



GCSE MARKING SCHEME

AUTUMN 2020

**SOCIOLOGY – COMPONENT 1
C200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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

AUTUMN 2020 MARK SCHEME

COMPONENT 1: UNDERSTANDING SOCIAL PROCESSES

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 objective(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.

meritocracy	patriarchy	Parsons	values	Marx	qualitative
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Award one mark for each correct answer.

- (a) qualitative [1]
- (b) meritocracy [1]
- (c) values [1]
- (d) Parsons [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 cultural diversity. [2]

Award one mark for a basic description that cultural diversity refers to differences in culture between different societies or historical ages or age groups etc

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

- cultural diversity may be shown in different norms, values, customs etc.
- cultural diversity is found between societies, in different historical ages and within societies in different ethnic groups, ages
- subcultures with different norms and values can exist within the same society
- credit reference to relevant examples of differences in culture such as eating habits, clothing etc.

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 example of cultural diversity in the passage above. [1]

Award one mark for identification of an example of cultural diversity from the passage:

- horse is eaten in some cultures but not in Britain
- marriage is arranged in some cultures, but in Britain it is by choice

Award 0 marks for incorrect or irrelevant answer

Question 2 (c)

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

Explain how cultural diversity may be used to support the nurture theory. [2]

Award one mark for a basic explanation that cultural diversity shows people are not born with culture or social behaviour.

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

- if human behaviour is natural, rather than learned, it would be similar all over the world.
- differences in culture show that it is the way people are socialised that determines their behaviour
- differences in the role of women throughout the world show that there is not a natural feminine role

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 schools socialise children. [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 schools pass on culture to children such as:

- the formal curriculum teaches school subjects
- the hidden curriculum passes on messages
- schools teach norms and values
- schools may pass on gender messages
- schools may use sanctions to reinforce behaviour

Award a further mark each for a more developed explanation or example of how schools pass on culture. Candidates may refer to the points below or other relevant examples.

- the hidden curriculum may pass on messages to pupils about how they should behave, act, dress, etc
- formal curriculum, textbooks and reading schemes may pass on ideas
- gender messages may be passed on in school in lessons, books, assemblies, throughout the school day
- sanctions may be used to make sure pupils conform to expected codes of behaviour

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 gender identity.

[2]

Award one mark for a basic explanation suggesting that gender identity is how people see themselves, or how others see them, as males and females

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

- gender identity is not natural but is socially constructed by the agents of socialisation
- agents of socialisation such as the family play an important role in socialising children into a set of norms and expectations of how to act for their gender
- credit appropriate use of examples such as the family may influence gender identity by the toys they buy children, how they dress them, how they speak to them

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, with examples, two ways the media may socialise children into gender identities.

[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 a basic explanation of an accurate way the media may socialise children into gender identities:

- the media may present role models for children to copy
- the media may present stereotypes of males and females
- the media may present more men in leading roles

Award a further mark each for a more developed explanation with examples of how this would socialise children into gender identities. Candidates may refer to the points below or other relevant examples.

- children might adopt significant individuals in the media as role models and copy their looks, body form, behaviour, etc. such as boys looking up to sporting male personalities
- the media may present stereotypes of different genders in films, magazines, advertisements, video games, such as females as housewives
- young girls may be influenced by the media's emphasis on the ideal 'body' type and the presentation of females as slim and attractive
- children may be encouraged to think of men as more important because they are paid more and have more leading roles

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 into ethnic identities in families. [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 a basic explanation of an accurate way explaining how children are socialised into ethnic identities in schools:

- schools might teach different religions in schools
- the school curriculum might be focused on the majority culture
- schools may have different expectations of different ethnic minority groups
- schools might celebrate national festivities, customs

Award a further mark each for a more developed explanation or example of how schools socialise children into ethnic identities. Candidates may refer to the points below or other relevant examples.

- religion on the curriculum may be multi-cultural and schools may recognise different religions and have different assemblies
- the school curriculum may be ethnocentric and celebrate the achievements of the majority culture
- schools may have high expectations of certain ethnic minority groups, such as Chinese and low expectations of other ethnic minority groups and label them accordingly

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 serial monogamy. [2]

Award one mark for a basic description suggesting that serial monogamy is a situation where people may marry, divorce, then marry again.

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

- serial monogamy refers to a situation where men and women may have several marriage partners over a lifetime but only one at a time legally
- serial monogamy has increased and become more acceptable as norms about marriage have changed and divorce has increased

Award 0 marks for incorrect or irrelevant answers.

Question 4 (b)

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

Explain why Marxists are critical of families in a capitalist 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 Marxists are critical of families in a capitalist 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 Marxists are critical of families in a capitalist 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

- 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
- families help people cope with boring and unfulfilling work

Question 4 (b)

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

Explain why fewer couples are choosing to get married 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 factors relating to why fewer couples are choosing to get married. 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 fewer couples are choosing to get married. 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 fewer couples are choosing to get married. 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 fewer couples are choosing to get married. 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 fewer couples are choosing to get married, 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 fewer couples are choosing to get married. 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 fewer couples are choosing to get married, but there will be little development and some inaccuracies, or one factor only is applied and used to explain accurately and in detail why fewer couples are choosing to get married.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of factor(s) relating to why fewer couples are choosing to get married. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why fewer couples are choosing to get married 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:

- changes in norms have made it acceptable to live together without getting married and cohabitation has become an alternative norm to marriage
- some couples may live together for a trial period and marry at a later age
- changing position of women have meant more women work and look for a career and may postpone marriage or not marry
- there is no longer stigma attached to children born outside of marriage
- decline of religion and secularisation has made it acceptable to have sexual relationships outside of marriage and to cohabit
- increase in divorce may make couples reluctant to marry again
- commercialisation and greater expectations have made weddings more expensive

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

Some sociologists suggest that the nuclear family is under threat. 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

	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 views/factors relating to whether it can be argued the nuclear family is under threat. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	<p>There are no Band 4 marks for this assessment objective</p> <p>3 marks are awarded as for Band 3</p> <p>A developed analysis and evaluation of the relative importance of a range of views/factors linked to whether it can be argued the nuclear family is under threat. 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.</p> <p>7-8</p>
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of views/factors relating to whether it can be argued the nuclear family is under threat though some views/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	<p>Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain whether it can be argued the nuclear family is under threat. The explanation will be well developed.</p> <p>3</p> <p>Good analysis and evaluation of the relative importance of views/factors linked to whether it can be argued the nuclear family is under threat. 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.</p> <p>5-6</p>

	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 view(s)/factor(s) relating to whether it can be argued the nuclear family is under threat 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 it can be argued the nuclear family is under threat. 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 view(s)/ factor(s) linked to whether it can be argued the nuclear family is under threat. Any judgement or conclusion will be superficial.	3-4
BAND 1	Answer demonstrates only basic knowledge and understanding of view(s)/factor(s) relating to whether it can be argued the nuclear family is under threat. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain whether it can be argued the nuclear family is under threat 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:

Support for the view that the family is under threat

- crucial to this debate is what is regarded as a family
- Functionalists define the family as consisting of two adults of opposite sexes and their dependent children. According to this definition, family in decline
- New Right see the nuclear family of two parents and children as the best and natural family form and other family forms as a threat
- they argue fathers are needed as role models for sons
- this type of family has declined due to the growth of alternative family forms
- they regard the increase in lone-parent families, single-sex families as a threat to the family
- the alleged 'ease of divorce' and the increase in cohabitation add to family instability
- they argue the growth of other family forms, especially lone-parent families is linked to poverty, underachievement at school and crime

Arguments against the view the family is under threat

- most people live in nuclear families some time in their lives
- other family forms may be considered as alternative not inadequate families
- Rappoport; traditional family declined but alternative family types flourish, family diversity allows people to choose what type of family they want to live in
- Feminists: nuclear family is patriarchal, and women may benefit from other family forms
- credit references to relevant sociologists
- whether the family is in decline or not

Question 5 (a)

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

Describe one way anti-school sub-cultures may affect achievement in education. [2]

Award one mark for a basic description such as they may lead to underachievement in education.

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

- they may lead to pupils being labelled as unacademic or 'dull'
- they may lead to failure because teachers may find it difficult to teach the class
- they may lead to punishment such as exclusion which means pupils lose schooling
- pupils are unlikely to achieve because they may have different goals from the school

Award 0 marks for incorrect or irrelevant answer

Question 5 (b)

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

Outline Feminist views of education. [5]

Band descriptors and mark allocations

AO1 5 marks		
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the Feminist view of the role of education. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4-5
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of the Feminist view of the role of education though with some inaccuracies/irrelevancies. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2-3
BAND 1	Answer demonstrates only basic knowledge and understanding of the Feminist view of the role of education 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

- schools are patriarchal
- 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 the hidden curriculum may affect children’s achievement in schools.

[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 relating to how the hidden curriculum may affect children’s achievement in schools. 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 the hidden curriculum may affect children’s achievement in schools. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two ways the hidden curriculum may affect children’s achievement in schools, 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 the hidden curriculum may affect children’s achievement in schools. 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 how the hidden curriculum may affect children’s achievement in schools, though with some inaccuracies/ irrelevancies, or detailed, relevant knowledge and understanding is demonstrated, but only one way how the hidden curriculum may affect children’s achievement in schools. 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 the hidden curriculum may affect children’s achievement in schools. 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 the hidden curriculum may affect children’s achievement in schools.	2

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 1	Answer demonstrates only basic knowledge and understanding relating to how the hidden curriculum may affect children's achievement in schools. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain how the hidden curriculum may affect children's achievement in schools. 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:

- may pass on gender messages to pupils about the roles and status of males and females through authority structure of school; text books; gendering of subjects; reading schemes; what teachers say
- may pass on skills that pupils need for the world of work such as respect for obedience and authority
- may benefit upper class in getting children to accept and obey an unjust system and prepare them for boring, unfulfilling work
- may pass on messages that some ethnic minority children are high/low achievers or likely to be troublesome
- may pass on messages that pupils from different social classes are high/low achievers

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

‘Schools reward ability. Those who are clever and work hard achieve the best results in school’. 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

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

- Functionalist view that schools reward ability.
 - Parson's view that schools are meritocratic and the most able succeed
 - schools act as a bridge between the home and wider society and children learn that status is based on achievement
 - most able achieve best qualifications and highest jobs

Against view:

- Interactionist view that children are labelled in school
 - negative labelling of working class pupils /ethnic groups/boys or girls may lead to the self-fulfilling prophecy, the formation of anti-school sub-cultures and underachievement
- material factors: material deprivation may lead to underachievement
 - poverty and lack of money for food, materials, home Internet access, home tuition
 - some pupils may not live in adequate housing because of poverty
 - whether parents can afford private schools or to move to catchment area of 'better schools'
- cultural factors may affect how pupils achieve
 - cultural factors including certain values, language codes, parental encouragement
 - cultural capital
- type of school attended may affect achievement
 - credit reference to ideas and research referring to class, gender and/or ethnicity
 - whether schools reward the most able or whether other factors may affect achievement

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 sampling.

[2]

Award one mark for a basic description suggesting that sampling is to do with trying to study a smaller group that has similar characteristics to the whole group.

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

- sampling is used to make the study representative
- sampling allows statements to be made about the population as a whole
- sampling is used because of the cost and time of studying the whole population
- examples of sampling methods

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 ethical issues the researchers would have considered for this research.

[4]

2 marks available for each ethical issue explained and applied to the question. If more than two issues are given, all issues 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 ethical issue the researchers may have faced, such as the following or other relevant factors:

- getting the teenagers in the research to understand the right to withdraw
- making sure the teenagers were not harmed
- getting the teenagers' informed consent

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

- the teenagers may feel they have to take part in the research because it is at school
- teenagers may feel anxious or threatened with people they do not know and therefore might be harmed
- teenagers may want to please and be reluctant to withdraw

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 structured interviews as a method of 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 structured interviews as a method of 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 structured interviews as a method of research. The explanation will be fully developed.	4	A developed analysis and evaluation of the strengths and weaknesses of structured interview as a method of 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 structured as a method of 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 structured interviews as a method of 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 structured interviews as a method of 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 structured interviews as a method of 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 structured interviews as a method of 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 structured interviews as a method of 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 structured interviews 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 structured interviews as a method of 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 are:

In terms of strengths:

- an interviewer is present to answer questions and explain where necessary
- an interviewer is present to fill in the answers which should lead to a higher response rate
- structured interviews produce quantitative data that can be used to discover patterns/trends
- they can be used to create statistics and graphs, so patterns/trends are easily identifiable
- respondents are answering the same questions so answers can be compared
- they should not take as long as unstructured interviews so more people can be interviewed increasing the representativeness
- comparison with other quantitative methods

In terms of weaknesses:

- structured interviews may be low on validity because they do not allow respondents to explain their answers in detail
- quantitative data does not give a picture of 'what is really happening'
- structured interviews may reflect the bias of the person who constructed the questionnaire
- there may still be interviewer effect; respondents may give different answers to different interviewers depending on their personal characteristics
- interviewers need to be trained and are expensive