functionalist perspective - emphasising the importance of the nuclear family in providing essential functions for individuals and society.
- New Right perspective - arguing that children are more likely to develop into stable adults if brought up by both parents.
- Marxist perspective - critical of the nuclear family, seeing it as functional for capitalist society, whereby it socialises children into accepting the values of capitalism, and enables social inequalities to continue from one generation to the next.
- Feminist perspective eg nuclear families are sometimes seen as patriarchal, a source of female oppression, based on male power and dominance over women.
- The increasing diversity of the family in contemporary society, with many people now live in other family forms eg lone parent, reconstituted, same-sex.
- The nuclear family being promoted as the norm by the advertising industry where it possibly still can be portrayed in a manner similar to the 'cereal packet' family.

Indicative content AO3

- Analysis and evaluation of the functionalist perspective eg the extent to which the family continues to serve an essential function in society.
- Analysis and evaluation of the New Right perspective eg the extent to which the family is in decline.
- Analysis and evaluation of the Marxist perspective eg the extent to which the family supports the capitalist economic system.
- Analysis and evaluation of the feminist perspective eg the extent to which the family continues to be patriarchal.
- Analysis and evaluation of the impact of family diversity eg Robert Chester's idea of the neo-conventional (dual income) family.
- Analysis and evaluation of the idea of the cereal packet family eg the extent to which this remains the stereotypical image that advertisers still use to describe family life in Britain.
- Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise that the nuclear family is still important in modern Britain.

Education

3 and 4 mark questions

Identify and describe one example of a type of secondary education in Britain

(3 marks)

Student response:

Comprehensive schools are state funded, they are free to attend as the government finances them, and they are open to all children from any background. These types of schools can provide a route of upward social mobility for students whom originate from poorer families. Marxists will favour state-funded schools over independent because it will narrow class inequalities as working class students can obtain qualifications in which they can then compete for middle class jobs.

Identify any command words

What is the question asking?

What mark would you give and why?

AO1 = 3 marks

Level	Marks	Descriptor
3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

Relevant examples include:

- State-funded comprehensive school - a non-selective secondary school that admits all children regardless of their ability, funded by the government.
- Grammar school - select all or most of their pupils based on academic ability.
- Independent/Private school - fee-paying schools which set their own curriculum and admission policies
- Academy - schools that have left local authority control and whose funding is directly provided by central government.
- Faith School - has a particular religious character which may be reflected in their religious education curriculum, admissions criteria or formal links with a religious organisation.
- Special school - a school dedicated to teaching children with specific special needs eg children who are visually impaired.
- Free school- a school funded directly by the state but set up by parents, teachers or businesses.

Identify and explain one possible effect on students of setting in schools

(4 marks)

Student response:

Setting is when you are placed in ability groups in subject areas, from high achieving to low achieving. Considering this, working class or low achieving pupils will be teacher labelled as not succeeding in education, whereas middle class or high achieving students will have the 'halo effect' placed on them. Following Balls' study of banding and teacher expectations: band two mirrored teachers' expectations of being uncooperative: band one being well balanced and intelligent. The effect of setting is self fulfilling prophecy from the teacher's label. Working class students will live up to the 'failure' label attached which will reduce in lack of effort in lessons, which will then result in low attainment and poor results.

Identify any command words

What is the question asking?

What mark would you give and why?

AO1 = 1 mark AO2 = 3 marks

Level	Mark	Descriptor
4	4	Relevant effect identified (AO1) and an appropriate, detailed and well-developed explanation offered with a clear application to the context (AO2).
3	3	Relevant effect identified (AO1) with an explanation containing some inaccuracies or omissions but which has some application to the context (AO2).
2	2	Relevant effect identified (AO1) with a largely inaccurate or irrelevant explanation that is only weakly applied to the context (AO2).
1	1	Relevant effect identified (AO1).
0	0	Nothing worthy of credit.

Indicative content AO1

Setting involves dividing pupils into groups for particular subjects based on their ability in those subjects.

- Labelling
- Self-fulfilling prophecy
- Competition

Indicative content AO2

- Once placed in a certain set group, students can form subcultures that reflect the status of the set (a form of labelling takes place). For example, the formation of anti-school subcultures among the lower sets.
- Grouping in this manner (labelling students) can result in a self-fulfilling prophecy whereby top sets do well and lower sets underachieve.
- Can create a competitive atmosphere that may encourage hard work and stretch and challenge students.

Crime and deviance

12 mark question

Discuss how far sociologists agree that the level of youth crimes reflects how well parents control their children. (12 marks)

Student response:

Many sociologists would agree that the level of youth crime reflects how well parents control their children. This is due to the family being an informal agent of social control therefore norms and values should be taught. However if they are not then children will not have a sense of what is wrong and right. For example if a child grows up in a family where violence is used to resolve arguments, the child will follow this on at school. Consequently committing a crime of assault.

However Marxists would argue that working class are victims of poverty and therefore teenagers may commit crime such as theft to be able to help feed their family. Marxists would also argue that middle class children can afford to be sent to boarding schools therefore cannot commit crime.

In conclusion as the essay suggests the level of crime committed does reflect parent's social control.

Identify any command words

What is the question asking?

What mark would you give and why?

AO1 = 4 marks, AO2 = 4 marks, AO3 = 4 marks

Level	Marks	Description
4	10-12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p>
3	7-9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>
2	4-6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>
1	1-3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Indicative content AO1

- Functionalism.
- Marxism.
- Interactionism.
- Control theory.
- Subcultural approaches.
- Ecological approaches.

Indicative content AO2

- Functionalist theories about the importance of primary socialisation and parental social control of their children.
- Marxist theories emphasising working class lack of opportunity and youth unemployment rates, economic and/or social marginalisation.
- Interactionist theory eg labelling young people who exhibit deviant/anti-social behaviour.
- Control theory eg ideas on youth crime prevention within a community.
- Subcultural approaches eg peer group pressure and status frustration.
- Ecological approaches eg the significance of the type of area in which the young people live and grew up in.

Indicative content AO3

- Analysis and evaluation of Functionalist theories.
- Analysis and evaluation of Marxist theories.
- Analysis and evaluation of Interactionist theories.
- Analysis and evaluation control theory.
- Analysis and evaluation of subcultural approaches.
- Analysis and evaluation of ecological approaches.
- Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that the level of youth crime reflects how well parents control their children

Social stratification

3 and 4 mark questions

Identify and describe one example of social mobility

(3 marks)

Student response 1:

Social mobility is movement up or downward the social class system. One example of social mobility is intra mobility this means when you are the same class as your family

Student response 2:

Someone who grows up on a working class background but wins the lottery will move up the social class system and become upper class and gain wealth, power and status with their class.

Identify any command words

What is the question asking?

What mark would you give them and why?

AO1 = 3 marks

Level	Marks	Descriptor
3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- The movement of an individual either up or down the social scale. Relevant examples include:
 - The working class student who obtains a university degree and enters a professional occupation (upward mobility).
 - The skilled worker who is promoted to managerial status (upward mobility).
 - The middle class professional who is made redundant and is unable to obtain a new post of equivalent status (downward mobility).
 - Previously well remunerated skilled workers whose jobs are automated eg clerical workers or technical trades (downward mobility).

Identify and explain one feature of British society which led the sociologist Charles Murray to conclude that there was a growing underclass in Britain

(4 marks)

Student response:

An increasing number of social problems started occurring such as welfare dependency, poverty and increased crime. Murray concluded the underclass was growing and that they were responsible as more crimes are committed by the working class and that this underclass was creating a poverty cycle due to the welfare dependency as more of them had to work but had no incentive to work.

Identify any command words

What is the question asking?

What mark would you give and why?

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to the work of Charles Murray with particular reference to the underclass.

Level	Mark	Descriptor
4	4	Relevant feature selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)
3	3	Relevant feature selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant feature selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant feature identified. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

Features of British society associated with the growth of an 'underclass' (students select **one** feature – accept relevant alternatives):

- Benefit dependency
- Juvenile delinquency
- Loss of 'traditional' values

Indicative content AO2

- Murray argued that government policies in Britain (and the USA) in the 1980s at a time of high unemployment and economic change, had encouraged increasing numbers of people to become dependent on benefits leading to the creation of an 'underclass' at the lowest level of society.
- Murray defined the underclass largely in terms of their behaviour eg juvenile delinquency and rising rates of illegitimacy, factors that he identified in British society in the 1980s at a time of high unemployment and economic change.
- Murray describes the loss of 'traditional' values such as honesty, family life and hard work amongst the underclass, factors that he identified in British society in the 1980s at a time of high unemployment and economic change.

Notes

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