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# GCSE SOCIOLOGY 8192/1

Paper 1 The Sociology of Families and Education

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Mark scheme

June 2019

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Version: 1.0 Final

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, i.e. 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**

<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**

Qu	Marking guidance	Total marks															
01	What term is commonly used by sociologists to describe a family that consists of a couple whose children have moved out of the family home?	1															
	AO1 = 1 mark <b>C</b>																
02	Which sociological perspective focuses on patriarchy and gender relationships?	1															
	AO1 = 1 mark <b>A</b>																
03	Describe <b>one</b> function of families.	3															
	<p>AO1 = 3 marks</p> <table border="1" data-bbox="188 1077 1273 1485"> <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>• Primary socialisation: in early childhood, the learning of basic behaviour patterns, language and skills for later life, so that young children learn the culture and shared values of their society.</li> <li>• Economic function: society needs a way of providing people with financial support. Adult family members provide shelter, food and money for their children.</li> <li>• Educational: culture needs to be transmitted to the next generation, so children are effectively socialised into the dominant norms and values of a society.</li> <li>• Reproductive: society requires new members to ensure the continuation of society. The family produces the next generation of society’s members.</li> <li>• Sexual: the family regulates a married couple’s sexual behaviour, thereby helping to stabilise society by regulating sexual activity.</li> <li>• Stabilises adult personalities: the family providing a warm, loving home where adults can relax and unwind. The emotional support and security within the family reduces stress from work and this strengthens social stability.</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> criticism that Marxists make about families.	3															
AO1 = 3 marks																	
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<p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• The Marxist perspective argues that the family is an institution through which social inequalities continue from one generation to the next.</li> <li>• The bourgeoisie are able to pass on their wealth to family members. In this way the social class system is re-created over time.</li> <li>• Educational advantages are passed down through families. For instance, only people from affluent backgrounds can afford to send their children to expensive private schools.</li> <li>• Through the socialisation process within the family, working-class people may learn to accept their subordinate position in capitalist society and see the system as fair.</li> </ul>																	

05	From <b>Item A</b> , examine <b>one</b> strength 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 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>• The sample was nationally representative; therefore it would give a more accurate account of how housework is undertaken by heterosexual couples across the country rather than being restricted to one area, e.g. Greater London.</li><li>• Many of the questions are repeated over time, so it is possible to measure any changes in social attitudes and behaviours over time regarding trends in the domestic division of labour.</li><li>• Data easily accessible and relatively cheap to obtain, allowing for comparisons to be made with other surveys which suggest that there has or has not been a move towards symmetry.</li><li>• Data likely to be more accurate as it is based on behaviours rather than attitudes towards gender roles in the home.</li></ul>	

06	Identify and explain <b>one</b> factor that may account for the traditional division of domestic labour shown in <b>Item A</b> .	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the traditional division of labour.</p> <table border="1" data-bbox="188 488 1273 853"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Relevant factor identified and an appropriate, detailed and well-developed explanation offered with a clear application to the context.</td> </tr> <tr> <td>3</td> <td>3</td> <td>Relevant factor identified with an explanation containing some inaccuracies or omissions but which has some application to the context.</td> </tr> <tr> <td>2</td> <td>2</td> <td>Relevant factor identified with a largely inaccurate or irrelevant explanation that is only weakly applied to the context.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Relevant factor identified.</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>• Continuation of patriarchy in society.</li> <li>• Gender socialisation.</li> <li>• Traditional norms and values.</li> <li>• Dual burden/triple shift.</li> <li>• Media stereotypes.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Feminists would suggest that men and women remain unequal within the family and women still do most of the housework. They see this inequality as stemming from the fact that the family and society are male dominated or patriarchal.</li> <li>• Sociological research has shown that sex-typing of domestic tasks remains strong. The persistence of traditional norms and values has led to these behaviours regarding the domestic division of labour.</li> <li>• The division of labour is determined by patriarchal norms and values that shape the gender roles in our culture.</li> <li>• Dual burden/triple shift: women in paid employment continue to perform more domestic labour because that is what society expects them to do and has socialised them to do.</li> <li>• Media stereotypes continue to portray women as primarily responsible for many domestic tasks.</li> </ul>			Level	Mark	Descriptor	4	4	Relevant factor identified and an appropriate, detailed and well-developed explanation offered with a clear application to the context.	3	3	Relevant factor identified with an explanation containing some inaccuracies or omissions but which has some application to the context.	2	2	Relevant factor identified with a largely inaccurate or irrelevant explanation that is only weakly applied to the context.	1	1	Relevant factor identified.	0	0	Nothing worthy of credit.
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07	Identify and explain <b>one</b> disadvantage of using structured interviews to investigate conjugal role relationships.	4																		
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08	From <b>Item B</b> , identify and describe the research method used by Oakley, 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 research on the family.</p> <table border="1" data-bbox="188 526 1294 1003"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Relevant ideas 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>3</td> <td>3</td> <td>Relevant ideas 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>2</td> <td>2</td> <td>Relevant ideas selected 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>1</td> <td>1</td> <td>Relevant idea selected. (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>• Secondary sources.</li> <li>• The work of other sociologists/literature review.</li> <li>• Statistical data.</li> </ul> <p><b>Indicative Content AO2</b></p> <ul style="list-style-type: none"> <li>• Oakley writes from a feminist perspective, she suggested that the idea of the conventional family was one particular interpretation of the 'facts' of sexuality and reproduction.</li> <li>• She compared and analysed a range of pre-existing research from other sociologists who had studied the family.</li> <li>• She used the data to provide a critical analysis of the conventional nuclear family. She was investigating the 'idea' of the conventional family and how the idea of the conventional family was still idealised even though it was no longer the dominant family form.</li> <li>• She supported her argument with relevant statistical data e.g. official statistics provided by the OPCS.</li> </ul>			Level	Mark	Descriptor	4	4	Relevant ideas 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 ideas 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 ideas selected 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 idea selected. (AO1)	0	0	Nothing worthy of credit.
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09	Identify <b>one</b> ethical issue you would need to consider when investigating attitudes towards arranged marriage 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 to attitudes towards arranged marriage.</p> <table border="1" data-bbox="188 526 1254 904"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Relevant ethical issue selected and an appropriate, detailed and well-developed explanation offered with a clear application to the context.</td> </tr> <tr> <td>3</td> <td>3</td> <td>Relevant ethical issue selected with an explanation containing some inaccuracies or omissions but which has some application to the context.</td> </tr> <tr> <td>2</td> <td>2</td> <td>Relevant ethical issue selected with a largely inaccurate or irrelevant explanation that is only weakly applied to the context.</td> </tr> <tr> <td>1</td> <td>1</td> <td>Relevant ethical issue selected.</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>• Anonymity.</li> <li>• Confidentiality.</li> <li>• Informed consent</li> <li>• Avoidance of harm.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Anonymity; ensuring names are not revealed in your report or in the data collection process as related to the issue under investigation (attitudes towards arranged marriage).</li> <li>• Confidentiality; keeping secure any personal details exchanged between you and the respondent as related to the issue under investigation (attitudes towards arranged marriage)</li> <li>• Gaining informed consent; making sure that your respondents know what you are doing and agree to participate as related to the issue under investigation (attitudes towards arranged marriage).</li> <li>• Ensuring no harm comes to anyone involved as related to the issue under investigation (attitudes towards arranged marriage).</li> </ul>			Level	Mark	Descriptor	4	4	Relevant ethical issue selected and an appropriate, detailed and well-developed explanation offered with a clear application to the context.	3	3	Relevant ethical issue selected with an explanation containing some inaccuracies or omissions but which has some application to the context.	2	2	Relevant ethical issue selected with a largely inaccurate or irrelevant explanation that is only weakly applied to the context.	1	1	Relevant ethical issue selected.	0	0	Nothing worthy of credit.
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10	Discuss how far sociologists would agree that families are the main agent of socialisation.	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.
- Feminism.
- Marxism.
- Alternative agencies of socialisation.
- Changes in the significance of the family as an agency of socialisation.

**Indicative content AO2**

- Functionalist perspectives on families as an agency of socialisation. Reference to Parsons' functionalist account of primary socialisation.
- Feminist perspectives on families as helping to preserve patriarchy as a consequence of socialisation.
- Marxist perspectives on families as a unit of consumption supporting the capitalist system as a consequence of socialisation.
- Alternative agencies of socialisation, e.g. the education system and the mass media.
- Evidence for/against the reduced significance of the family as an agent of socialisation.

**Indicative content AO3**

- Analysis and evaluation of functionalist theories e.g. the extent to which Parsons' view is significant.
- Analysis and evaluation of feminist theories e.g. the extent to which Oakley's view is significant.
- Analysis and evaluation of Marxist theories e.g. the extent to which Zaretsky's argument remains significant.
- Analysis and evaluation of the significance of other agents of socialisation e.g. the role of the mass media/social media.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Analysis and evaluation of evidence for the reduced significance of the family as an agency of socialisation e.g. to what extent has this function been/or not been replaced by alternative agencies.</li><li>• Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) e.g. in the judgement of the student how far does the evidence support the premise of the question that families are the main agent of socialisation.</li></ul> |  |
|--|--|

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.

11	Discuss how far sociologists would agree that marriage is still important in Britain today.	12
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AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks		
Level	Marks	Description
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**Indicative content AO1**

- Functionalist perspective.
- Feminist perspective.
- Marxist perspective.
- Cultural/ethnic differences
- Changing social attitudes.
- Changing role of women.
- Cost of marriage.
- The Marriage (Same Sex Couples) Act of 2013, allowing same-sex couples to legally marry.
- Secularisation.
- Official statistics.

**Indicative content AO2**

- Functionalist perspective: the functional importance of marriage and family life eg ensuring the health and survival of society.
- Feminist perspective: marriage as primarily of benefit to men.
- Marxist perspective: marriage and conventional family life as beneficial to the capitalist economic system.
- Cultural ethnic differences: for example marriage is still seen as very important in British Asian family life.
- Changing social attitudes: less stigma attached to living together without being married today than in previous years.
- Changing role of women: for example women’s growing financial independence means they have less need for security of marriage and support from men.
- Cost of marriage: the average cost of a wedding in Britain is now over £20,000. Cohabiting may well be seen by many couples as a cheaper option.
- Same sex couples: demand for legal changes and the popularity of marriage amongst same sex couples (for example in 2015 over 9,000 same sex couples converted their civil partnership into a marriage).
- Secularisation: the decline of religious observance as a contributory factor eg

cohabitation is no longer commonly regarded as ‘sinful’.

- Official statistics: whilst many people are still marrying a recent decline in the number of people marrying suggests it may be considered less important (a decrease of 3.4 % compared to 2014).

**Indicative content AO3**

- Analysis and evaluation of the functionalist perspective on the importance of marriage.
- Analysis and evaluation of the feminist perspective on the importance of marriage.
- Analysis and evaluation of the Marxist perspective on the importance of marriage.
- Analysis and evaluation of the cultural and ethnic differences relating to the importance of marriage.
- Analysis and evaluation of changing social attitudes as a significant factor.
- Analysis and evaluation of the changing role of women in society as a significant factor.
- Analysis and evaluation of the cost of marriage as a significant factor.
- Analysis and evaluation of the significance of same sex marriage.
- Analysis and evaluation of secularisation as a significant factor.
- Analysis and evaluation of relevant official statistics.
- 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 marriage is still important in Britain today.

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.

**Section B: Education**

Qu	Marking guidance	Total marks															
12	What term is commonly used by sociologists to describe schools that charge fees for students to attend?	1															
	AO1 = 1 mark <b>D</b>																
13	What term is commonly used by sociologists to describe the close relationship between the education system and capitalism?	1															
	AO1 = 1 mark <b>A</b>																
14	Describe <b>one</b> in-school factor that may influence the educational achievement of working class students.	3															
	<p>AO1 = 3 marks</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">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><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Effects of streaming or setting.</li> <li>• Teacher expectations.</li> <li>• Labelling and the self-fulfilling prophecy.</li> <li>• Student cultures, e.g. anti-school subcultures.</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> way in which an ethnocentric curriculum might disadvantage certain groups of students.	3															
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16	From <b>Item C</b> , examine <b>one</b> strength 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 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>• Data can be used to identify trends in educational performance over time between males and females.</li> <li>• Identifies the differences between males and females in a quantifiable form that provides evidence of the effectiveness of policies designed to improve underperformance by particular gender groups.</li> <li>• Quantitative data from schools across England collected on a large scale and subject to government guidelines/official standards.</li> <li>• Provides a readily available source of data for sociologists investigating gender and educational achievement.</li> </ul>		

17	Identify and explain <b>one</b> out-of-school factor which might account for the differences in educational achievement shown in <b>Item C</b> .	4																		
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<p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• The feminist movement.</li> <li>• Changes in the labour market/legal reforms.</li> <li>• Female role models.</li> <li>• Socialisation.</li> <li>• Education policies.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Feminism has led to changes in attitudes towards women’s roles and expectations, challenging gender stereotypes of women as homemakers and mothers. The changes encouraged by feminism may affect girls’ self-image and ambitions with regard to the family and careers.</li> <li>• Changes in the law have allowed women to become more involved in the labour market. Greater career opportunities have inspired girls to work hard at school to achieve top positions that, in earlier years, were not open to them.</li> <li>• More mothers working, and growing employment opportunities, have raised girls’ ambitions and expectations.</li> <li>• Parents tend to buy girls different toys, which encourage their language skills. Boys relate to their peers by being active, whereas girls relate by talking. This puts girls at an advantage as school is essentially a language experience, with most subjects requiring good levels of comprehension and writing skills.</li> <li>• Changes in education policies, such as the introduction of the National Curriculum, have meant that girls and boys have equal access to the same subjects.</li> </ul>																				

18	Identify and explain <b>one</b> disadvantage of using non-participant observation to investigate pupil behaviour.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to pupil behaviour.</p> <table border="1" data-bbox="183 499 1286 1010"> <thead> <tr> <th>Level</th> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>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>3</td> <td>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>2</td> <td>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>1</td> <td>1</td> <td>Relevant disadvantage selected. (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>• Non-participant observers may lack understanding of the group dynamic/construction of meaning.</li> <li>• The overt presence of an observer risks the Hawthorne effect.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• It is more difficult for observers to see the world through the eyes of group members if they do not participate in their social setting. A non-participant observer is less likely to understand things in the same way as group members.</li> <li>• The observer/Hawthorne effect may invalidate the findings. Pupils may change their behaviour if they are aware that they are being observed.</li> </ul>			Level	Mark	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 <b>Item D</b>, identify and describe <b>one</b> impact of the marketization of schools, including what you know of Ball, Bowe and Gerwartz’s perspective on education.</p>	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Ball, Bowe and Gerwartz and the marketization of schools.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant impact 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 impact 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 impact selected 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 impact 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>• Student recruitment.</li> <li>• Student ability and focus on more able.</li> <li>• Student grouping.</li> <li>• Inequalities in student provision.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Ball, Bowe and Gerwartz argued that marketization policies had led schools to be more concerned with recruiting more able students.</li> <li>• Ball et al. found publication of league tables led schools to focus on more academically able students who could boost the schools’ position in the tables.</li> <li>• Ball et al. found some schools reintroduced streaming and setting in order to focus resources on students who were more likely to be successful in public examinations.</li> <li>• Less able students and those with special educational needs were more likely to be neglected.</li> </ul>			Level	Mark	Descriptor	4	4	Relevant impact 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 impact 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 impact selected 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 impact selected. (AO1)	0	0	Nothing worthy of credit.
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20	<p>Identify and explain <b>one</b> possible disadvantage of mixed ability teaching.</p>	4																		
<p>AO1 = 1 mark AO2 = 3 marks                      'Context' here refers to mixed ability teaching.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant disadvantage identified and an appropriate, detailed and well-developed explanation offered with a clear application to the context.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Relevant disadvantage identified with an explanation containing some inaccuracies or omissions but which has some application to the context.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Relevant disadvantage identified with a largely inaccurate or irrelevant explanation that is only weakly applied to the context.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant disadvantage identified.</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> <ul style="list-style-type: none"> <li>• Mixed ability teaching involves students of all ability levels being taught together as one group/class.</li> </ul> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Difficulties for teachers in matching the content of lessons to the needs of all students.</li> <li>• Problems meeting the needs of more able students.</li> <li>• Problems meeting the needs of less able students.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• It can be more difficult to teach pupils of varying abilities rather than teaching in sets or streams e.g. teachers may lower the demands of lessons to match the needs of the least able.</li> <li>• The most able students may be 'held back' by the less able students in mixed ability groups.</li> <li>• Lower ability students may not understand the content of the lesson.</li> </ul>			Level	Mark	Descriptor	4	4	Relevant disadvantage identified and an appropriate, detailed and well-developed explanation offered with a clear application to the context.	3	3	Relevant disadvantage identified with an explanation containing some inaccuracies or omissions but which has some application to the context.	2	2	Relevant disadvantage identified with a largely inaccurate or irrelevant explanation that is only weakly applied to the context.	1	1	Relevant disadvantage identified.	0	0	Nothing worthy of credit.
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21	Discuss how far sociologists would agree that a student's social class is the main factor affecting their educational achievement.	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**

- Marxist perspectives.
- Functionalist perspectives.
- Feminist perspectives.
- Internal factors.
- External factors.
- Relevant statistical information on differences in attainment of students from different social class backgrounds.

**Indicative content AO2**

- Marxist perspectives on socio-economic class as a determinant of educational success e.g. the ideas of Willis and others regarding the educational under-achievement of working class students.
- Functionalist perspectives on the education system as meritocratic.
- Feminist perspectives on the education system as patriarchal e.g. limiting the aspirations and future career choices of female students.
- Internal factors e.g. setting and streaming as potentially benefitting middle class students.
- External factors e.g. the cost of higher education potentially limiting the achievement and aspirations of working class students.
- Relevant statistical information e.g. research by groups such as the Sutton Trust.

**Indicative content AO3**

- Analysis and evaluation of Marxist perspectives e.g. evidence for the continued under-performance of working class students.
- Analysis and evaluation of Functionalist perspectives e.g. evidence against the idea that the education system is truly meritocratic.

	<ul style="list-style-type: none"> <li>• Analysis and evaluation of Feminist perspectives e.g. evidence of female achievement and increased equality of opportunity.</li> <li>• Analysis an evaluation of the significance of internal factors e.g. evidence of labelling/self-fulfilling prophecy in relation to rigid forms of streaming by ability.</li> <li>• Analysis and evaluation of the significance of external factors e.g. the availability of support for less well-off students and alternative factors such as ethnicity which can impact on educational achievement.</li> <li>• Analysis and evaluation of relevant statistical data.</li> <li>• Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) e.g. in the judgement of the student how far does the evidence support the premise that a student’s social class is the main reason for differences in their educational achievement.</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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22	Discuss how far sociologists would agree that the education system prepares students for capitalist society.	12															
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**Indicative content AO1**

- Functionalist perspectives.
- Marxist perspectives e.g. Bowles and Gintis.
- Feminist perspectives.
- National curriculum.
- Hidden curriculum.

**Indicative content AO2**

- Functionalist perspectives e.g. what is taught in school reflects the norms and values of the wider society (such as a general acceptance of capitalism and material values).
- Marxist perspectives e.g. on how the education system helps to produce a compliant workforce suitable for the needs of the capitalist economic system (the ‘correspondence principle’).
- Feminist perspectives e.g. on the benefit to capitalism of traditional gender roles as perpetuated by a male dominated/patriarchal education system.
- National curriculum e.g. the inclusion of elements that promote ‘economic understanding’ but which generally favour a capitalist world view.
- Hidden curriculum e.g. the importance of obeying school rules prepares students for the demands of the workplace/capitalist economic system.

**Indicative content AO3**

- Analysis and evaluation of functionalist perspectives e.g. the criticism that schools are ineffective in promoting capitalist values.
- Analysis and evaluation of the Marxist perspective e.g. that schools do not produce a compliant workforce that unquestioningly accepts the capitalist economic system.
- Analysis and evaluation of the feminist perspective e.g. that the education system no longer limits the aspirations of female students.
- Analysis and evaluation of the impact of the National Curriculum e.g. the inclusion of a broad range of subjects and the exposure of students to a variety of different value systems.
- Analysis and evaluation of the impact of the hidden curriculum e.g. counter school

	<p>cultures and the rejection by some groups of students of school values.</p> <ul style="list-style-type: none"> <li>Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) e.g. in the judgement of the student how far does the evidence support the premise that the education system supports capitalist society rather than benefitting society as a whole.</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**

Question	A01	A02	A03	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	12
11	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	12
22	4		4	12
<b>Paper total</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>