



GCSE MARKING SCHEME

AUTUMN 2021

**SOCIOLOGY – COMPONENT 1
C200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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.

GCSE SOCIOLOGY

COMPONENT 1: UNDERSTANDING SOCIAL PROCESSES

AUTUMN 2021 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.

Socialisation	Willmott and Young	New Right	validity	Bowles and Gintis
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Award one mark for each correct answer

- (a) Socialisation [1]
- (b) Validity [1]
- (c) New Right [1]
- (d) Bowles and Gintis [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 gender socialisation. [2]

Award one mark for a basic description that gender socialisation refers to girls and boys learning acceptable behaviour for their sex in society.

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

- what is regarded as acceptable behaviour for their sex is socially constructed/varies between societies
- gender socialisation is carried out by agents of socialisation such as the family, schools etc
- credit reference to relevant examples such as girls may be socialised to being caring whereas boys may be socialised to being strong or examples such as girls may be given toys such as dolls whereas boys may be given guns.

Award 0 marks for incorrect or irrelevant answers

Question 2 (b)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO21a</i>	<i>AO3</i>
1	1		

Identify one thing children learn at school from the passage above. [1]

Award one mark for identification of one thing children learn at school in the passage:

- subjects
- identities

Award 0 marks for incorrect or irrelevant answers.

Question 2 (c)

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

Explain one way in which children are socialised into national identities at school. [2]

Award one mark for a basic explanation that children are socialised into national identities at school by learning their language or religion/learning their anthem/following sports' sides/celebrating festivals or other appropriate examples.

Award a further mark for examples of above such as supporting their country in the Olympics/World Cup or other 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	

Identify and explain two ways class identity may be affected by socialisation in the family. [4]

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

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

Award one mark each for an identification of an accurate way children are socialised into class identities in the family such as:

- different values
- different language codes
- school selected
- cultural capital

Award a further mark each for a more developed explanation or example of how this would affect class identities. Candidates may refer to the points below or other relevant examples.

- upper and middle class parents may pass on a set of values that encourage long-term planning; educational achievement etc, that will mirror school values
- there may be some differences in language, such as the ability to negotiate, more complicated syntax/vocabulary
- upper and middle class parents may choose to send their children to a private school, reinforcing their class identity or choose what is regarded as a 'better' school
- upper and middle class parents may help their children develop cultural capital by taking them to museums/ listening to classical music etc.

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 values.**[2]**

Award one mark for a basic explanation suggesting that values are beliefs about what is considered worthwhile/worth working for in society.

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

- values are learned and shared
- children are socialised into values by the agents of socialisation
- values influence the way people behave in society
- different societies may have different values
- credit appropriate use of examples of values such as wealth, health, education

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 socialisation into values is important for society.**[4]**

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

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

Award one mark each for a basic explanation of an accurate reason why socialisation into values is important to society:

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

Award a further mark each for a more developed explanation or example of why this is important. Candidates may refer to the points below or other relevant examples.

- children's behaviour will be influenced by their values, 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
- it is difficult to imagine a society working without some sort of shared goals

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, with examples, two ways children may be socialised by their peer group. [4]

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

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

Award one mark each for an identification of an accurate way children are socialised into norms and values in their peer groups:

- peer pressure
- role models
- sanctions

Award a further mark each for a more developed explanation or example of how children are socialised into norms and values in their peer groups. Candidates may refer to the points below or other relevant examples.

- peer groups may put pressure on its members to follow similar ways of thinking, dressing, speaking and behaving
- peer groups may have certain key individuals who others look up to and follow/copy
- peer groups may have informal sanctions for those who conform/do not conform to group norms such as inclusion/exclusion

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 a beanpole family. [2]

Award one mark for a basic description suggesting that a beanpole family is a type of extended family.

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

- beanpole families refer to a vertically extended families of up to four generations living together or nearby
- there are few children making them appear long and thin

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

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

Explain why it is argued families are necessary for society. [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 and in detail why it may be argued families are necessary for society. 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 it may be argued families are necessary for society. 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

- families are a primary agent of socialisation and teach children norms and values and how to fit in to society
- families may perform vital functions for society and its members such as reproduction and sexual, economic and educational functions
- families may be responsible for primary socialisation of children and stabilisation of adult personalities
- credit reference to Functionalism and Murdock/Parsons

Question 4 (c)

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

Explain why the roles of men and women in the family are changing. [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 factors relating to why the roles of men and women in the family are changing. 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 factors is applied and used to explain accurately and in detail why the roles of men and women in the family are changing. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two factors relating to why the roles of men and women in the family are changing, 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 factors is applied and used to explain accurately why the roles of men and women in the family are changing. 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 factors relating to why the roles of men and women in the family are changing, though with some inaccuracies/irrelevancies and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one factor relating to why the roles of men and women in the family are changing 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 factors is applied and used to explain why the roles of men and women in the family are changing but there will be little development and some inaccuracies, or one factor only is applied and used to explain accurately and in detail why the roles of men and women in the family are changing.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of factor(s) relating to why the roles of men and women in the family are changing. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why the roles of men and women in the family are changing 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 have meant more women work and men may have to help more in the home
- women earning money and contributing more to family economy may have improved their position in the home
- changes in norms have made it acceptable for men to do housework and look after children
- men have become more involved in the family and with their children with smaller families and the growth of child-centred families
- changing expectations of marriage
- emergence of new man more prepared to share roles
- 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

‘Families have negative effects on their members and society’.

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 families have negative effects on their members and society. 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 the relative importance of a range of factors linked to whether families have negative effects on their members and society. 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 families have negative effects on their members and society, 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 their impact whether families have negative effects on their members and society. The explanation will be well developed.	Good analysis and evaluation of the relative importance of factors linked to whether families have negative effects on their members and society. 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 families have negative effects on their members and society. whether families have negative effects on their members and society., 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 families have negative effects on their members and society. 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 factor(s) linked to whether families have negative effects on their members and society. Any judgement or conclusion will be superficial.	3-4
1	Answer demonstrates only basic knowledge and understanding of factor(s) relating to whether families have negative effects on their members and society. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain whether families have negative effects on their members and society 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:

Feminist view:

- inequality of women in home; men benefit more from family life
- patriarchy still evident in division of labour; money management; dual burden; triple shift etc.
- domestic abuse
- family reproduces gender roles and patriarchy
- daughters and wives controlled in marriage

Marxist view:

- families benefit capitalism and keep unequal system going
- families buy products of capitalism
- members follow 'cult of private life'
- people cannot protest against unjust working conditions because 'tied into' family life

Conflict within families

- domestic abuse

Other points:

- many couples choose to divorce
- divorce may have negative effect on members
- emphasis on families may impact on those who do not live in families

against view that families have a negative effect on their members and society:

Functionalist view

- family provides essential function for members and society
- family necessary for primary socialisation
- division of labour in family benefits members and society

New Right view:

- lone-parent families harmful for members and society

Other points:

- gender roles changing; new man
- people still choose to live in families
- people may enjoy family life
- there is more than one 'acceptable' family type; family diversity allows people to choose a family type they wish to live in
- many who divorce go on to remarry
- divorce may be due to higher expectations of marriage not disillusion with marriage

debate:

- whether families have a negative effect on their members and society
- or whether families have a positive effect on their members and society

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 teachers' expectations of pupils may affect achievement in schools. [2]

Award one mark for a basic description such as if teachers label pupils as 'bright' they are more likely to improve whereas if they label them as 'less able' they are likely to make less effort/do less well.

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

- they may pass their expectations on to pupils through the way they speak to them; comments on work etc
- their expectations might alter the pupils' perceptions of themselves and their self-images
- teachers' expectations may lead to a self-fulfilling prophecy where the expectations are fulfilled
- credit reference to relevant theory/sociologists

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 Functionalist view that schools perform valuable functions for society. [5]

Band descriptors and mark allocations

Band	AO1 5 marks	
3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the view that schools perform valuable functions for society. 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 view that schools perform valuable functions for society. 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 view that schools perform valuable functions for society 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

- education serves the needs of the economy
- education brings about social cohesion through teaching of certain subjects
- education is a secondary agent of education; Durkheim: transmits norms and values
- Parsons: education functions as a meritocracy and rewards the most able
- Parsons: education is a bridge between home and wider society, pupils learn the value of achieved status
- school prepares children for work and teaches them qualities needed in work
- function of role allocation

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, using examples, why some schools may be seen as racist.

[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 relating to why some schools may be seen as racist. 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 some schools may be seen as racist. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of why some schools may be seen as racist, though one reason 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 some schools may be seen as racist. The explanation will be partially developed as one of these reasons will be explained in less detail than the other.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons why some schools may be seen as racist, though with some inaccuracies/ irrelevancies, or detailed, relevant knowledge and understanding is demonstrated, but only one reason why some schools may be seen as racist. 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 some schools may be seen as racist. There will be some development in the explanation of both these reasons with limited detail and some inaccuracies, or one reason only is applied and used to explain accurately and in detail why some schools may be seen as racist.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to why some schools may be seen as racist. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why some schools may be seen as racist 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:

- teachers' expectations of some ethnic minority groups may be relatively low due to stereotypes about the group
- this may lead to some ethnic minority groups being over-represented in lower academic sets
- exclusion rates are higher than average for some ethnic minority groups
- the curriculum may be ethnocentric and centred on 'white' culture and achievements

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

'Factors outside school have a great effect on children's achievement in education.'
Do you agree with this view? **[15]**

In your answer you are advised to refer to labelling and any other relevant factors 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 factors relating to whether factors outside school have a great effect on children's achievement in education. 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 the relative importance of a range of outside and inside school factors linked to achievement. 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
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding relating to whether factors outside school have a great effect on achievement 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.	3	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain accurately the impact of factors outside school on achievement. The explanation will be well developed.	Good analysis and evaluation of the relative importance of outside and inside school factors linked to achievement 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.	5-6

	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 factor(s) outside school, 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 the impact of factors outside school on achievement. 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 outside school factors on children's achievement in education. Any judgement or conclusion will be superficial.	3-4
BAND 1	Answer demonstrates only basic knowledge and understanding of factor(s) outside school. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain the impact of factors outside school on achievement 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:

factors outside school

- material factors
 - poverty and lack of money for food, materials, home Internet access, home tuition
 - cost of education
 - some pupils may not live in adequate housing because of poverty
 - upper- and middle-class parents will have money to send children to private schools or to afford transport to 'better' schools
 - upper- and middle-class children can afford to buy housing in areas with most popular schools
- cultural factors
 - upper and middle class children tend to have same values, language codes as school and may have more encouragement to succeed
 - cultural capital and ability to provide children with cultural experiences
 - social capital and ability to understand how school system 'works' and to choose between schools

other factors which affect education

- labelling children in education:
 - negative labelling of working-class pupils /ethnic groups/boys or girls
 - this may lead to self- fulfilling prophecy and formation of anti-school sub-cultures
 - work of Hargreaves and Ball on self-fulfilling prophecy
- culture of school
 - whether ethos of school is middle class
 - the curriculum: Diane Reay: curriculum middle class
- discussion of other factors such as inequality between schools. There may be assessment of the differences in schools and catchment areas
- credit reference to ideas and research referring to class, gender and/or ethnicity

debate:

- whether factors outside the school have a great impact on children's achievement in education or other factors

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 quantitative data [2]

Award one mark for a basic description suggesting that quantitative data is in the form of numbers/statistics

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

- can be used to form tables and graphs
- mostly collected by questionnaires and structured interviews

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 a pilot study in 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 a pilot study such as the following or other relevant factors:

- ensures respondents understand the questions
- ensures information wanted by researchers is gained
- can check cost of research
- research techniques can be practised and made consistent

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

- shows up any ambiguity in questions and any words or phrases that are not understood
- can lead to changes in questions and techniques
- makes sure that the questions provide the information that the researcher is interested in
- if several interviewers are being used, this gives the opportunity to train them and to make sure their techniques are consistent

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 two different methods 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 different methods 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 different methods in research. The explanation will be fully developed.	4	A developed analysis and evaluation of the strengths and weaknesses of using different methods 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 different methods 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 different methods 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 different methods 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 different methods 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 different methods 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 different methods 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 different methods 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 different methods 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 usefulness of questionnaires 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:

in terms of strengths:

- different methods allow the researcher to collect quantitative and qualitative data which will impact on the validity, reliability and representativeness of the data
- results from different methods can be compared
- combines data that may be valid with data that may be generalised
- produces data that may give patterns and data that is more detailed
- insight from qualitative methods may help in designing a questionnaire

in terms of weaknesses:

- more than one method increases the cost of the research
- using two methods can be time-consuming
- the findings may contradict each other