



GCSE SOCIOLOGY 8192/1

Paper 1 The Sociology of Families and Education

Mark scheme

June 2021

Version: 1.0 Final Mark Scheme



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

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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.

Assessment Objectives

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

Section A: Families

Qu	Marking guidance	Total marks															
01	What term is commonly used by sociologists to describe a family consisting of parents, their children and other relatives, such as grandparents, aunts and uncles?	1															
	AO1 = 1 mark C (Extended family)																
02	What term is commonly used by sociologists to describe the role men traditionally perform in the family?	1															
	AO1 = 1 mark B (Instrumental)																
03	Describe one example of patriarchy within families.	3															
	AO1 = 3 marks																
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	<p>Indicative content AO1</p> <ul style="list-style-type: none"> • The dominance of men over women in the family eg money management, decision-maker. • Distribution of responsibilities for certain domestic tasks eg household chores such as cleaning, doing the laundry. • Female role as the stay at home housewife and carer. • Male role as the breadwinner, careerist. 																

04	Identify and describe one factor that may have led to an increase in family diversity in Britain.	3															
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<ul style="list-style-type: none"> • Changes in social attitudes and values eg secularisation and greater acceptance of alternative family structures. • Increase in numbers divorcing and rise in lone parent families. • Immigration and cultural differences. • Increase in people remarrying or cohabiting eg forming blended or reconstituted families. 																	

05	From Item A , examine one weakness of using statistics to research divorce.	2
<p>AO3 = 2 marks</p> <p>1 mark 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>1 mark 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>Indicative content AO3</p> <ul style="list-style-type: none"> • Only provides numerical information, whereas data gathered from qualitative sources such as unstructured interviews would provide in-depth data eg to explain an individual's reasons for seeking a divorce. • Limited amount of evidence available for sociologists researching divorce eg does not explain the reasons for variations between age groups or ethnic groups, and only provides data from certain years. • The exclusive use of statistical data does not allow for triangulation (a comparison of data from a variety of sources both qualitative and quantitative). 		

06	Describe the type of statistical data shown in Item A . Identify the trend shown by the data and explain one factor which may account for this trend.	4																		
<p>AO1 = 1 marks AO2 = 3 marks</p> <p>‘Context’ here refers to increase in number of divorces.</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 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 clear application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>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 style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>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 style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant description of the data. (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>Indicative content AO1</p> <ul style="list-style-type: none"> • Official statistics on divorce (collected by or on behalf of the government) showing the number of divorces recorded. Accept <i>interval data</i> 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. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • The trend is up (accept increasing or rising) • Legal grounds for divorce have changed eg ‘irretrievable breakdown’, making it potentially easier/quicker to obtain a divorce. • Influence of the feminist movement, with more women unwilling to accept certain behaviour in a marriage/unequal relationship. • Changing social attitudes, with divorce becoming more socially acceptable. • The declining importance of religion in society, with fewer people having religious objections to divorce. • Women are no longer dependent on men for their financial security. 			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 clear 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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08	From Item B , identify and describe the research method used by Willmott and Young in the early 1970s, including what you know of their perspective on the family.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Willmott and Young with particular reference to their perspective on the family.</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 research method 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 research method 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 research method 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 research method 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>Indicative content AO1</p> <ul style="list-style-type: none"> • Social survey. • Interviews. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Writing from a functionalist perspective, Young and Willmott used the term symmetrical family to describe the Stage 3 (home centred) nuclear family, with each spouse sharing chores and decisions. • Interviewed almost 2000 people, with each respondent answering an identical set of questions. 			Level	Marks	Descriptor	4	4	Relevant research method 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 research method 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 research method 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 research method selected. (AO1)	0	0	Nothing worthy of credit.
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09	Identify one function of the family and explain how you would investigate this function using a case study.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the use of case studies to research functions of the family.</p> <table border="1" data-bbox="213 472 1286 1137"> <thead> <tr> <th data-bbox="213 472 352 546">Level</th> <th data-bbox="352 472 491 546">Marks</th> <th data-bbox="491 472 1286 546">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 546 352 705">4</td> <td data-bbox="352 546 491 705">4</td> <td data-bbox="491 546 1286 705">Relevant function 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="213 705 352 864">3</td> <td data-bbox="352 705 491 864">3</td> <td data-bbox="491 705 1286 864">Relevant function 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="213 864 352 1023">2</td> <td data-bbox="352 864 491 1023">2</td> <td data-bbox="491 864 1286 1023">Relevant function 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 1023 352 1077">1</td> <td data-bbox="352 1023 491 1077">1</td> <td data-bbox="491 1023 1286 1077">Relevant function selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1077 352 1137">0</td> <td data-bbox="352 1077 491 1137">0</td> <td data-bbox="491 1077 1286 1137">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1176 533 1207">Indicative content AO1</p> <ul data-bbox="213 1243 692 1413" style="list-style-type: none"> • Economic. • Primary socialisation. • Reproductive. • Sexual. • Stabilisation of adult personalities. <p data-bbox="213 1451 536 1482">Indicative content AO2</p> <ul data-bbox="213 1518 1286 1760" style="list-style-type: none"> • Identify an appropriate family or families who would be willing to be the subject of a case study. • Select an appropriate methodological approach eg interviews, observation or a combination of methods. • Take account of relevant ethical issues eg confidentiality. • Compare case study data with relevant secondary sources (triangulation). • Analyse the data looking at patterns and trends relating to the selected function. 			Level	Marks	Descriptor	4	4	Relevant function 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 function 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 function 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 function selected. (AO1)	0	0	Nothing worthy of credit.
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10	Discuss how far sociologists would agree that the traditional nuclear family is the most appropriate family type in which to raise children in Britain today.	12												
AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks														
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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

- Functionalists.
- New Right.
- Feminists.
- Marxists.
- Family diversity.
- Cereal packet image of the family.

Indicative content AO2

- Functionalists, such as Murdock and Parsons, argue that the traditional nuclear family performs essential functions for the individual and society. Importance of the instrumental and expressive roles of the father and mother.
- New Right perspective emphasises the importance of the traditional nuclear family – they argue that children are more likely to develop into stable adults if brought up by both parents.
- Feminists, such as Delphy and Leonard, view traditional nuclear families as patriarchal, a source of female oppression.
- Marxists, such as Zaretsky, who are critical of the traditional nuclear family, seeing it as serving the needs of capitalism.
- Other family forms are as appropriate as identified by the Rapoport, with Oakley commenting on how the traditional nuclear family is felt to be increasingly archaic.
- The ideal family form purported by the media, particularly advertisements, as a stereotypical image that best describes family life in Britain today, with the father as the breadwinner and the mother the housewife.

	<p>Indicative content AO3</p> <ul style="list-style-type: none"> • Analysis and evaluation of the functionalist perspective eg the extent to which the traditional nuclear family is the most appropriate family type in which to raise children in Britain today. • Analysis and evaluation of the New Right perspective eg the extent to which the traditional nuclear family is the most appropriate family type in which to raise children in Britain today. • Analysis and evaluation of the feminist perspective eg the extent to which the traditional nuclear family exists and families continue to be patriarchal due to canalisation and gender socialisation. • Analysis and evaluation of the Marxist perspective eg the extent to which the traditional nuclear family supports the capitalist system. • Analysis and evaluation of the impact of family diversity. • 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 families and family life in Britain. • Evidence-based judgements and conclusions relating to the issue of extent (how far would sociologists agree) in the judgement of the student how far does the evidence support the premise of the question that the traditional nuclear family is the most appropriate family type in which to raise children in Britain today. <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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11	Discuss how far sociologists would agree that gender inequalities continue to exist within the family in Britain today.	12												
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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

- Feminism.
- Functionalism.
- Marxism.
- Changing family structures.
- Changing position of women in society.

Indicative content AO2

- Feminist perspectives – emphasises the patriarchal nature of the family, with women being exploited within the home eg unequal gender division of labour in the family.
- Functionalist perspectives – the significance of the symmetrical family as researched by Willmott and Young, suggesting shared conjugal roles.
- Marxist perspectives – women and men have unequal roles because that structure supports capitalism. Women who stay at home, doing unpaid housework and emotional work are supporting capitalist society because they are providing healthy, happy workers.
- The movement towards more dual career/neo-conventional families and the idea of the ‘New Man’.
- Women’s changed legal status and employment opportunities, giving them more rights and career prospects, the feminist movement changing attitudes towards gender relations and roles in the family.

Indicative content AO3

- Analysis and evaluation of the feminist perspective eg the extent to which gender inequalities exist within the family.

<ul style="list-style-type: none"> • Analysis and evaluation of the functionalist perspective eg the extent to which there has been a rise in the symmetrical family. • Analysis and evaluation of the Marxist perspective eg the extent to which the family supports capitalism. • Analysis and evaluation of the changes in family structures and gender roles eg the extent to which the concept of the New Man exists. • Analysis and evaluation of the changes in women’s position in society eg the extent to which there is gender equality in society, in relation to the law and employment. • 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 suggest the premise of the question that gender inequalities still exist in the family in Britain today. <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 work-related education and training?	1															
	AO1 = 1 mark D (Vocational)																
13	What term is commonly used by sociologists to describe the process of learning norms and values that takes place outside the family?	1															
	AO1 = 1 mark C (Secondary socialisation)																
14	Describe one example of the marketization of schools.	3															
	AO1 = 3 marks																
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	<p>Indicative content AO1</p> <ul style="list-style-type: none"> • Schools promoting themselves in order to compete to attract students. • Publishing information on their website eg examination performance. • Constructing a prospectus displaying facilities and courses available at the school. 																

15	Identify and describe one example of how labelling may affect a student's achievement in school.	3															
<p>AO1 = 3 marks</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;">3</td> <td style="text-align: center;">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 style="text-align: center;">2</td> <td style="text-align: center;">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 style="text-align: center;">1</td> <td style="text-align: center;">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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Students are constantly being assessed and, consequently, they are labelled and placed in particular classes based on the label they have been given. • Once a student has been given a label, for example 'bright', others will respond to them and interpret their actions in terms of this label. This student will often act according to the label, so a self-fulfilling prophecy may result. • Some studies have shown that teachers label students based on ethnic, gender or social class stereotypes. 			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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16	From Item C , examine one strength of the research.	2
	<p>AO3 = 2 marks</p> <p>1 mark 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>1 mark 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>Indicative content AO3</p> <ul style="list-style-type: none"> • The sample used a national sample, as opposed to a limited geographical area, making the sample likely to be more representative. • A stratified sample was used, allowing comparison of viewpoints and concerns by social class, gender, etc. • Self-completion questionnaire was used to investigate the costs and benefits of going to university, which results in outcomes high in validity and reliability. • Data easily accessible and relatively cheap to obtain, which allows for comparisons to be made with other surveys which examine what factors may be affecting applications to university. 	

17	Identify and explain one factor, other than debt, that may discourage students from poorer backgrounds from applying to university, raised as a concern in Item C .	4																		
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<p>Indicative content AO1</p> <ul style="list-style-type: none"> • Parental encouragement. • Immediate gratification. • Structural failings of the education system. • University selection processes. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Parent’s attitudes towards university may be a factor accounting for social class differences in education. Parents from upper and middle-class backgrounds are more likely to have experienced higher education themselves and so may be more likely to encourage their children to follow suit, despite the costs of student loans because of future earnings and career options. • Immediate gratification, enjoying the pleasures of the moment together with the emphasis on short-term gains, rather than deferred gratification. • Structural failings of the education system eg under-performing schools in working-class areas. They are less likely to achieve the higher A-level grades required by universities. They may be less likely to be supported by their parents and peer group when applying for university. • Students from poorer backgrounds are less likely to be offered unconditional places by a university. 																				

18	<p>Identify and explain one disadvantage of using a snowball sample to investigate attitudes of students towards higher education.</p>	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to attitudes of students towards higher 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 disadvantage 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 style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Relevant disadvantage 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 style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Relevant disadvantage 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 style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant disadvantage 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>Indicative content AO1</p> <ul style="list-style-type: none"> • Self-selecting. • Sample bias. • Non-probability sampling. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • A self-selected sample relies on volunteers recommending other volunteers, therefore the sample might not be representative of the population as a whole. • Sample bias – participants recruit other participants and this may lead to a biased sample as subjects are likely to recruit their friends who are likely to have similar attitudes. • Non-probability sample, which may be unrepresentative of the population, eg over-representing the views of middle-class males. 			Level	Marks	Descriptor	4	4	Relevant disadvantage 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 disadvantage 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 disadvantage 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 disadvantage selected. (AO1)	0	0	Nothing worthy of credit.
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19	<p>From Item D, identify and describe one way in which Parsons saw the education system as important, 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 Parsons and 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>Indicative content AO1</p> <ul style="list-style-type: none"> • Socialisation. • Universal values. • Meritocracy. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Writing from a functionalist perspective, Parsons focused on the role of the education system as an agency of secondary socialisation as it prepares children for adult life. • Parsons believed an individual is judged on universalistic standards, which are applied to all members regardless of kinship ties. He believed that schools socialise children into the basic values of wider society, maintaining a value consensus that emphasised achievement and equality of opportunity. • Parsons argued that schools operate on meritocratic principles, whereby status is achieved on the basis of merit. 			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 one advantage of using unstructured interviews to investigate setting in schools.	4																		
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21	Discuss how far sociologists would agree that family background is the most important factor in explaining differences in students' educational achievement.	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

- Functionalism.
- Marxism.
- Interactionism.
- Social class.
- Ethnicity.
- Gender.

Indicative content AO2

- Functionalists emphasise the importance of socialisation experiences in the home.
- Marxist theorists' view on socio-economic class as a determinant of educational success.
- Interactionists emphasise the processes which may operate within schools affecting educational achievement.
- Social class as a variable impacting on educational achievement.
- Ethnicity as a variable impacting on educational achievement.
- Gender as a variable impacting on educational achievement.

Indicative content AO3

- Analysis and evaluation of the functionalist perspectives.
- Analysis and evaluation of the Marxist perspectives.
- Analysis and evaluation of the interactionist studies on education.
- Analysis and evaluation of social class as a variable.
- Analysis and evaluation of ethnicity as a variable.
- Analysis and evaluation of gender as a variable.

	<ul style="list-style-type: none">• 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 family background is the most important factor in explaining differences in students' educational achievement. <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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22	Discuss how far sociologists would agree that in-school factors are the main reasons for gender-based differences in subject options and career choices.	12												
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Indicative content AO1

- Feminism.
- Interactionism.
- Female subject options and career choices.
- Male subject options and career choices.
- Survey data on subject options and career choices.
- Feminisation of the curriculum.
- Gender socialisation.

Indicative content AO2

- Feminist theorists' views on patriarchy and on education as largely controlled by men.
- Interactionists focus on the processes within schools affecting gender differences in subject options and career choices.
- Female subject options and career choices eg possible girls changing choices and impact of policies such as GIST, STEM and WISE.
- Male subject options and career choices eg changing labour market and the possible impact on choices made by boys.
- Survey data on gender subject options and choices eg male and female differences revealed by statistical data.
- Feminisation of the curriculum eg lack of content that appeals to boys in subjects such as English Literature.
- Gender socialisation eg canalisation.

Indicative content AO3

- Analysis and evaluation of feminist views on education.

	<ul style="list-style-type: none"> • Analysis and evaluation of interactionist approaches to education. • Analysis and evaluation of female subject options and career choices. • Analysis and evaluation of male subject options and career choices. • Analysis and evaluation of relevant survey data on gender subject options and career choices. • Analysis and evaluation of the extent to which the curriculum has become feminised. • Analysis and evaluation of the impact of gender socialisation. • 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 in-school factors are the main reasons for gender-based differences in subject options and career choices. <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

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