SPECIMEN MATERIAL

GCSE
SOCIOLOGY
8192/1

PAPER 1 THE SOCIOLOGY OF FAMILIES AND EDUCATION

Mark scheme

SAMS

Version 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

When a student responds with more responses than are required by the question you should mark all responses and then credit only the response that is worthy of the highest credit. For example, when students are asked to identify and explain **one** example but provide more, all should be marked but only the best example credited.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme. Examples of additional relevant responses will be discussed at standardisation. If you have any doubts you should contact your team leader for clarification.

An answer which contains nothing of relevance to the question must be awarded no marks.

Examiners are required to assign each of the students' responses to the most appropriate level according to its overall quality, and then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives (see

page 4) and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training.

Assessment Objectives

AO1	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
AO2	Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
AO3	Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

Section A: Families

<table>
<tr><th>Qu</th><th>Marking guidance</th><th>Total marks</th></tr>
<tr><td>01</td><td>Which term is commonly used by sociologists to describe a marriage with equally shared domestic roles?</td><td>1</td></tr>
<tr><td></td><td>AO1 = 1 mark
C</td><td></td></tr>
<tr><td>02</td><td>What role do women traditionally perform in the family?</td><td>1</td></tr>
<tr><td></td><td>AO1 = 1 mark
B</td><td></td></tr>
<tr><td>03</td><td>Describe the double shift experienced by women in marriage.</td><td>3</td></tr>
<tr><td></td><td>AO1 = 3 marks
<table>
<tr><th>Level</th><th>Marks</th><th>Descriptor</th></tr>
<tr><td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr>
<tr><td>2</td><td>2</td><td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr>
<tr><td>1</td><td>1</td><td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr>
<tr><td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr>
</table>
Indicative content AO1
• 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 a cooking, cleaning and child care.
• The traditional role of women as carers.</td><td></td></tr>
</table>

04	Identify and describe **one** example of how patriarchy can affect the power relationship within families.	3
	AO1 = 3 marks **Level 3 / Marks 3 / Descriptor:** A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods.(AO1) **Level 2 / Marks 2 / Descriptor:** 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) **Level 1 / Marks 1 / Descriptor:** Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods.(AO1) **Level 0 / Marks 0 / Descriptor:** Nothing 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.	

05	From **Item A**, examine **one** strength of the research.	2
	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.	

06	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
	AO1 = 1 mark, AO2 = 3 marks 'Context' here refers to the increase in the number of children raised in single parent families. **Level 4 / Mark 4 / Descriptor:** 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) **Level 3 / Mark 3 / Descriptor:** 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) **Level 2 / Mark 2 / Descriptor:** 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) **Level 1 / Mark 1 / Descriptor:** Relevant factor selected. (AO1) **Level 0 / Mark 0 / Descriptor:** Nothing 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 e.g. 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'.	

07	Identify and explain **one** advantage of using unstructured interviews to investigate relationships between family members.	4

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to relationships between family members.

Level	Mark	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	Relevant advantage selected. (AO1)
0	0	Nothing 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.

08	From **Item B**, identify and describe the research method used by the Rapoports including what you know of their perspective on the family.	4

AO1 = 1 mark, AO2 = 3 marks

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

Level	Mark	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	1	Relevant research method selected. (AO1)
0	0	Nothing 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.

09	Identify **one** function of the family and explain how you would investigate this function using questionnaires.	4

AO1 = 1 mark, AO2 = 3 marks

'Context' here refers to the functions of the family.

Level	Mark	Descriptor
4	4	Relevant function 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 function 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 function 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 function selected. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

Functions of the family (students select **one** function – accept relevant alternatives):

- sexual
- reproductive
- economic
- educational
- primary socialisation
- stabilisation of adult personalities

Indicative content AO2

Investigating using questionnaires**:**

- Design a questionnaire that addresses the selected function.
- Identify a representative sample of families who would be willing to complete a questionnaire on the selected function (obtain informed consent).
- Alternatively distribute a large number of postal or on-line questionnaires on the selected function, compensate for sample size (low response rate) and ensure that the final sample is representative.
- Analyse the questionnaire data looking for patterns and trends relating to the selected function.

10	Discuss how far sociologists agree that feminism has changed marriage in modern British society.	12
	AO1 = 4 marks, AO2 = 4 marks, AO3 = 4 marks	

Level	Marks	Description
4	10-12	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) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)
3	7-9	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) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) 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)
2	4-6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) 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)
1	1-3	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) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) 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)
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 e.g. increased equality and sharing of domestic tasks.
- Analysis and evaluation of changes in the legal status of women e.g. easier divorce and anti-discrimination laws (Equal Pay and Sex Discrimination Acts).
- Analysis and evaluation of cultural and ethnic differences e.g. cultural variations in the status of women.
- Analysis and evaluation of the persistence of traditional roles e.g. child care.
- Analysis and evaluation of the persistence of traditional family forms e.g. 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) e.g. 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.

11	Discuss how far sociologists agree that in Britain today social classes have different experiences of marriage and family life.	12

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

Level	Marks	Description
4	10-12	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) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based

		conclusions. (AO3)
3	7-9	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) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) 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)
2	4-6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) 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)
1	1-3	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) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) 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)
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 e.g. 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 e.g. 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 e.g. 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) e.g. 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.	

Section B: Education

12	Which term is commonly used by sociologists to describe the academic subjects taught in schools?	1
	AO1 = 1 mark **A**	

13	Which term is commonly used by sociologists to describe the grouping of students for a particular academic subject based on their ability in that subject?	1
	AO1 = 1 mark **C**	

14	Describe the hidden curriculum in education.	3

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 basic knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- Indirect learning of values and expectations based on the organization of the school and the behaviour of teachers.
- School rules and codes of conduct.
- Teacher's expectations regarding their student's commitment to work, attendance, dress and behaviour.
- Gender roles within the school.
- Value placed on achievement and competition.

15	Identify and describe **one** example of the cultural capital which middle class parents can use to give their children advantages at school.	3

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 basic knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

- Knowledge and skills that reflect a parent's successful experience of education and employment eg a university education and professional employment.
- The ability to engage with teaching professionals as equals eg making a good impression on the head teacher.
- Insider contacts with teaching professionals eg relatives who are teachers.

16	From **Item C**, examine **one** weakness in the research.	2

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 doubts over the significance of findings.

17	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

AO1 = 1 mark, AO2 = 3 marks

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

Level	Mark	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 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.	

18	Identify and explain **one** disadvantage of using questionnaires to investigate the literacy skills of parents.	4
	AO1 = 1 mark, AO2 = 3 marks 'Context' here refers to the literacy skills of parents. **Level / Mark / Descriptor** 4 / 4 / Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2) 3 / 3 / Relevant disadvantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2) 2 / 2 / Relevant disadvantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2) 1 / 1 / Relevant disadvantage selected. (AO1) 0 / 0 / Nothing worthy of credit. **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').	

19	From **Item D**, identify and describe the research method used by Willis including what you know of his perspective on education.	4

AO1 = 1 mark, AO2 = 3 marks

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

Level	Mark	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	1	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 behaviour of a group of non-conformist working class students has been observed and recorded by Willis.
- Willis used his observations to compare the behaviour of non-conformist and conformist groups of students.

20	Identify **one** possible label that might be attached to students who fail to conform and explain the possible impact that label might have on their school career.	4
	AO1 = 1 mark, AO2 = 3 marks 'Context' here refers to the labelling of students who fail to conform.	

Level	Mark	Descriptor
4	4	Relevant label 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 label 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 label 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 label selected. (AO1)
0	0	Nothing worthy of credit.

Indicative content AO1

Possible labels (students select **one** label - accept relevant alternatives):

- troublemaker
- difficult student
- problem student

Indicative content AO2

Impact on school career:

- The label becomes a master status eg the student becomes known as, for example, a 'troublemaker' above all else and damaging their chance of academic success.
- The student's sense of self is affected eg the student begins to see themselves as others see them and refuses to complete work or behave in class (again with negative consequences for their education).
- A self-fulfilling prophecy is created eg the student's deviant identity becomes the controlling one; they cause trouble because they expect to and it is expected of them by others.
- The student underperforms academically and is subject to sanctions that can further damage their educational career eg exclusion.

21	Discuss how far sociologists agree that the main function of the education system is to serve the needs of the economy.	12
	AO1 = 4 marks, AO2 = 4 marks, AO3 = 4 marks **Level** | **Marks** | **Description**	

4	10-12	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) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)
3	7-9	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) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) 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)
2	4-6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) 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)
1	1-3	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) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) 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)
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

- The work of Bowles and Gintis (Marxist perspective).
- Hidden curriculum.
- Functionalism.
- Curriculum content.
- Survey data.

Indicative content AO2

- The Marxist perspective of Bowles and Gintis eg the correspondence principle which holds that the education system serves the needs of those who control the workforce.
- The hidden curriculum as a force for shaping the future workforce eg obedience to authority, motivation by rewards. Functionalist alternative views emphasise the positive benefits of education eg social mobility.
- Elements of the formal curriculum encourage independence and critical thought and are not directly related to the needs of the economy eg humanities and arts.
- Survey data on subject choices indicating the continued popularity of subjects which do not directly reflect the needs of the economy eg arts based subjects.

Indicative content AO3

- Analysis and evaluation of the work of Bowles and Gintis (Marxist perspective).
- Analysis and evaluation of the Functionalist perspective eg limited opportunities for social mobility.
- Analysis and evaluation of the impact of the hidden curriculum eg counter school cultures and the rejection of school values

	(Paul Willis). • Analysis and evaluation of the formal curriculum eg the significance of the EBac in restricting subject choice. • Analysis and evaluation of survey data. • 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 the main function of the education system is to support the needs of the economy. 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.	

22	Discuss how far sociologists agree that a student's socialisation experiences in the home are the main reason for differences in their educational achievement.	12
	AO1 = 4 marks, AO2 = 4 marks, AO3 = 4 marks	

Level	Marks	Description
4	10-12	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) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of the relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)
3	7-9	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) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) 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)
2	4-6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) 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)
1	1-3	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) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) 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)
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

- Socialisation.
- Marxism.
- Social inequality.
- Female achievement.
- Feminism.
- Male underachievement.

	• Ethnicity. • Survey data. **Indicative content AO2** • Socialisation experiences in the home (eg parental experience of education and expectations of their children). • Marxist theorists view on socio-economic class as a determinant of educational success. • Social inequalities in access to educational opportunities eg access to private education or effective choice of state school. • Female achievement (girls tend to perform better than boys in school). • Feminist theorists views on patriarchy and on education as largely controlled by men. • Male underachievement (changing labour market and changing attitudes) and the moral panic about white working class male achievement. • Ethnicity as an alternative variable. • Survey data on educational achievement. **Indicative content AO3** • Analysis and evaluation of socialisation experiences in the home. • Analysis and evaluation of Marxist theorists views on socio-economic class as a determinant of educational success. • Analysis and evaluation of social inequalities in access to educational opportunities. • Analysis and evaluation of female achievement. • Analysis and evaluation of feminist views on education. • Analysis and evaluation of male underachievement. • Analysis and evaluation of ethnicity as an alternative variable. • Analysis and evaluation of relevant survey data. • Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) e.g. in the judgement of the student how far does the evidence support the premise of the question that a student's socialisation experiences in the home are the main reason for differences in their educational achievement. 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.	

Assessment Objectives

	AO1	AO2	AO3	TOTAL
01	1			1
02	1			1
03	3			3
04	3			3
05			2	2
06	1	3		4
07	1	3		4
08	1	3		4
09	1	3		4
10	4	4	4	12
11	4	4	4	12
12	1			1
13	1			1
14	3			3
15	3			3
16			2	2
17	1	3		4
18	1	3		4
19	1	3		4
20	1	3		4
21	4	4	4	12
22	4	4	4	12
Paper total	**40**	**40**	**20**	**100**

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