



GCSE MARKING SCHEME

SUMMER 2023

**SOCIOLOGY – COMPONENT 1
C200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

EDUQAS GCSE SOCIOLOGY

COMPONENT 1: UNDERSTANDING SOCIAL PROCESSES

SUMMER 2023 MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Component 1

The questions on this exam paper assess all three assessment objectives AO1, AO2 and AO3. The assessment objectives focus on:

- the ability to demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods (AO1)
- the ability to apply knowledge and understanding of sociological theories, concepts, evidence and methods (AO2)
- the ability to analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgment and draw conclusions (AO3)

The structure of the mark scheme

In high-tariff questions, the mark scheme has two parts:

- An assessment grid showing bands and associated marks that should be allocated to responses which demonstrate the characteristics required by the appropriate assessment objectives(s) relevant to the question
- Indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all material referred to. Examiners should seek to credit any further relevant evidence offered by the candidates.

It is for examiners to decide the band and (where there is more than one mark in a band) the mark to be awarded. The following information explains how examiners should decide on the band and the mark to be awarded.

Stage 1 - Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer. In summary:

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly, a mark for the question is awarded.

Some higher tariff questions target multiple assessment objectives. For these questions, if an answer deserves to be awarded different bands for different assessment objectives, examiners should look to reward the various characteristics seen in the response which are relevant to the specific assessment objectives.

Stage 2 - Deciding on the mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Questions including passages

Some questions include passages of text. Whilst it is appropriate for candidates to draw upon information provided in passages, they should not be awarded marks for solely replicating sections of text from a passage.

Question 1

<i>Mark allocation:</i>	<i>AO1 1a</i>	<i>AO2</i>	<i>AO3</i>
4	4		

Select the appropriate term from the box to complete the sentences below.

Cohabitation	Status	Hargreaves	Values	Parsons	Beanpole
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Award one mark for each correct answer

- (a) Values [1]
- (b) Beanpole [1]
- (c) Cohabitation [1]
- (d) Hargreaves [1]

Question 2 (a)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

Describe what is meant by *status*.**[2]**

Award one mark for a basic explanation suggesting that status refers to the amount of respect a position or person has in society.

Award one further mark for a development that refers to one of the points below, or other relevant points or examples:

- status is linked to whatever a particular society considers important
- status in most societies is linked to occupation and wealth
- it is also often linked to sporting ability
- credit reference to relevant examples

Award 0 marks for incorrect or irrelevant answers.

Question 2 (b)

<i>Mark allocation:</i>	<i>AO1 1b</i>	<i>AO2</i>	<i>AO3</i>
1	1		

Identify one aspect of life that influences status in the passage above.**[1]**

Award one mark for identification of an aspect of life in the passage:

- job
- wealth
- whether they play sport
- being a millionaire
- being a top footballer

Award 0 marks for incorrect or irrelevant answers.

Question 2 (c)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1a</i>	<i>AO3</i>
2		2	

Explain one reason why status is important in society. [2]

Award one mark for a basic explanation such as status is important because it shows people the rewards for reaching society's goals.

Award one further mark for a development that refers to one of the points below or other relevant examples:

- status encourages people to try to reach the goals of society
- those with status may act as role models.
- credit reference to relevant examples

Award 0 marks for incorrect or irrelevant answers.

Question 2 (d)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2 1a</i>	<i>AO3</i>
4	2	2	

Explain, using examples, the difference between ascribed and achieved status. [4]

2 marks available for each definition and example

Award one mark for a basic explanation such as:

- ascribed status refers to a status that people are born with
- achieved status refers to status which is earned and is based on merit

Award one further mark for a development that refers to one of the points below or other relevant examples.

To get the 4 marks candidates must explicitly identify a difference, for example ascribed status..... whereas achieved status.....

- ascribed status can refer to your sex, the position people are in the family, the position of their family in society etc
- credit reference to examples such as daughter, son, Queen
- achieved status can be awarded for achieving a particular job or sporting level
- achieved status is given to those who achieve the goals in society
- credit reference to relevant examples

Award 0 marks for incorrect or irrelevant answers.

Question 3 (a)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1a</i>	<i>AO3</i>
2		2	

Explain what is meant by *socialisation*. [2]

Award one mark for a basic explanation that socialisation refers to the process by which individuals learn the culture of their society.

Award a further mark for a more developed explanation that refers to one of the points below or other relevant examples:

- socialisation is carried out by the agencies of socialisation
- socialisation is carried out by role models, sanctions etc.
- the primary agent is the family
- the secondary agents are the peer group, education, media, work etc
- credit reference to relevant examples

Award 0 marks for incorrect or irrelevant answers.

Question 3 (b)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1a</i>	<i>AO3</i>
4		4	

Explain two reasons why sociologists tend to support the nurture theory. [4]

2 marks available for each reason explained and applied to the question.

If more than two reasons are given, all reasons should be marked according to the criteria and the two with the highest marks should be awarded.

Award 1 mark each for a basic explanation such as:

- examples of feral children show that children who are removed from normal socialisation are unable to participate fully in society
- examples of cultural diversity show that cultures vary over the world and must be learned

Award 2 marks each for a more developed explanation such as:

- feral children cannot participate fully in society until they have learned human behaviour
- if human behaviour was natural, it could be expected to be similar all over the world and over time whereas it varies significantly between cultures and over time
- credit references to relevant examples

Award 0 marks for incorrect or irrelevant answers.

Question 3 (c)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1a</i>	<i>AO3</i>
4		4	

Explain two reasons why socialisation is important for society. [4]

2 marks available for each reason explained and applied to the question.

If more than two reasons are given, all reasons should be marked according to the criteria and the two with the highest marks should be awarded.

Award 1 mark each for a basic explanation why socialisation is important for society

- children will learn what is considered important in society and what to strive for as individuals
- shared values and norms may bind society together
- without a shared culture there might be chaos in society

Award 2 marks each for a more developed explanation such as the following or other relevant explanations:

- children's behaviour will be influenced by their values and norms, for example, if they hold the value of wealth or education, they may strive to go to university
- if people hold similar values, they are more likely to pull together and strive for common goals
- it is difficult to imagine a society working without some sort of shared culture and goals

Award 0 marks for incorrect or irrelevant answers.

Question 4 (a)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

Describe what is meant by *cohabitation*.

[2]

Award one mark for a basic definition that cohabitation means living together without being married.

Award another mark for a development that refers to one of the points below or other relevant examples:

- cohabitation has increased
- marriage has declined.
- cohabitation may be a trial marriage.
- couples may cohabit because of the cost of weddings

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

<i>Mark allocation:</i>	A01	A02 1a	A03
4		4	

Explain why Marxists argue that the family benefits capitalism.

[4]

Band descriptors and mark allocations

	AO2 1a 4 marks	
BAND 2	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain accurately why Marxists argue the family benefits capitalism. The explanation will be fully developed	3-4
BAND 1	Knowledge and understanding of relevant theories/ concepts/ evidence is partially applied and used to explain why Marxists argue the family benefits capitalism. The explanation will be partially developed, and some views will be explained in less detail than others with some inaccuracies.	1-2
	Award 0 marks for incorrect or irrelevant answers	

Indicative content

- Marxists see the family in a capitalist society as serving the interests of capitalism and keeping capitalism going
- the upper class are able to manipulate the family to serve their interests
- Zaretsky argues that there is a 'cult of private life' where people devote themselves to their families not towards bringing about a fairer society
- advertising persuades people to keep buying the products of capitalism
- children are brought up to be obedient in the family preparing them to obey their bosses
- reproducing the next generation of workers
- families help people cope with boring and unfulfilling work

Award 0 marks for incorrect or irrelevant answers.

Question 4 (c)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2 1a</i>	<i>AO3</i>
8	4	4	

Explain why couples are getting married at a later age in the contemporary UK. [8]

You should explore at least two reasons in your response.

Band descriptors and mark allocations

Note – a response which does not attempt to explore at least two reasons cannot be awarded higher than Band 2.

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons why more couples are choosing to get married at a later age. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately and in detail why more couples are choosing to get married at a later age. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two reasons relating to why more couples are choosing to get married at a later age, though one factor will be described in less detail than the other. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately why more couples are choosing to get married at a later age. The explanation will be partially developed and one of these factors will be explained in less detail than the other.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons relating to why more couples are choosing to get married at a later age, though with some inaccuracies/irrelevancies and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one reason relating to why more couples are choosing to get married at a later age is considered. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/concepts/ evidence for two reasons is applied and used to explain why more couples are choosing to get married at a later age, but there will be little development and some inaccuracies, or one factor only is applied and used to explain accurately and in detail why more couples are choosing to get married at a later age.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to why more couples are choosing to get married at a later age. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why more couples are choosing to get married at a later age will be limited. Any explanation will be undeveloped and contain inaccuracies.	1
Award 0 marks for incorrect or irrelevant answers				

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider in the explanation are:

- changing position of women has meant women may seek a career and may marry later
- women earning money has meant more independence for women and may mean they do not have to marry young for financial security
- changes in norms have made it acceptable for couples to live together and to have children without being married
- secularisation and the decline of religion have removed the religious barriers to cohabitation so couples may live together initially
- the cost of weddings may be a barrier to early marriage
- changing expectations about house ownership may encourage couples to save for a house
- credit reference to relevant studies

Award 0 marks for incorrect or irrelevant answers

Question 4 (d)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2 1a</i>	<i>AO3 1a & 1b</i>
15	4	3	8

‘The nuclear family with two parents of the opposite sex is the best family type.’

Do you agree with this view?

[15]

In your answer you are advised to consider different sociological ideas and theories to support your judgement.

Band descriptors and mark allocations

Band	AO1 1a & 1b 4 marks		AO2 1a 3 marks	AO3 1a & 1b 8 marks	
4	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to whether the nuclear family with two parents of the opposite sex is the best family type including reference to two different sociological ideas. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	There are no Band 4 marks for this assessment objective 3 marks are awarded as for Band 3	A developed analysis and evaluation of whether the nuclear family with two parents of the opposite sex is the best family type There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.	7-8
3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to whether the nuclear family with two parents of the opposite sex is the best family type though some factors will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	Knowledge and understanding of relevant theories/ concepts/ evidence is applied and used to explain accurately whether the nuclear family with two parents of the opposite sex is the best family type. The explanation will be well developed.	Good analysis and evaluation of whether the nuclear family with two parents of the opposite sex is the best family type. Lines of reasoning may not be sustained throughout but are coherent and relevant to support judgements and a conclusion linked to the specifics of the question.	5-6

Band	AO1 1a & 1b 4 marks		AO2 1a 3 marks		AO3 1a & 1b 8 marks	
2	Answer has some coherence, demonstrating partial knowledge and understanding of factor(s) relating to whether the nuclear family with two parents of the opposite sex is the best family type, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts.	2	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain whether the nuclear family with two parents of the opposite sex is the best family type. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with inaccuracies.	2	A partial analysis and evaluation of whether the nuclear family with two parents of the opposite sex is the best family type. Any judgement or conclusion will be superficial.	3-4
1	Answer demonstrates only basic knowledge and understanding of factor(s) relating to whether the nuclear family is the best family type. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain whether the nuclear family with two parents of the opposite sex is the best family type will be limited. Any explanation will be undeveloped and contain inaccuracies.	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	1-2
Award 0 marks for incorrect or irrelevant answers						

This is an extended response question where candidates are expected to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content. They should construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the differing ideas and come to a conclusion.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence. Some of the issues to consider are:

in support of view:

the nuclear family with two parents of the opposite sex is the best family type

- most people live in a nuclear family at some stage in their life
- many who divorce go on to remarry and form a new nuclear family
- the Functionalist argument: the nuclear family is the 'best family'; Parson's view that the family needs two parents to perform different roles
- the New Right argument: the nuclear family with two parents is the 'best' family form; Murray, children in one-parent families more likely to commit crime etc.

discussion of other factors and views that challenge this view

Marxist view

- Marxists argue that the nuclear family does not benefit its members or society but serve the interests of capitalists
- the family keeps capitalism going by encouraging families to buy products, creating the 'cult of private life'

Feminist view

- Feminists argue the nuclear family is patriarchal and benefits men rather than its members generally
- women contribute most to the family in terms of domestic work and emotional support even if they work
- domestic abuse in the family is a sign of male power
- women are socialised into a caring role in the family

trends in families

- different family forms other than traditional nuclear families, such as single-parent families, same-sex families increasing, work of Rapoport
- trends away from nuclear families such as divorce increasing

dark side of family

- the view in the question ignores problems in families such as domestic abuse and violence between partners and against children

debate:

- whether the nuclear family with two parents of opposite sexes is the best family type
- credit reference to sociologists

Question 5 (a)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

Describe one way in which cultural factors may affect achievement in education. [2]

Award one mark for a basic description such as values and language can affect how a child does at school

Award a further mark for a more developed description of how this may affect achievement that refers to the points below or other relevant examples:

- the value of wanting to succeed at education may influence how a child achieves
- middle class parents are able to pass on cultural advantages to their children in the form of cultural capital
- good language skills are an advantage at school in terms of reading, examinations etc.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (b)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2</i>	<i>AO3</i>
5	5		

Outline the Feminist view that schools are patriarchal. [5]

Band descriptors and mark allocations

Band	AO1 5 marks	
3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the Feminist view that schools are patriarchal. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4-5
2	Answer has some coherence, demonstrating partial knowledge and understanding of the Feminist view that schools are patriarchal though with some inaccuracies/irrelevancies. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2-3
1	Answer demonstrates only basic knowledge and understanding of the Feminist view that schools are patriarchal which may be characterised by some inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	1
	Award 0 marks for incorrect or irrelevant answers	

Indicative content

- the hidden curriculum passes on messages to girls about their role and status in society
- they see the curriculum as patriarchal and based on the achievements of men
- men are more likely to be in top authority positions in the school
- some subjects are gendered and presented as more suitable for one gender
- boys dominate the classroom and demand more attention from teachers

Award 0 marks for incorrect or irrelevant answers

Question 5 (c)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2 1a</i>	<i>AO3</i>
8	4	4	

Explain how material factors may affect achievement in education. [8]

You should explore at least two ways in your response.

Band descriptors and mark allocations

Note – a response which does not attempt to explore at least two reasons cannot be awarded higher than Band 2.

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two ways material factors may affect achievement in education. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	Knowledge and understanding of relevant theories/concepts/ evidence for two ways is applied and used to explain accurately and in detail how material factors may affect achievement in education. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two ways material factors may affect achievement in education, though one way will be described in less detail than the other. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	Knowledge and understanding of relevant theories/concepts/evidence for two ways is applied and used to explain accurately how material factors may affect achievement in education. The explanation will be partially developed as one of these ways will be explained in less detail than the other.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of two ways material factors may affect achievement in education, though with some inaccuracies/ irrelevancies, or detailed, relevant knowledge and understanding is demonstrated, but only one way material factors may affect achievement in education. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/concepts/ evidence for two ways is applied and used to explain how material factors may affect achievement in education. There will be some development in the explanation of both these ways with limited detail and some inaccuracies, or one way only is applied and used to explain accurately and in detail how material factors may affect achievement in education.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of way(s) material factors may affect achievement in education. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain ways material factors may affect achievement in education will be limited. Any explanation will be undeveloped and contain inaccuracies.	1
Award 0 marks for incorrect or irrelevant answers				

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider in the explanation are:

- material factors refer to money and what money can buy such as housing, health, food, equipment,
- children from high income families may have many educational advantages such as tuition, equipment, computer, internet access, good housing, and diet
- high income families may be able to afford private schooling or to move into the catchment areas for the 'best' schools
- children from low-income families may not be able to afford equipment, tuition, internet access or spacious housing and a good diet
- low-income families are likely to have little choice over which school they attend
- children from low oncome families are more likely to live in unsatisfactory housing and have poor diets which may affect their health and attendance
- credit reference to relevant sociologists

Question 5 (d)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2 1a</i>	<i>AO3 1a & 1b</i>
15	4	3	8

Discuss reasons why boys may not achieve as well as girls in education. [15]

In your answer you are advised to refer to different sociological ideas and theories to support your judgement.

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks	AO2 1a 3 marks	AO3 1a & 1b 8 marks
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of reasons relating to why boys may not achieve as well as girls in education including reference to two different sociological ideas. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<p>There are no Band 4 marks for this assessment objective</p> <p>3 marks are awarded as for Band 3</p>	A developed analysis and evaluation of the relative importance of a range of reasons linked to why boys may not achieve as well as girls. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of reasons relating to why boys may not achieve as well as girls in education though some factors will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately why boys may not achieve as well as girls in education. The explanation will be well developed	Good analysis and evaluation of the relative importance of reasons linked to why boys may not achieve as well as girls in education. Lines of reasoning may not be sustained throughout but are coherent and relevant to support judgements and a conclusion linked to the specifics of the question.

	AO1 1a & 1b 4 marks		AO2 1a 3 marks		AO3 1a & 1b 8 marks	
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of reason(s) relating to why boys may not achieve as well as girls in education, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts.	2	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain their impact on why boys may not achieve as well as girls in education. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with inaccuracies	2	A partial analysis and evaluation of the importance of reason(s) linked to why boys may not achieve as well as girls in education. Any judgement or conclusion will be superficial.	3-4
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to why boys may not achieve as well as girls in education. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain the impact on why boys may not achieve as well as girls in education will be limited. Any explanation will be undeveloped and contain inaccuracies	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	1-2
Award 0 marks for incorrect or irrelevant answers						

This is an extended response question where candidates are expected to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content. They should construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the differing ideas and come to a conclusion.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence. Some of the issues to consider are:

changes in the position of women

- changes in the workforce leading to women working
- changes in employment laws introducing equal opportunities and equal pay
- changes in norms and values around family life such as later age of marriage, increase in singlehood making it easier for women to work
- changes in girls' priorities

changes in schools

- National Curriculum: girls in state schools follow same curriculum as boys
- programmes to encourage girls into science and technology
- more female head teachers to act as positive role models
- feminisation of schools such as introduction of coursework

boys' subcultures

- formation of laddish subculture encouraging boys to be 'cool' and masculine
- boys more likely to want approval of peer groups than teachers

crisis of masculinity

- decline of traditional male jobs
- change of male role in family leading to insecurity among young males
- credit reference to ideas and research

debate:

- relative importance of reasons why boys may not achieve as well as girls in education
- areas in schools where boys are achieving better than girls in education

Question 6 (a)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>AO2</i>	<i>AO3</i>
2	2		

Describe what is meant by *secondary data*. [2]

Award one mark for a basic description suggesting that secondary research refers to data that has been collected by someone else.

Award another mark for a development that refers to one of the points below or other relevant examples:

- secondary data can be quantitative such as statistics
- it can also be qualitative such as diaries, newspaper reports
- it will have been collected for another purpose

Award 0 marks for incorrect or irrelevant answers

Question 6 (b)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1b</i>	<i>AO3</i>
4		4	

Explain two advantages of using secondary data for this research. [4]

2 marks available for each advantage explained and applied to the question.

If more than two advantages are given, all advantages should be marked according to the criteria and the two with the highest marks should be awarded.

Award 1 mark each for a basic explanation of an advantage of using secondary data for this research such as the following or other relevant factors:

- secondary data can be used to help write a questionnaire
- secondary data is already collected so is a convenient, cheap source of data
- secondary data on this topic might help narrow down an area of study

Award 2 marks each for a more developed explanation applied to the question such as:

- secondary data on the topic might suggest what questions might be useful and what questions are needed
- they can use some of the data in the results
- pre-collected data about teenagers and social media may help suggest areas to focus on

Award 0 marks for incorrect or irrelevant answers.

Question 6 (c)

<i>Mark allocation:</i>	<i>AO1 1a&1b</i>	<i>AO2 1b</i>	<i>AO3 1a & 1b</i>
12	4	4	4

Discuss the strengths and weaknesses of using observation in research. [12]

You should explore at least two strengths and two weaknesses in your response.

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks		AO2 1b 4 marks		AO3 1a & 1b 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two strengths and two weaknesses of using observation in research. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	Knowledge and understanding of relevant theories/ concepts/evidence /methods is applied and used to explain accurately and in detail their impact on the strengths and weaknesses of using observation in research. The explanation will be fully developed.	4	A developed analysis and evaluation of the strengths and weaknesses of using observation in research. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support a judgement and a conclusion linked to the specifics of the question.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of the strengths and weaknesses of using observation in research, though some will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	Knowledge and understanding of relevant theories/ concepts/evidence /methods is applied and used to explain accurately their impact on the strengths and weaknesses of using observation in research. The explanation will be partially developed and some of these will be explained in less detail than others.	3	Good analysis and evaluation of the strengths and weaknesses of using observation in research. Lines of reasoning may not be sustained throughout but are coherent and relevant to support a judgement and a conclusion linked to the specifics of the question.	3

	AO1 1a & 1b 4 marks		AO2 1b 4 marks		AO3 1a & 1b 4 marks	
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of strengths and weaknesses of using observation in research though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/concepts/evidence/methods is applied and used to explain their impact on the strengths and weaknesses of using observation in research. There will be some development in the explanation but with limited detail and inaccuracies.	2	A partial analysis and evaluation of strengths and/or weaknesses of using observation in research. Any judgement or conclusion will be superficial.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of strength(s) and/or weakness(es) of using observation in research. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain the strengths and weaknesses of using observation in research will be limited. Any explanation will be undeveloped and contain inaccuracies.	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	1
Award 0 marks for incorrect or irrelevant answers						

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the strengths and weaknesses of observations and come to a conclusion.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence. Some of the issues to consider in constructing an argument:

Observation

In terms of strengths:

- observation allows the researcher to see the subjects of research first-hand and in their natural setting
- researchers can develop a relationship with those studied which should encourage validity
- if those observed know they are being researched in overt observation, ethical issues are reduced
- covert observation may be the only way of studying deviant groups
- researchers can see the world from the point of view of those researched
- if those observed are unaware of the observation as in covert observation, they are more likely to behave naturally
- award a distinction between covert and overt observation

In terms of weaknesses:

- observation takes a long time and usually only one group can be observed, therefore the research will not be representative
- generalisation to other groups will not be possible
- if the group know they are being researched as in overt observation, they may change their behaviour
- covert observation raises problems of ethics as the people are being deceived
- in covert observation, in order to remain covert, the researcher may have to take part in/witness illegal activities
- the researcher may get involved in the group and begin to see things from their point of view