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# GCSE SOCIOLOGY 8192/1

Paper 1 The Sociology of Families and Education

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**Mark scheme**

June 2023

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Version: Final 1.0



2 3 6 G 8 1 9 2 / 2 M S

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 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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

When a student responds with more responses than are required by the question you should mark all responses and then credit only the response that is worthy of the highest credit. For example, when students are asked to identify and explain **one** example but provide more, all should be marked but only the best example credited.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme. Examples of additional relevant responses will be discussed at standardisation, if you have any doubts you should contact your team leader for clarification.

An answer which contains nothing of relevance to the question must be awarded no marks.

Examiners are required to assign each of the candidates' responses to the most appropriate level according to its overall quality, and then allocate a single mark within the level. When deciding upon a mark in a level, examiners should bear in mind the relative weightings of the assessment objectives (see page 4) and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training.

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**Assessment Objectives**

<b>AO1</b>	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
<b>AO2</b>	Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
<b>AO3</b>	Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

**Section A: Families**

<b>Qu</b>	<b>Marking guidance</b>	<b>Total marks</b>
01	What term is commonly used by sociologists to describe the experience of women who have both a paid job and have to do most of the housework?	1
	AO1 = 1 mark <b>B</b> (Double shift)	

<b>Qu</b>	<b>Marking guidance</b>	<b>Total marks</b>
02	What term is commonly used by sociologists to describe the way that parents channel their children’s interests into toys, games and other activities that are seen as appropriate for their gender?	1
	AO1 = 1 mark <b>A</b> (Canalization)	

Qu	Marking guidance	Total marks															
03	Describe <b>one</b> example of a commune.	3															
<p>AO1 = 3 marks</p> <table border="1" data-bbox="213 454 1287 1099"> <thead> <tr> <th data-bbox="213 454 352 533">Level</th> <th data-bbox="352 454 491 533">Marks</th> <th data-bbox="491 454 1287 533">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 533 352 689">3</td> <td data-bbox="352 533 491 689">3</td> <td data-bbox="491 533 1287 689">A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 689 352 882">2</td> <td data-bbox="352 689 491 882">2</td> <td data-bbox="491 689 1287 882">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)</td> </tr> <tr> <td data-bbox="213 882 352 1039">1</td> <td data-bbox="352 882 491 1039">1</td> <td data-bbox="491 882 1287 1039">Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 1039 352 1099">0</td> <td data-bbox="352 1039 491 1099">0</td> <td data-bbox="491 1039 1287 1099">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1128 533 1160"><b>Indicative content AO1</b></p> <ul data-bbox="213 1189 1287 1599" style="list-style-type: none"> <li>• Consisting of a group of people who share in the ownership of property and the division of labour, valuing equality and cooperation between members, such as an Israeli kibbutz.</li> <li>• A small community who may follow similar political beliefs or environmental principles, such as Christiania in Copenhagen.</li> <li>• A small community whose members share in the ownership of wealth and may follow certain religious beliefs, such as the Bruderhof Christian community in East Sussex.</li> <li>• A small community whose members share in the ownership of property and the division of labour, such as the Findhorn ecovillage community in Scotland, in which members avoid activities that might exhaust the earth's natural resources.</li> </ul>			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.
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04	Identify and describe <b>one</b> consequence of divorce for family members.	3															
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05	From <b>Item A</b> , examine <b>one</b> strength of using statistics to research one-person households.	2
	<p>AO3 = 2 marks</p> <p><b>1 mark</b> for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p><b>1 mark</b> for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3)</p> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Quantitative data collected on a large-scale (national level), increasing the likelihood of a representative sample.</li> <li>• A reliable data source since it is high quality statistical information produced by a national organisation.</li> <li>• The data is readily available each year, so allows for comparisons over time to be made.</li> <li>• The data can be used as a starting point from which to investigate further the sociological explanations for the changes shown in the number of one-person households.</li> <li>• Data has been collected over a period of time so patterns and trends can be identified.</li> </ul>	



Qu	Marking guidance	Total marks																		
06	Describe the type of statistical data shown in <b>Item A</b> . Identify the trend shown by the data and explain <b>one</b> factor which may account for this trend.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to increase in number of one-person households.</p> <table border="1" data-bbox="204 562 1275 1330"> <thead> <tr> <th data-bbox="204 562 341 640">Level</th> <th data-bbox="341 562 478 640">Marks</th> <th data-bbox="478 562 1275 640">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 640 341 831">4</td> <td data-bbox="341 640 478 831">4</td> <td data-bbox="478 640 1275 831">Relevant description of the data (AO1). Upward trend identified and an appropriate, detailed and well-developed explanation offered of sociological theories, concepts, evidence and methods with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="204 831 341 1021">3</td> <td data-bbox="341 831 478 1021">3</td> <td data-bbox="478 831 1275 1021">Relevant description of the data (AO1). Upward trend identified with an explanation of sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="204 1021 341 1211">2</td> <td data-bbox="341 1021 478 1211">2</td> <td data-bbox="478 1021 1275 1211">Relevant description of the data (AO1). Upward trend identified with either no explanation or a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="204 1211 341 1272">1</td> <td data-bbox="341 1211 478 1272">1</td> <td data-bbox="478 1211 1275 1272">Relevant description of the data. (AO1)</td> </tr> <tr> <td data-bbox="204 1272 341 1330">0</td> <td data-bbox="341 1272 478 1330">0</td> <td data-bbox="478 1272 1275 1330">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="204 1368 523 1402"><b>Indicative content AO1</b></p> <ul data-bbox="204 1435 1294 1574" style="list-style-type: none"> <li>• Official statistics on one-person households (collected by or on behalf of the government). Accept interval data as a correct answer. Responses such as quantitative data (all statistics are quantitative) or descriptions of the type of chart are incorrect answers to the question.</li> </ul> <p data-bbox="204 1615 523 1648"><b>Indicative content AO2</b></p> <ul data-bbox="204 1682 1326 1921" style="list-style-type: none"> <li>• The trend is up (accept increasing or rising).</li> <li>• Changing social attitudes to relationships, with greater acceptance of alternatives to living as a family.</li> <li>• Increased life expectancy, with people living longer so there are more elderly, one-person households that typically contain older people whose partners have died.</li> <li>• Individualism in society, with more people choosing solo living, or choose to live apart from their partner.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant description of the data (AO1). Upward trend identified and an appropriate, detailed and well-developed explanation offered of sociological theories, concepts, evidence and methods with a good application to the context. (AO2)	3	3	Relevant description of the data (AO1). Upward trend identified with an explanation of sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant description of the data (AO1). Upward trend identified with either no explanation or a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant description of the data. (AO1)	0	0	Nothing worthy of credit.
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07	Identify and explain <b>one</b> disadvantage of using unstructured interviews to investigate one-person households.	4																		
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	<ul style="list-style-type: none"><li>• Unstructured interviews can be particularly time consuming for the researcher.</li><li>• Complex data sets can be difficult to analyse.</li></ul>	
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Qu	Marking guidance	Total marks																		
08	From <b>Item B</b> , identify and describe <b>one</b> way in which Oakley saw the conventional family as being patriarchal, including what you know of her perspective on the family.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Ann Oakley with particular reference to her perspective on the family.</p> <table border="1" data-bbox="215 629 1286 1296"> <thead> <tr> <th data-bbox="215 629 352 707">Level</th> <th data-bbox="352 629 489 707">Marks</th> <th data-bbox="489 629 1286 707">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 707 352 869">4</td> <td data-bbox="352 707 489 869">4</td> <td data-bbox="489 707 1286 869">Relevant way selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td data-bbox="215 869 352 1028">3</td> <td data-bbox="352 869 489 1028">3</td> <td data-bbox="489 869 1286 1028">Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="215 1028 352 1184">2</td> <td data-bbox="352 1028 489 1184">2</td> <td data-bbox="489 1028 1286 1184">Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="215 1184 352 1240">1</td> <td data-bbox="352 1184 489 1240">1</td> <td data-bbox="489 1184 1286 1240">Relevant way selected. (AO1)</td> </tr> <tr> <td data-bbox="215 1240 352 1296">0</td> <td data-bbox="352 1240 489 1296">0</td> <td data-bbox="489 1240 1286 1296">Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul data-bbox="215 1406 1193 1541" style="list-style-type: none"> <li>• Women were expected to do unpaid work inside the home.</li> <li>• The man’s economic power was linked to his income from paid work.</li> <li>• The woman’s dependence on the man’s wages was an aspect of gender inequality.</li> </ul> <p><b>Indicative content AO2</b></p> <ul data-bbox="215 1648 1273 1955" style="list-style-type: none"> <li>• Writing from a feminist perspective, Oakley investigated the ‘idea’ of the conventional family, by reviewing a range of existing data. She suggested that the idea of the conventional family was still idealised even though it was no longer the dominant family form.</li> <li>• Gender role inequalities in the conventional family, reinforcing patriarchal relationships.</li> <li>• Economic power in the conventional family reinforced patriarchal relationships.</li> <li>• Financial inequality in the conventional family reinforced patriarchal relationships.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant way selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant way selected (AO1) with a description 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 way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant way selected. (AO1)	0	0	Nothing worthy of credit.
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Qu	Marking guidance	Total marks																		
09	Identify <b>one</b> practical issue you would need to consider when using postal questionnaires to investigate role relationships within the family and explain how you would deal with this issue in your investigation.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers a practical issue when using postal questionnaires to investigate role relationships within families.</p> <table border="1" data-bbox="213 593 1287 1261"> <thead> <tr> <th data-bbox="213 593 352 669">Level</th> <th data-bbox="352 593 491 669">Marks</th> <th data-bbox="491 593 1287 669">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 669 352 831">4</td> <td data-bbox="352 669 491 831">4</td> <td data-bbox="491 669 1287 831">Relevant practical issue 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)</td> </tr> <tr> <td data-bbox="213 831 352 990">3</td> <td data-bbox="352 831 491 990">3</td> <td data-bbox="491 831 1287 990">Relevant practical issue 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)</td> </tr> <tr> <td data-bbox="213 990 352 1149">2</td> <td data-bbox="352 990 491 1149">2</td> <td data-bbox="491 990 1287 1149">Relevant practical issue 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)</td> </tr> <tr> <td data-bbox="213 1149 352 1205">1</td> <td data-bbox="352 1149 491 1205">1</td> <td data-bbox="491 1149 1287 1205">Relevant practical issue selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1205 352 1261">0</td> <td data-bbox="352 1205 491 1261">0</td> <td data-bbox="491 1205 1287 1261">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1279 533 1312"><b>Indicative content AO1</b></p> <ul data-bbox="213 1330 596 1464" style="list-style-type: none"> <li>• Time.</li> <li>• Cost.</li> <li>• Accessibility.</li> <li>• Sample size/response rate</li> </ul> <p data-bbox="213 1482 537 1516"><b>Indicative content AO2</b></p> <ul data-bbox="213 1534 1281 1980" style="list-style-type: none"> <li>• Obtaining a large representative sample of family forms and family members would take a significant amount of time. Therefore a method such as sending out email online survey questionnaires would potentially speed up the data gathering process. Alternatively, existing secondary data could be used that is readily available online.</li> <li>• Mailing costs implications would be relatively high when attempting to seek generalisations by obtaining a national picture. Therefore a cheaper method, such as sending out email online survey questionnaires would significantly reduce costs. Alternatively, seek funding from sources such as the Economic and Social Research Council.</li> <li>• Obtaining access to family member households may be difficult. Therefore a method such as unstructured interviews may be more suitable as this approach should put people at their ease and build up a rapport and trust.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant practical issue 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 practical issue 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 practical issue 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 practical issue selected. (AO1)	0	0	Nothing worthy of credit.
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0	0	Nothing worthy of credit.																		

	<ul style="list-style-type: none"><li>• Sample may be small due to low response rates. Consider sending out more questionnaires/pre-paid envelopes with questionnaires/offering incentives to encourage a response.</li></ul>	
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Qu	Marking guidance	Total marks												
10	Discuss how far sociologists would agree that the main function of the family is to serve the needs of capitalism.	12												
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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.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Marxism.
- Functionalism.
- Feminism.
- Education as an alternative agency.
- Media as an alternative agency.
- Changes in the significance of the family as an agency.

**Indicative content AO2**

- Marxist perspective - critical of the nuclear family, seeing it as socialising children into accepting the values of capitalism. Reference may be made to the ideas and work of Eli Zaretsky.
- Functionalist perspective - emphasis on the nuclear family, providing essential functions for society (sexual, reproductive, economic and educational). Reference may be made to the ideas and work of Parsons and Murdock.
- Feminist perspective - nuclear families viewed as patriarchal, based on male power and dominance over women. Reference may be made to the ideas and work of Delphy and Leonard.
- The education system as an alternative agent and its function of serving the needs of the capitalist system as more significant than the family. Reference may be made to the work of Bowles and Gintis.
- The mass media as an alternative agent and its function of serving the needs of the capitalist system as being more significant than the family.
- Evidence for/against the reduced significance of the family as an agency which serves the capitalist system.



	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of the Marxist perspective eg the extent to which the family serves capitalism, and how Zaretsky sees the family as a vital unit of consumption for capitalism, in that families buy and consume the products of the capitalist system and, in doing so, enable the bourgeoisie to make their profits.</li> <li>• Analysis and evaluation of the functionalist perspective eg the extent to which the family serves capitalism, with functionalists, such as Parsons, viewing the family in positive terms in meeting the needs of individuals and industrial society.</li> <li>• Analysis and evaluation of the feminist perspective eg the extent to which the family is patriarchal, with Delphy and Leonard's emphasis on the unpaid work of women within families.</li> <li>• Analysis and evaluation of the impact that the education system may have in its role in serving the capitalist system, and how the correspondence principle operates according to Bowles and Gintis.</li> <li>• Analysis and evaluation of the impact that the mass media may have in its role in serving the capitalist system, such as the way in which the advertising industry works.</li> <li>• Analysis and evaluation of evidence for the reduced significance of the family as an agency which serves the capitalist system, with other agencies having more influence.</li> <li>• 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 main function of the family is to support the needs of capitalism.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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Qu	Marking guidance	Total marks												
11	Discuss how far sociologists would agree that gender roles are equal in families in Britain today.	12												
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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.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Functionalism.
- Feminism.
- Marxism.
- Family diversity.
- Traditional norms and values.
- Media images.
- Contemporary studies and evidence.

**Indicative content AO2**

- Functionalist perspective - eg reference to the work of Young and Willmott and the 'symmetrical family'.
- Feminist perspective - eg reference to the works of Oakley, Delphy and Leonard, and concepts such as the dual burden and the double/triple shift.
- Marxist perspective - unpaid work done by the housewife benefitting the capitalist system.
- The increasing diversity of the family, as suggested by the Rapoport, with many differing conjugal roles eg segregated, integrated conjugal roles.
- The continuation of traditional norms and values being passed down the generations of families through canalization/gender socialisation.
- The ways men and women are shown in the family often being depicted as the norm by the advertising industry. Media stereotyping, whereby women are portrayed as primarily responsible for many domestic tasks.
- Recent British Social Attitudes, such as that referred to by Scott and Clery, suggesting that gender inequalities exist within families.

<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of the functionalist perspective eg the extent to which gender roles are equal in families today, with integrated conjugal roles, and the rise in the 'New Man'.</li> <li>• Analysis and evaluation of the feminist perspective eg the extent to which the nuclear family continues to be patriarchal, having segregated conjugal roles.</li> <li>• Analysis and evaluation of the Marxist perspective eg the extent to which the nuclear family supports the capitalist economic system.</li> <li>• Analysis and evaluation of the impact of family diversity eg rise in number of lone parent families and same-sex couple families.</li> <li>• Analysis and evaluation of the impact that gender socialisation has on children following traditional gender roles in the family, as suggested by liberal feminist Ann Oakley in terms of canalization.</li> <li>• Analysis and evaluation of the idea of the cereal packet family eg the extent to which this remains the stereotypical image that advertisers use to describe family life in Britain.</li> <li>• Analysis and evaluation of studies and evidence based on domestic tasks eg the extent to which gender roles are equal between male and female partners.</li> <li>• 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 gender roles are equal in families today.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>
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**Section B: Education**

Qu	Marking guidance	Total marks
12	What term is commonly used by sociologists to describe a school that is no longer under local authority control and whose funding is provided directly by central government?	1
	AO1 = 1 mark <b>A</b> (Academy)	

Qu	Marking guidance	Total marks
13	What term is commonly used by sociologists to describe a curriculum that is biased, coming from the point of view of one culture?	1
	AO1 = 1 mark <b>B</b> (Ethnocentric)	

Qu	Marking guidance	Total marks															
14	Describe what is meant by the term comprehensive school.	3															
	<p>AO1 = 3 marks</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td>2</td> <td>2</td> <td>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)</td> </tr> <tr> <td>1</td> <td>1</td> <td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• A state secondary school, sometimes run by the local education authority.</li> <li>• Non-selective school, that does not charge fees and does not select students on the basis of their ability.</li> <li>• The students usually come from the local catchment area.</li> </ul>	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.	
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15	Identify and describe <b>one</b> example of the correspondence principle.	3															
<p>AO1 = 3 marks</p> <table border="1" data-bbox="213 461 1287 1106"> <thead> <tr> <th data-bbox="213 461 352 539">Level</th> <th data-bbox="352 461 491 539">Marks</th> <th data-bbox="491 461 1287 539">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 539 352 696">3</td> <td data-bbox="352 539 491 696">3</td> <td data-bbox="491 539 1287 696">A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 696 352 891">2</td> <td data-bbox="352 696 491 891">2</td> <td data-bbox="491 696 1287 891">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)</td> </tr> <tr> <td data-bbox="213 891 352 1048">1</td> <td data-bbox="352 891 491 1048">1</td> <td data-bbox="491 891 1287 1048">Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 1048 352 1106">0</td> <td data-bbox="352 1048 491 1106">0</td> <td data-bbox="491 1048 1287 1106">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1144 533 1173"><b>Indicative content AO1</b></p> <ul data-bbox="213 1211 1287 1451" style="list-style-type: none"> <li>• Students learn to accept the hierarchy in schools, which prepares them for the workplace, where the manager or supervisor will have authority over them.</li> <li>• Students learn to be motivated by external rewards in the form of exam results and grades, which prepares them for the workplace, where motivation comes in the form of the extrinsic rewards of pay and bonuses.</li> <li>• Students learn to be competitive in schools through tests and setting, which prepares them to compete in the workplace for promotions and higher pay.</li> </ul>			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.
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Qu	Marking guidance	Total marks
16	From <b>Item C</b> , examine <b>one</b> weakness of the research.	2
	<p>AO3 = 2 marks</p> <p><b>1 mark</b> for providing evidence of an analysis of the item (by indicating a possible weakness) demonstrating a line of argument relating either to methods or findings. (AO3)</p> <p>Plus</p> <p><b>1 mark</b> for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible weakness. (AO3)</p> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• London based, so sample unrepresentative of secondary pupils across the country.</li> <li>• A relatively small sample size, so difficult to make generalisations.</li> <li>• Presence of the researcher affecting the validity of the data collected.</li> <li>• Problems in the recording of the data, thus negatively affecting the quality of the research.</li> </ul>	

Qu	Marking guidance	Total marks																		
17	Identify and explain <b>one</b> advantage of using non-participant observation to investigate classroom interactions as shown in <b>Item C</b> .	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to an advantage of using non-participant observation to investigate classroom interactions.</p> <table border="1" data-bbox="213 595 1286 1263"> <thead> <tr> <th data-bbox="213 595 352 674">Level</th> <th data-bbox="352 595 491 674">Marks</th> <th data-bbox="491 595 1286 674">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 674 352 831">4</td> <td data-bbox="352 674 491 831">4</td> <td data-bbox="491 674 1286 831">Relevant advantage identified (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)</td> </tr> <tr> <td data-bbox="213 831 352 987">3</td> <td data-bbox="352 831 491 987">3</td> <td data-bbox="491 831 1286 987">Relevant advantage identified (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)</td> </tr> <tr> <td data-bbox="213 987 352 1144">2</td> <td data-bbox="352 987 491 1144">2</td> <td data-bbox="491 987 1286 1144">Relevant advantage identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td data-bbox="213 1144 352 1205">1</td> <td data-bbox="352 1144 491 1205">1</td> <td data-bbox="491 1144 1286 1205">Relevant advantage identified. (AO1)</td> </tr> <tr> <td data-bbox="213 1205 352 1263">0</td> <td data-bbox="352 1205 491 1263">0</td> <td data-bbox="491 1205 1286 1263">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1301 533 1335"><b>Indicative content AO1</b></p> <ul data-bbox="261 1368 608 1469" style="list-style-type: none"> <li>• Insight/validity</li> <li>• Generating new ideas.</li> <li>• Reliability.</li> </ul> <p data-bbox="213 1507 537 1541"><b>Indicative content AO2</b></p> <ul data-bbox="261 1576 1257 1816" style="list-style-type: none"> <li>• Gaining insight by observing the group's activities, the researcher can develop a deeper understanding of the group's behaviour.</li> <li>• Generating new ideas to explain observed phenomenon relating to education and processes within school classrooms.</li> <li>• Non-participant observation can be high in reliability since it involves objective systematic recording, eg how a student responds to a question asked by a teacher.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant advantage identified (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 identified (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 identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant advantage identified. (AO1)	0	0	Nothing worthy of credit.
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18	Identify and explain <b>one</b> advantage of using structured interviews to investigate working class students' experiences of school.	4																		
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	<ul style="list-style-type: none"><li>• Possible to achieve good response rates as interviewers can persuade students to answer the questions, and problems of illiteracy are overcome.</li></ul>	
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Qu	Marking guidance	Total marks																		
19	<p>From <b>Item D</b>, identify and describe <b>one</b> way in which Ball believed that the banding of students affected their approach to learning and behaviour in school, including what you know of his perspective on education.</p>	4																		
	<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the work of Ball with reference to his perspective on education.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant way selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant way selected. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Labelling and self-fulfilling prophecy.</li> <li>• Teacher expectations of pupils</li> <li>• Less cooperative/poorer behaviour in lower bands.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Ball's approach is essentially interactionist as he examines the interactions between students and teachers (ethnographic case study)</li> <li>• Labelling often led to the self-fulfilling prophecy which impacted on students' approach to learning and behaviour</li> <li>• Ball found teachers had lower expectations of students in lower bands and higher expectations of students in top bands which affected students' approach to learning and behaviour</li> <li>• Ball sought to explain the under-performance of working class students eg working class students were more likely to be placed in lower bands. Less likely to be well behaved</li> </ul>	Level	Marks	Descriptor	4	4	Relevant way selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant way selected (AO1) with a description 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 way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant way selected. (AO1)	0	0	Nothing worthy of credit.	
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20	Identify and explain <b>one</b> disadvantage of using snowball sampling to investigate the effects of streaming on students' experience of school.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to a disadvantage of using snowball sampling to investigate the effects of streaming on students' experience of school.</p> <table border="1" data-bbox="213 595 1287 1330"> <thead> <tr> <th data-bbox="213 595 352 674">Level</th> <th data-bbox="352 595 491 674">Marks</th> <th data-bbox="491 595 1287 674">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 674 352 869">4</td> <td data-bbox="352 674 491 869">4</td> <td data-bbox="491 674 1287 869">Relevant disadvantage identified (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)</td> </tr> <tr> <td data-bbox="213 869 352 1064">3</td> <td data-bbox="352 869 491 1064">3</td> <td data-bbox="491 869 1287 1064">Relevant disadvantage identified (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)</td> </tr> <tr> <td data-bbox="213 1064 352 1218">2</td> <td data-bbox="352 1064 491 1218">2</td> <td data-bbox="491 1064 1287 1218">Relevant disadvantage identified (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)</td> </tr> <tr> <td data-bbox="213 1218 352 1274">1</td> <td data-bbox="352 1218 491 1274">1</td> <td data-bbox="491 1218 1287 1274">Relevant disadvantage identified. (AO1)</td> </tr> <tr> <td data-bbox="213 1274 352 1330">0</td> <td data-bbox="352 1274 491 1330">0</td> <td data-bbox="491 1274 1287 1330">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1368 533 1402"><b>Indicative content AO1</b></p> <ul data-bbox="261 1435 644 1541" style="list-style-type: none"> <li>• Non-probability sampling.</li> <li>• Self-selecting.</li> <li>• Sample bias.</li> </ul> <p data-bbox="213 1576 536 1610"><b>Indicative content AO2</b></p> <ul data-bbox="261 1644 1278 1951" style="list-style-type: none"> <li>• Non-probability sample, which may be unrepresentative of the student population, such as over-representing the experiences of working-class females.</li> <li>• A self-selected sample relies on volunteers recommending other volunteers, therefore the sample might not be representative of all students' experiences.</li> <li>• Sample bias – participants recruit other participants and this may lead to a biased sample as subjects are likely to recruit their school friends who are likely to have similar attitudes.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant disadvantage identified (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 disadvantage identified (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 disadvantage identified (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 disadvantage identified. (AO1)	0	0	Nothing worthy of credit.
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21	Discuss how far sociologists would agree that ethnic differences in educational achievement are mainly due to factors inside schools.	12												
AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks														
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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.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Interactionism.
- Marxism.
- Feminism.
- Functionalism.
- Internal factors.
- Ethnic variations in performance.
- External factors.

**Indicative content AO2**

- Interactionist perspectives eg teacher expectations, labelling and the self-fulfilling prophecy, ethnocentric curriculum, unconscious bias with regard to the ethnicity of students.
- Marxist perspectives eg social class background as a primary determinant of educational performance in contrast to ethnicity.
- Feminist perspectives eg gender as a key determinant on educational performance in contrast to ethnicity.
- Functionalist perspectives eg internal factors, such as the quality of school leadership affecting educational performance regardless of external factors such as ethnicity.
- Processes within schools affecting educational performance regardless of ethnicity eg whether setting, streaming and/or mixed ability groupings are used in a school.
- Ethnic variations in performance eg the relative levels of achievement by students from a variety of different ethnic backgrounds.
- Alternative external factors eg cultural values, parental expectations and their effects on educational performance.

	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of interactionist perspectives eg to what extent do teachers’ labels and stereotypes affect educational performance, eg some teachers may have different expectations of students based on their ethnicity. Labelling could result in a self-fulfilling prophecy, which may have an impact on a pupil’s achievement, as suggested by Mac an Ghaill.</li> <li>• Analysis and evaluation of the Marxist perspective eg to what extent is social class background the primary determinant of educational success, with material deprivation a key factor on educational achievement.</li> <li>• Analysis and evaluation of the feminist perspective eg to what extent do classroom interactions advantage or disadvantage particular gender groups.</li> <li>• Analysis and evaluation of the functionalist perspective eg to what extent can school leadership have a positive effect on student outcomes.</li> <li>• Analysis and evaluation of the impact of internal factors eg to what extent does streaming or setting have an effect on educational performance, as suggested by sociologists such as Ball and Wright.</li> <li>• Analysis and evaluation of ethnic variations in performance eg to what extent is the success of certain ethnic groups due to in-school factors, such as the school curriculum being seen as ethnocentric.</li> <li>• Analysis and evaluation of the impact of external factors eg to what extent is ethnic background a primary determinant of educational performance, such as in terms of parental expectations and support.</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that ethnic differences in educational achievement are due to in-school factors.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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Qu	Marking guidance	Total marks												
22	Discuss how far sociologists would agree that the main function of the education system is to prepare students for work.	12												
AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks														
<table border="1"> <thead> <tr> <th data-bbox="212 488 352 566">Level</th> <th data-bbox="352 488 491 566">Marks</th> <th data-bbox="491 488 1287 566">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 566 352 1032">4</td> <td data-bbox="352 566 491 1032">10–12</td> <td data-bbox="491 566 1287 1032"> <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 relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p> </td> </tr> <tr> <td data-bbox="212 1032 352 1491">3</td> <td data-bbox="352 1032 491 1491">7–9</td> <td data-bbox="491 1032 1287 1491"> <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> </td> </tr> <tr> <td data-bbox="212 1491 352 1989">2</td> <td data-bbox="352 1491 491 1989">4–6</td> <td data-bbox="491 1491 1287 1989"> <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> </td> </tr> </tbody> </table>			Level	Marks	Descriptor	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 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>
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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.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Functionalist.
- Marxist.
- New Right.
- Feminist.
- Hidden curriculum.
- Alternative functions of education.
- Curriculum Changes.

**Indicative content AO2**

- Functionalist perspectives eg the economic role of education, including Davis and Moores’ ideas on selection and role allocation (sifting and sorting of pupils). Durkheim stating that education equips students with the skills they will need for their future work roles.
- Marxist perspectives eg on how the education system helps produce a workforce for capitalist society, including Bowles and Gintis and obedience to authority, motivation by rewards (correspondence principle).
- New Right perspectives eg emphasis on education and the economy, with schools focusing on vocationalism-training and preparation for occupations.
- Feminist perspectives eg the patriarchal nature of the curriculum and the education system, such as in terms of gender role allocation.
- Hidden curriculum as a force for shaping the future workforce eg the teaching of regulations and rules, prepares students for the workplace.
- Alternative functions of the education system eg encouraging social cohesion, the socialization, social control and political roles of education.

	<ul style="list-style-type: none"> <li>• Recent changes in the curriculum eg the introduction of the Technical Level qualification, and the proposed increase in subject courses based on applied technical skills.</li> </ul> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of the functionalist perspective eg to what extent is it the main role of the education system to prepare students for the workplace.</li> <li>• Analysis and evaluation of the Marxist perspective eg to what extent does the education system serve the needs of capitalism.</li> <li>• Analysis and evaluation of the New Right perspective eg the impact of the new vocationalism.</li> <li>• Analysis and evaluation of the feminist perspective eg to what extent does the curriculum support patriarchy.</li> <li>• Analysis and evaluation of the hidden curriculum eg to what extent do students follow regulations and obey rules. Reference could be made to research undertaken by Willis on his study of a male counter school subculture.</li> <li>• Analysis and evaluation of the relative importance of other functions eg as a mechanism of role allocation, as an agent of secondary socialization.</li> <li>• Analysis and evaluation of recent changes in the curriculum eg to what extent have any recent curriculum changes prepared students for the workplace.</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that the main function of the education system is to prepare students for work.</li> </ul> <p>The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.</p>	
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**Assessment objectives**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>01</b>	1			1
<b>02</b>	1			1
<b>03</b>	3			3
<b>04</b>	3			3
<b>05</b>			2	2
<b>06</b>	1	3		4
<b>07</b>	1	3		4
<b>08</b>	1	3		4
<b>09</b>	1	3		4
<b>10</b>	4	4	4	12
<b>11</b>	4	4	4	12
<b>12</b>	1			1
<b>13</b>	1			1
<b>14</b>	3			3
<b>15</b>	3			3
<b>16</b>			2	2
<b>17</b>	1	3		4
<b>18</b>	1	3		4
<b>19</b>	1	3		4
<b>20</b>	1	3		4
<b>21</b>	4	4	4	12
<b>22</b>	4	4	4	12
<b>Paper total</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>