

GCSE SOCIOLOGY

(8192)

Marked responses: Paper 1
8192/1

See a range of responses and how different levels are achieved and understand how to interpret the mark scheme.

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EXAMPLE RESPONSES



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Please note that these responses have been reproduced exactly as they were written and have not been subject to the usual standardisation process.

Question 03

Question

Describe the double shift experienced by women in marriage.

[3 marks]

Mark scheme

AO1 = 3 marks

Level	Marks	Descriptor
3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing written worthy of credit.

Double shift (women in marriage): working women who continue to perform the bulk of domestic labour are said to work a 'double shift', paid employment followed by an unequal share of household work.

Indicative content AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.

- Women in employment who also shoulder the main responsibility for many domestic tasks.
- The expectations placed on women to take responsibility for domestic tasks such as cooking, cleaning and child care.
- The traditional role of women as carers.

Student responses

Student response 1

The double shift experienced by women in marriage refers to the idea that some women take on the role of breadwinner and have a domestic role. For example, a woman may go out to work during the day and then come home and complete all the domestic chores such as cleaning the house and looking after the children. This means that the woman is expected by their husband to be both a traditional housewife and also bring money into the family.

This is a level 3 response.

Whilst this student does not begin their answer with the best possible definition of the double shift they do go on to clearly make the point that women in paid employment often return home and take primary responsibility for 'domestic chores'. The answer also highlights the 'traditional' expectations of the husband clearly establishing the context of the answer as referencing the experience of women within a marriage.

3 marks

Student response 2

The double shift is when the woman is also a mother to at least one dependent child. The mother is in paid employment while dealing with a domestic role in the household. For example the woman may be working from 9 am to 3 pm then go to pick up her children from school, then cook their dinner and still have time to do housework such as cleaning the house.

This is a level 2 response.

This student clearly has some understanding of the double shift, but the answer could be read as exclusively referencing the experience of a single parent. The question clearly intends to focus the student on women who experience the double shift within a marriage.

2 marks

Student response 3

Double shift is when a woman has two 'jobs', one would be their day job whether in full-time or part-time employment and then coming home to do the housework, cooking and cleaning.

This is a level 2 response.

Whilst the answer is not particularly well developed the student clearly understands the idea of the double shift. The relevant substance of the answer is actually very similar to that provided by Student 2 (this student also fails to reference marriage).

2 marks

Question 04

Question

Identify and describe **one** example of how patriarchy can affect the power relationship within families.

[3 marks]

Mark scheme

AO1 = 3 marks

Level	Marks	Descriptor
3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

- Knowledge and skills that reflect male dominance within the family eg money management.
- Influence over the roles performed by males and females eg responsibilities for certain domestic tasks such as child care.
- Male as the breadwinner.
- Female as the stay at home housewife and carer.

Student responses

Student response 1

Patriarchy affects power in the family as men are often seen as the head of the house eg the father who act as a traditional male authority figure. As a consequence the mother usually has less authority than the father and the father is usually in charge of disciplining the children.

This is a level 3 response.

Accurately identifies patriarchal power relationships within the family (the traditional male authority figure and the reduced authority of the mother). Briefly explores a relevant example (the role of the father as disciplinarian) sufficient to justify a L3.

3 marks

Student response 2

An example of how patriarchy can affect the power relationships within the family is when the 'man of the house' (the traditional patriarchal father figure), makes most of the important decisions affecting the family. In extreme situations this may mean that decisions are made without any discussion between family members. This affects power relationships within the family by giving the father power over the family. Other family members may feel inferior and unable to have their say.

This is a level 3 response.

Accurately identifies patriarchal power relationships within the family (the traditional patriarchal father figure as decision maker). Briefly explores the inferior status and powerlessness of other family members who are 'unable to have their say'.

3 marks

Student response 3

Patriarchy means male dominated. Patriarchy can affect power relationships within a family when the husband/father is the main breadwinner; this gives the man economic power over other family members, even if the wife/mother is in employment but earns significantly less than her husband. If the wife is economically dependent on her husband this can have a damaging effect on relationships, the husband may even use his economic power to limit his wife's independence eg how she spends her leisure time.

This is a level 3 response.

Accurately identifies patriarchal power relationships within the family (the economic power of the husband/father). Explores a good example of how this may impact on marital relationships (the economically dependent wife). This is a more sophisticated answer but all three students meet the requirement for a L3.

3 marks

Question 05

Question

Item A

Despite concerns over the increase in the number of children in single-parent families, recent research has found that children raised by a single parent are no less happy than those living with two biological parents. Rather, it is the quality of relationships at home which are most strongly linked to a child's well-being.

Researchers analysed data from the Millennium Cohort Study, which was made up of 12,877 children aged seven, in 2008, from across the UK. The children came from three family types: those living with two biological parents; those living with a step-parent and a biological parent; and those with just a single parent.

The seven-year-olds were asked the question: "How often do you feel happy?" Of the children living with a lone parent, 36 per cent said they were happy "all the time" while the remaining 64 per cent reported being happy "sometimes or never".

Exactly the same percentages were recorded when the question was put to children from the other family types.

The results were largely unchanged when other factors which could influence a child's well-being were taken into account, such as their parents' social class or the affluence of the area in which they live.

From **Item A**, examine **one** strength of the research.

[2 marks]

Mark scheme

AO3 = 2 marks,

1 mark for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3)

Plus

1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3)

Indicative content AO3

- Quantitative data from a large number of children, increasing the likelihood of a representative sample.
- Data from children living in different areas of Britain, increasing the likelihood of a representative sample.
- Data on various factors such as social class, increasing the likelihood of a representative sample.

- Data from different types of family, enabling comparisons to be made.
- Findings relating to single-parent families that contradict ideas about the superiority of the two parent family.

Student responses

Student response 1

The research has given clear statistics showing that only 36% of children who were asked said that they were happy in lone parent families. The result was similar in all family types researched eg children in two parent families were no happier than those in single parent families.

The reference to 'clear statistics' is not particularly well expressed, however, it meets the minimum requirement to justify as a line of argument relating to the use of quantitative data given that the student then goes on to emphasise that results were similar in all family types (a finding that contradicts ideas about the superiority of the two parent family).

2 marks

Student response 2

One strength of the research is the size of the sample used. The number of children included (well over 12,000) should ensure that the data is representative of the wider population.

Clearly identifies a relevant strength of the research (sample size) and goes on to justify this with a valid reason (a representative sample).

2 marks

Student response 3

The data is taken from a large sample of children aged 7 (12,877). Therefore the data is representative and generalisations can be made.

Clearly identifies a relevant strength of the research (sample size) and goes on to justify this with a valid reason (a representative sample). This student also mentions 'generalisations' but this was not necessary to meet the requirement and there are no additional marks available (nor was it strictly necessary to quote the exact sample size in order to gain the mark).

2 marks

Question 06

Question

Item A

Despite concerns over the increase in the number of children in single-parent families, recent research has found that children raised by a single parent are no less happy than those living with two biological parents. Rather, it is the quality of relationships at home which are most strongly linked to a child's well-being.

Researchers analysed data from the Millennium Cohort Study, which was made up of 12,877 children aged seven, in 2008, from across the UK. The children came from three family types: those living with two biological parents; those living with a step-parent and a biological parent; and those with just a single parent.

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Exactly the same percentages were recorded when the question was put to children from the other family types.

The results were largely unchanged when other factors which could influence a child's well-being were taken into account, such as their parents' social class or the affluence of the area in which they live.

Identify and explain **one** factor that may have led to an increase in the number of children raised in single-parent families referred to as a concern in **Item A**.

[4 marks]

Mark scheme

AO1 = 1 marks, AO2 = 3 marks

‘Context’ here refers to the increase in the number of children raised in single-parent families.

Level	Marks	Descriptor
4	4	Relevant factor selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant factor selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant factor selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant factor selected.(AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

- Role of women in society.
- Social attitudes.
- Divorce.
- Secularisation.
- Expectations of marriage.

Indicative content AO2

- Changing role of women in society eg women in employment.
- Changing social attitudes towards single parents’ eg greater acceptance.
- Increase in divorce and changing social attitudes towards divorce and divorced parents.
- Secularisation – less importance attached to marriage.
- Higher expectations of marriage – people demand more of marriage and are less likely to remain in an unsatisfactory relationship ‘for the sake of the children’.

Student responses

Student response 1

The research shows little difference between the happiness of children who come from three different family types – two biological parents, one step-parent and one biological parent and those living with just a single parent. One factor as to why lone parents families are becoming more common might be changes in attitudes towards marriage over the last forty or fifty years. Women do not look to get married as soon as possible but rather try to build a career first. This can be seen as a concern because only one parent is looking after the child.

This is a level 1 response.

The student identifies a relevant factor (changing attitudes towards marriage) but their explanation is largely irrelevant (the context of the question refers to the increase in single-parent families). The final sentence could be seen as a failed attempt to address the question, the student is presumably thinking about stay-at-home fathers but again this is not relevant to the question. Note that the first sentence is unnecessary 'padding', the student simply lifts information from the source which is not directly linked to the question.

1 mark

Student response 2

One factor that may have led to an increase in single parent families is the fact that over the last 50 years traditional views of the importance of marriage have become more relaxed. Changing social attitudes have meant that the idea of marriage as an important part of life has decreased. Many people no longer see marriage as essential and they may even have children before getting married. Without the formal legal contract of marriage families may split up more easily, creating an increase in the number of single-parent families.

This is a level 4 response.

The student identifies a relevant factor (changing attitudes towards marriage) and suggests a plausible (if controversial) links between the increase in the number of cohabiting couples with children and the greater likelihood that such relationships will breakdown:

Using the Millennium Cohort Study, Benson (2009) finds that around 27% of couples that were cohabiting when their child was born have separated by the time the child is aged 5, compared with 9% of couples that were married when their child was born.

A. Goodman & E. Greaves *Cohabitation, Marriage and Relationship Stability*, I.F.S. 2010.
(H. Benson *Married and Unmarried Family Breakdown: Key Statistics Explained* Bristol Community Family Trust 2009.)

4 marks

Student response 3

Changing position of women in society, more women today are now going out to work and can become more economically independent. Women have increased in confidence and power as a gender. For example, Theresa May is now the second woman to be Prime Minister of Britain. Due to this women feel as though they do not need a husband or partner and they are more likely to live alone without children. 90% of women head lone parent families and they are more likely to experience mental health problems.

This is a level 2 response.

The student identifies a relevant factor (the changing role of women in society) and successfully establishes the fact that women are now more likely to be economically independent (this meets the minimum requirement for an A02 mark). However, much of the answer is irrelevant or inaccurate eg 90% of women do not head lone parent families – the student has become confused and presumably means that 90% of lone parents are women.

2 marks

Question 07

Question

Identify and explain **one** advantage of using unstructured interviews to investigate relationships between family members.

[4 marks]

Mark scheme

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to relationships between family members.

Level	Marks	Descriptor
4	4	Relevant advantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant advantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant advantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

- The flexibility of unstructured interviews as a research method.
- The quality of data.
- Response rates.
- Validity.

Indicative content AO2

- Unstructured interviews allow the researcher the flexibility to investigate a line of enquiry into family relationships that may not have been anticipated.
- Qualitative (in-depth data) on family relationships can be gathered.
- Unstructured interviews avoid some of the problems with alternative methods of investigating family relationships eg a low response rate to questionnaires.
- Validity is increased as unstructured interviews allow rapport to build giving more information on family relationships.

Student responses

Student response 1

One advantage of using unstructured interviews to investigate relationships between family members is that the interviewer can ask questions as they think of them. For example, they can ask questions to follow-up on a previous answer. Unstructured interviews allow the researcher to develop a line of questioning, allowing individual family members to fully explain their point of view or express their feelings and emotions. Using unstructured interviews the researcher can achieve a better understanding of family life.

This is a level 4 response.

A well-developed explanation of the relevant method that clearly relates to the context of the question.

4 marks

Student response 2

One advantage of using unstructured interviews is that you can ask questions to different family members based on the answers given by other family members. By doing this you can achieve a more detailed and wider range of valid information about family life. For example, you can compare the responses of a husband and wife to a question about who does the housework or who looks after the children.

This is a level 4 response.

Another answer that offers a well-developed explanation of the advantages of the relevant method that is clearly related to the context of the question.

4 marks

Student response 3

You can get a variety of answers and results. The unstructured interview works more like a conversation allowing you to collect more detailed information. If you ask a question it is more likely to be an open question allowing for a more detailed answer from family members.

This is a level 3 response.

This student clearly understands unstructured interviews but their answer contains some irrelevant/inaccurate material eg 'you can get a variety of answers and results' (this would also be true of a questionnaire). The answer lacks development and includes only a brief reference to 'family members' in the final sentence (meeting the minimum requirement for a L3 mark).

3 marks

Question 08

Question

This table appears in a paper by the sociologists Robert and Rhona Rapoport published in 1982, they have used a variety of sources to identify class based differences in relationships within marriage and child rearing.

Sources: Bott (1971), Goldthorpe (1969), Newson and Newson (1970).

Social class differences		
	Middle class	Working class
Marital relations	<p>More emphasis on sharing, equality, communication.</p> <p>More 'joint' division of labour.</p> <p>More planning.</p>	<p>More emphasis on 'the place' of women and men, less verbal communication.</p> <p>More 'segregated' division of labour.</p> <p>Less planning.</p>
Child rearing practices	<p>High value placed on reasoning, self-direction, initiative.</p> <p>Emphasis on ambition.</p> <p>Discipline by reasoning and withholding of reward/love.</p>	<p>High value placed on obedience.</p> <p>Emphasis on conforming, obeying authority.</p> <p>Discipline more physical.</p>

From **Item B**, identify and describe the research method used by the Rapoports including what you know of their perspective on the family.

[4 marks]

Mark scheme

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to the work of the Rapoport's with particular reference to class based differences in marital relationships and child rearing practices.

Level	Marks	Description
4	4	Relevant research method selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant research method selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant research method selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant research method selected. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

- Secondary sources (accept alternatives see below).
- Literature review.
- The work of other sociologists.

Indicative content AO2

- Pioneers in the field of family research with an interest in the issue of diversity, the Rapoport's used a number of secondary sources/relevant literature/the work of other sociologists.
- The sources have been compared and an analysis produced of class-based differences in marital relationships and child rearing practices.
- The data has been tabulated and a number of key elements of class-based family diversity have been identified and described.

Student responses

Student response 1

The research method used is secondary sources. The Rapoport's have used the work of other sociologists to show the effect of social class on family life eg comparing attitudes towards relationships and child rearing.

This is a level 3 response.

This student correctly identifies the research method but their brief description of the method and apparent lack of awareness that the Rapoport's were pioneers in the field of family research falls short of the requirement for a L4 mark.

3 marks

Student response 2

Secondary sources used by the Rapoport's as qualitative data.

This is a level 1 response.

This student correctly identifies the research method but the reference to 'qualitative data' is unexplained and not worthy of further credit.

1 mark

Student response 3

The research method used was interviews. Interviews give a detailed understanding of social class differences but are difficult to analyse and put into statistics or to see patterns. The Rapoport's perspective on the family is that of the nuclear family.

This is a level 0 response.

This student fails to correctly identify the research method and their explanation is largely irrelevant or inaccurate (the isolated reference to social class differences is not worthy of credit). The reference to the 'perspective on the family' shows no substantial awareness of the work of the Rapoport's (pioneering researchers into family diversity) and is not worthy of credit.

0 marks

Question 10

Question

Discuss how far sociologists agree that feminism has changed marriage in modern British society.

[12 marks]

Mark scheme

AO1 = 4 mark, AO2 = 4 marks, AO3 = 4 marks

‘Context’ here refers to the work of Marx on socio-economic class in nineteenth century capitalist society.

Level	Marks	Description
4	10-12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p>
3	7-9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>
2	4-6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>
1	1-3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p>

		<p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence against each objective, or a mixture of level 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Feminism.
- Marxism.
- The importance of marriage.
- Survey data.
- Social attitudes.
- Legal status of women.
- Cultural differences.
- Traditional role of women.
- Traditional family forms.

Indicative content AO2

- Feminist theories of marriage as still largely of greater benefit to men and exploitative of women.
- Marxist theories of the modern family eg critical views of the modern family as a prop to the capitalist economy artificially separating and isolating personal life from the wider society.
- Concerns about the decline in marriage.
- Survey data on women in employment.
- Changing attitudes of women towards their role in the home and beyond eg expectations of equally shared domestic tasks.
- The changing legal status of women eg divorce, employment.
- Roles varying across different cultures/ethnic groups.
- The persistence of the traditional role of women as carers.
- The persistence of traditional family forms eg women as stay at home mothers.

Indicative content AO3

- Analysis and evaluation of Feminist theories.
- Analysis and evaluation of Marxist theories.
- Analysis and evaluation of concerns about the decline in marriage.
- Analysis and evaluation of survey data.
- Analysis and evaluation of changing social attitudes eg increased equality and sharing of domestic tasks.
- Analysis and evaluation of changes in the legal status of women eg easier divorce and anti-discrimination laws (Equal Pay and Sex Discrimination Acts).

- Analysis and evaluation of cultural and ethnic differences eg cultural variations in the status of women.
- Analysis and evaluation of the persistence of traditional roles eg child care.
- Analysis and evaluation of the persistence of traditional family forms eg the choices facing women who wish to return to full time employment.
- Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that feminism has changed marriage in modern British society.

The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Student responses

Student response 1

Some sociologists would argue that in modern Britain there have been some significant changes to marriage and that feminism has been an important reason for many of those changes.

One reason for believing this is due to the more equal role that women have in society today. Many women no longer consider marriage to be as important as it once was and they no longer see the need to be dependent upon a man. However, it is also important to recognize that there have also been other important changes in social attitudes, for example secularisation (the decline in the importance of religion). Hand in hand with the growth of feminism have been social changes such as the introduction of laws to ensure equal pay for women and end to discrimination in employment. Within marriage roles have also changed, married couples are now more likely to have joint conjugal roles; they share domestic tasks and responsibility for the care of children (another example of the influence of feminist ideas).

However, some sociologists would argue that feminism is not very important and that many women still feel a need to get married in order to fit in with traditional expectations about the role of women in society. Functionalist and New Right ideas about the importance of stable family life are still influential. For many women getting married and bringing up children remains their idea of how to live their lives. Feminists argue that many women who wish to follow their careers after marrying and having children face a 'double shift' (going out to work and then coming home to look after the house and children) suggesting that for some women feminism has not changed society very much.

In conclusion, although feminism has made a significant contribution to changing attitudes towards marriage, for many women British society remains one where women are expected to marry (even though more are cohabiting).

This is a level 3 response.

This student demonstrates good knowledge and understanding of relevant sociological evidence, they make some reference to other sociological perspectives and they use a good range of specialist terms appropriately. Their argument is logical and relatively well constructed. However, their conclusions are insufficiently developed and peripheral to their main argument.

9 marks

Student response 2

According to the Office of National Statistics nearly one in two marriages ends in divorce. One possible reason for this increase in divorce and a decline in the popularity of marriage could be feminism.

Feminists believe that men and women should be equal. However, there is evidence that men and women are still not equal for example the continuing gender pay gap. Whilst more women are going out to work and are economically independent they still earn less than men. Feminists attempt to empower women to believe that they can be independent of men but the evidence indicates that men still have a greater share of available wealth. Feminists could be responsible for women having unrealistic expectations of marriage leading to increased divorce and a decline in the popularity of marriage.

There are other reasons for the high rate of divorce and a decline in the popularity of marriage. For example secularisation, most people no longer believe that marriage is 'till death do us part'. In conclusion Feminism could be said to have had a negative impact on marriage but there are other factors to be considered.

This is a level 2 response.

This student demonstrates some knowledge and understanding of relevant sociological evidence, although some of their points are of questionable validity and they are incorrect to simply assert that divorce has 'increased' (between 2001 and 2011 the rate of divorce actually decreased). They make no reference to theoretical perspectives other than feminism but they do use a limited range of specialist terms appropriately. They reach relatively clear if underdeveloped conclusions and their argument although limited in scope is neither inconsistent nor contradictory.

4 marks

Student response 3

Some sociologists would agree that feminism has changed marriage in modern Britain. However, other sociologists would say that the influence of feminism has been limited or even that it has had a negative impact.

Feminists believe that the nuclear family is patriarchal and mainly benefits men. Functionalist sociologists like Willmott and Young have suggested that families in modern Britain have become more symmetrical, with men and women sharing equal responsibility for employment and domestic duties. However, feminists like Anne Oakley have been critical of Willmott and Young. Oakley believes that they collected insufficient research evidence to support the idea of the symmetrical family.

In her own research Oakley found little evidence of men participating in domestic tasks. She found that women continued to take on the major responsibility for housework and childcare, even if they were in full-time employment. More recent research continues to show that women spend more time than men on child care and domestic tasks, with women experiencing a double shift (paid employment and then taking on the main responsibility for housework/child care). This would suggest that for many women feminism has not had much of an impact on traditional roles within marriage.

Some New Right sociologists are critical of the feminist approach to marriage. They believe that women who have taken advantage of increased educational and employment opportunities often have unrealistic expectations of marriage and that in reality many women are unable to adequately care for their children and pursue a full-time career.

In conclusion whilst feminism has had some impact on marriage, in reality even if they have jobs many women continue to be expected to fulfil traditional roles as housewives and mothers. This would suggest that feminism has had only a limited impact on marriage.

This is a level 4 response.

This student clearly responds to the question with a detailed answer demonstrating a sustained application of relevant theories, concepts and evidence. The answer provides a well-developed critical analysis and evaluation of the impact of feminism on marriage. The student's argument is well supported, references various sociological perspectives and reaches evidence based conclusions.

12 marks

Question 11

Question

Discuss how far sociologists agree that in Britain today social classes have different experiences of marriage and family life.

[12 marks]

Mark scheme

AO1 = 4 mark, AO2 = 4 marks, AO3 = 4 marks

Level	Marks	Description
4	10-12	<p>Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1)</p> <p>Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2)</p> <p>Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)</p>
3	7-9	<p>Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1)</p> <p>Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2)</p> <p>Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)</p>
2	4-6	<p>Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1)</p> <p>Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2)</p> <p>Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)</p>

1	1-3	<p>Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1)</p> <p>Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2)</p> <p>Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)</p>
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence against each objective, or a mixture of level 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Marxism.
- Feminism.
- Survey data.
- Extended families.
- Alternative factors.
- Social class.

Indicative content AO2

- Marxist theories of the continued importance of social class in relation to marriage and family life.
- Feminist theories of the relative importance of patriarchy and the continuance of traditional male attitudes towards the role of women in the family.
- Survey data indicating differences between social classes in their experience of marriage and family life.
- Changes in the extended family and the break-up of traditional working class communities.
- Alternative factors eg the significance of ethnicity and cultural variations in family life irrespective of social class.
- Social class differences in family relationships and the experience of family life eg middle-class dual-income professional households as compared to working-class single income households.

Indicative content AO3

- Analysis and evaluation of Marxist theories.
- Analysis and evaluation of Feminist theories.
- Analysis and evaluation of relevant survey data.
- Analysis and evaluation of evidence relating to the changing nature of family life eg the relative decline of the extended family and the impact of social and economic change on traditional working class communities.
- Analysis and evaluation of alternative factors.
- Analysis and evaluation of social class differences in family relationships and the experience of family life.

- Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that social classes continue to have different experiences of marriage and family life.

The list of indicative content is not intended to be exhaustive and any other relevant points should be credited as agreed at standardisation). It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Student responses

Student response 1

Marxists would argue that there is a strong correlation between social class and life experiences eg marriage and family life. This is due to their belief that the capitalist economic system dominates society. Marxists believe that a person's socio-economic class has a fundamental effect on their experience of life eg a middle- class family is likely to have a higher dual-income and therefore a better quality of life.

Many middle class families where both husband and wife are relatively high earners experience greater equality between marriage partners. Middle class families have a greater likelihood of joint conjugal roles, eg that they will share domestic tasks including child care. Marxists believe that middle class children are more likely to be privileged, more likely to benefit from private education and have greater cultural capital.

Working class families often only have a single income or one partner who earns significantly more (usually the husband). Conjugal roles are more likely to be separate, with the wife taking on a more traditional domestic role, looking after the house and caring for the children. Marxists believe that working class children have none of the advantages or cultural capital enjoyed by their middle class peers.

Feminists, on the other hand would argue that social class is less important than male dominance. To a feminist the issue is patriarchy not social class. Feminists argue that men of all social classes are less likely than women to take responsibility for housework or child care.

In conclusion, Marxists would agree that social classes have different experiences of marriage and family life.

However, feminists would argue that social class is less important than patriarchy.

This is a level 3 response.

This student has produced a well-constructed and sustained argument, demonstrating good use of sociological evidence and specialist terms. However, the conclusions are under developed, limiting the award of marks and placing this script at the top of Level 3 rather than the bottom of Level 4.

9 marks

Student response 2

Some sociologists argue that in Britain today social classes have different experiences of marriage and family life. Marxists certainly believe that there is a very strong relationship between socio-economic class and an individual's experience of marriage and family life.

Marxists believe that capitalism dominates society and therefore different social classes have very different experiences of life. Middle class families are more privileged in comparison to working class families. Middle class families are often dual income families with both partners earning good money. Some middle class families can use their economic advantages to send their children to private school and to ensure that they have many other opportunities in life. Marxists believe that the middle class tend to have a far more positive experience of life and that they will pass on their advantages to their children.

Working class families do not enjoy the benefits of high dual incomes and often they have either two low incomes or a single income (with the husband usually the main breadwinner). They tend to have a more negative experience of life and are unable to pass on many advantages to their children.

On the other hand Feminists would argue that social class is less important than male dominance.

This is a level 3 response.

This student has produced a secure Level 3 answer; they make a logical argument with good evidence of relevant sociological knowledge. However, their conclusions are indistinct and the reference to Feminism clearly lacks appropriate development (placing this answer in the middle rather than the top of Level 3).

8 marks

Student response 3

Some sociologists would agree that in Britain today social class has an important influence on people's experience. One reason for this is the link between socio-economic class and material or cultural deprivation.

If someone is materially deprived they lack the money to buy the equipment that their children need for school. If someone is culturally deprived they miss out on educational experiences outside the school and more importantly their parents may not be able to give them the knowledge, values and skills that helps others to achieve success in school. Working class children are far more likely to be materially and culturally deprived than their middle class peers. Working class families are more likely to experience poverty, working class parents are more likely to become unemployed or to be trapped in low income, low security employment.

Middle class families often adopt deferred gratification; they are more likely to prepare for the future eg choosing university over leaving school and getting a job. Working class families are more likely to adopt immediate gratification; they focus on the present and immediate rewards rather than planning for the future. On the other hand feminists argue that the important issue is gender not social class. The feminist sociologist Jessie Bernard argued that men have a far more positive experience of marriage than women. For example, she suggested that regardless of social class the mental health of married men was significantly better than that of single men, whilst the opposite was true for women who were more likely to experience mental health problems if they were married rather than single. Later sociologists have challenged some of her conclusions but the idea that marriage is of greater benefit to men remains influential.

In conclusion, Marxists would agree that different social classes are likely to have different experiences of family life. Whilst on the other hand Feminists would argue that the important issue is gender and not social class.

This is a level 4 response.

This student takes a different route and the outcome is similar (but not identical) to the first response, a well-constructed and sustained argument demonstrating a more detailed knowledge of some theoretical elements than Student 1. Whilst the conclusions lack development there is sufficient evidence here to justify the award of a mark at the bottom of Level 4.

10 marks

Question 16

Question

Many sociologists are concerned about the relatively poor performance of working class pupils when compared to their middle class peers. According to a study by the universities of Leicester and Leeds middle class pupils do better because parents put more effort into their children's education. The researchers suggested that policies aimed at improving parental effort could be effective in increasing children's educational attainment. Effort was measured using indicators of a student's attitude, such as the answers given by 16-year-olds to questions including whether they think school is a "waste of time", and teachers' views about students' laziness. Other factors studied were the parents' interest in their children's education, measured by, for example, whether they read to their child.

The research, *Must Try Harder*, used the National Child Development Study, which follows individuals born in a given week in 1958 throughout their lives.

From **Item C**, examine **one** weakness in the research.

[2 marks]

Mark scheme

AO3 = 2 marks,

1 mark for providing evidence of an analysis of the item (by indicating a possible weakness) demonstrating a line of argument relating either to methods or findings. (AO3)

Plus

1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible weakness. (AO3)

Indicative content

- A negative response from a particular student might not accurately reflect the attitude of their parents, raising doubts over the validity of findings.
- Teacher's subjective opinions regarding a student's 'laziness' might not accurately reflect that student's attitude towards education, raising doubts over the validity of findings.
- No comparative evidence in the extract to gauge the difference between the 'efforts' invested by working class parents, raising the significance of findings.

Student responses

Student response 1

They have only used a restricted sample size based on children in a longitudinal study. The research is not representative of all parents and children.

The student assumes a small and unrepresentative sample (the reference to the National Child Development Study should have alerted them to the fact that this was unlikely – the study actually involves over 17,000 people.) They may have confused the data with popular television programmes (the 'Up' series involves a sample of only 14 children).

0 marks

Student response 2

The research uses the opinions of students and teachers. Their views may be biased or inaccurate eg the teacher's opinions may not truly represent the student's behaviour (behaviour that appears to be laziness might be explained by tiredness or problems at home).

The student accurately identifies a potential weakness in the research (the use of subjective opinions that may be biased or inaccurate particularly when in relation to the behaviour of others). They then go on to provide clear evidence of evaluation (alternative explanations for apparent laziness) questioning the validity of findings.

2 marks

Student response 3

The research is based on historical data (a group of individuals born in 1958). The children in this study reached the age of 16 in 1974. The performance and attitudes of present day working class students may be different and there is no evidence that this has been considered.

The student accurately identifies a potential weakness in the research (the use of historical data). They then go on to provide clear evidence of evaluation (the need to consider possible variations in performance and attitudes over time). The use of historical data is not referenced in the indicative content but the point is valid and worthy of credit. The authors of the original research were sensitive to the possibility of this criticism:

'The environment where schools operate has clearly changed radically, both in terms of the incentive system operating within schools and of the competitive climate between schools. Nevertheless, understanding which fundamental factors affect the behaviour of the agents at the heart of the educational production process is important both to be able to evaluate the effects of the changing environment and to predict the possible effects of proposed policy changes.'

'Must try harder. Evaluating the role of effort in educational attainment.' Oliveira, et al 2007.

2 marks

Question 17

Question

Identify and explain **one** alternative factor that may have led to the relatively poor performance of working class pupils referred to as a concern in **Item C**.

[4 marks]

Mark scheme

AO1 = 1 marks, AO2 = 3 marks

'Context' here refers to the relatively poor performance of working class pupils.

Level	Marks	Descriptor
4	4	Relevant factor selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant factor selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant factor selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant factor selected. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

- Working class values.
- Fatalistic attitudes amongst the working class.
- Immediate gratification.
- Material disadvantage.
- Structural failings within the education system.

Indicative content AO2

- Some members of the working class may place a lower value on formal education.
- Fatalism, an acceptance on the part of some working class students that they are unlikely to achieve educational success.
- Immediate gratification, enjoying the pleasures of the moment together with an emphasis on short-term goals.
- Material disadvantage and the cost of higher education eg working class students who are discouraged from taking on student loans.
- Structural failings of the education system eg underperforming schools in working class areas.

The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Student responses

Student response 1

One alternative factor is that working class pupils may receive less help financially for items such as textbooks and equipment. If the parents struggle with getting them adequate equipment working class children are more likely to perform poorly in school.

This is a level 3 response.

The student has selected an appropriate factor (lack of adequate financial resources) and provides sufficient detail (lack of textbooks and equipment) to meet the minimum requirement for a Level 3. However, the answer fails to meet the Level 4 requirement for a 'detailed and well-developed explanation'.

3 marks

Student response 2

One factor that may have led to the underperformance of working class pupils is material deprivation. This is when pupils lack the basic resources needed for educational achievement eg books, revision guides and other essential items of equipment. The parents of working class pupils may lack the financial resources to buy their children the equipment that they need. In comparison to middle class parents who are far more likely to be able to afford to purchase everything their child needs at school.

This is a level 4 response.

The student has selected an appropriate factor (material deprivation – note the correct use of the term). They have also provided sufficient detail to justify the requirement for a Level 4 award, including a direct comparison with the 'likely' financial advantages of middle class parents.

4 marks

Student response 3

Working class pupils are far more likely to live in disadvantaged areas eg 90% of failing schools are in disadvantaged areas. A student may not have the ability or money to be tutored in order to get into an independent or grammar school and therefore they may have to go to their local school. Extra support may not be given or teaching may not be of a good standard and this may affect exam results.

This is a level 2 response.

The student has identified a relevant factor (structural failings in the education system). However, much of the explanation offered is irrelevant or inaccurate eg the claim that 90% of failing schools are in 'disadvantaged' areas:

[The] strongest performing schools serving areas of disadvantage are concentrated in London and a few other large urban areas. By contrast, the weakest performing schools are spread widely across the country, often in towns rather than large urban areas, and with a large number located near to the coast. *Unseen Children*, Ofsted 2013.

Credit should be given for identifying failing schools and lack of extra support/poor teaching (structural failings in the education system).

2 marks

Question 18

Question

Identify and explain **one** disadvantage of using questionnaires to investigate the literacy skills of parents.

[4 marks]

Mark scheme

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to the literacy skills of parents.

Level	Marks	Descriptor
4	4	Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant disadvantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant disadvantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	1	Relevant disadvantage selected. (AO1)
0	0	Nothing written worthy of credit.

Indicative content AO1

- Response rates (low).
- Response rates (disproportionately high).
- Controversy and negative media coverage.

Indicative content AO2

- A low response rate from parents with limited literacy skills who are unable to complete the questionnaire.
- A disproportionately high response rate from parents with well-developed literacy skills.
- Potential for controversy and negative media coverage ('School asks parents if they can read').

Student responses

Student response 1

One disadvantage would be that questionnaires are simple to complete eg they often use multiple choice questions. Almost no skill is required to complete a questionnaire and this can make it an unrepresentative measure of the literacy skill of parents. Questionnaires are also good for producing quantitative data, but not as useful for producing qualitative data.

This is a level 1 response.

Credit the reference to questionnaires being 'not as useful' for producing qualitative data (A01). The remainder of the answer contains material that is either irrelevant or inaccurate eg the student misunderstands the use of questionnaires to 'measure' the literacy skill of parents.

1 mark

Student response 2

They are cheap and give qualitative answers. But parents with poor literacy skills may not understand the questions.

This is a level 2 response.

Credit 'parents with poor literacy skills may not understand the questions' (A02). The remainder of the answer is inaccurate or irrelevant eg the relative 'cost' of questionnaires is not a disadvantage and the contention that they produce 'qualitative answers' questionable (A01).

1 mark

Student response 3

One disadvantage of using questionnaires is that the respondents may not be able to read the questions. The response rate from parents with poor literacy skills would probably be low making the data unrepresentative. Using a method like unstructured interviews would be better as any questions can be fully explained.

This is a level 4 response.

The student identifies a relevant disadvantage. The explanation meets the minimum requirement for a Level 4 mark eg a 'low response rate' from parents with poor literacy skills and 'unrepresentative data'.

4 marks

Question 19

Question

Item D

In the 1970s sociologist Paul Willis observed a group of working class students who rejected school and all its values and who wanted to leave school as soon as they could. The students in this group were described by Willis as the 'lads' and their behaviour was compared to the conformist students or 'ear'oles' (referred to as such because they listened to the teacher):

'During films in the hall they tie the projector leads into impossible knots, make animal shapes on the screen with their fingers, and gratuitously dig and jab at the backs of the 'ear'oles' in front of them.'

'There is a continuous scraping of chairs, a bad tempered 'tut-tutting' at the simplest request from the teacher, and a continuous fidgeting which explores every permutation of sitting or lying on a chair.'

Willis used both non-participant and participant observation in class and around the school, in his attempt to understand the experience of schooling from the perspective of the students.

From **Item D**, identify and describe the research method used by Willis including what you know of his perspective on education.

[4 marks]

Mark scheme

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to the behaviour of groups of school students.

Level	Marks	Descriptor
4	4	Relevant research method selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)
3	3	Relevant research method selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)
2	2	Relevant research method selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)
1	2	Relevant research method selected. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- Observation (accept alternatives see below).
- Participant observation.
- Non-participant observation.

Indicative content AO2

- Writing from a Marxist perspective Willis used both participant observation (becoming involved in the activities in the school) and non-participant observation (standing aside from the activities of the school) in his research in an attempt to understand the experience of schooling from the perspective of the students.
- The poor behavior of a group of non-conformist working class students has been observed and recorded by Willis.
- Willis used his observations to compare the behavior of non-conformist and conformist groups of students.

Student responses

Student response 1

The research method used by Willis was observation, both participant and non-participant. Using this method Willis was able to see at first-hand what a badly behaved group of non-conformist working class boys thought of education and of those pupils who chose to conform to the rules of the school. Willis based his research on a secondary school in the Midlands. He wrote about education from a Marxist perspective.

This is a level 4 response.

The student correctly identifies the method used as observation and provides an appropriately developed description, including their awareness of where the research took place and that Willis wrote about education from a Marxist perspective.

4 marks

Student response 2

Willis used observation. He observed these boys with their knowledge and therefore no ethical issues were involved. Observation provides qualitative data – detailed information that is sometimes difficult to analyse. Willis writes about education from the perspective of anti-school subcultures and the impact of social class differences.

This is a level 2 response.

The student correctly identifies the research method used as observation, but their description is only weakly applied to the context and shows little awareness that Willis wrote about education from a Marxist perspective (the reference to social class differences is too vague to be worthy of credit).

2 marks

Student response 3

Willis used two types of observation – participant and non-participant. Participant observation involves the sociologist becoming involved in the research. Non-participant observation is where the sociologist does not become involved (possibly leading to the Hawthorne effect). Willis used this method in an attempt to collect high value qualitative data about students and to understand education from their perspective.

This is a level 2 response.

The student correctly identifies the research method used as observation but their description is only weakly applied to the context.

2 marks

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