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# GCSE SOCIOLOGY 8192/1

Paper 1 The Sociology of Families and Education

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**Mark scheme**

June 2020

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Version: 1.0 Final Mark Scheme

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 Examiner.

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](http://aqa.org.uk)

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## 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 candidates' 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

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

**Section A: Families**

Qu	Marking guidance	Total marks															
01	What term is commonly used by sociologists to describe a pattern of divorce and remarriage where an individual marries several times but only to one partner at a time?	1															
	AO1 = 1 mark <b>D</b>																
02	What term is commonly used by sociologists to describe when two adults with children from previous relationships remarry to form a new family?	1															
	AO1 = 1 mark <b>B</b>																
03	Describe a dual career family.	3															
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	<p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• A family in which both parents have paid employment outside of the home.</li> <li>• The jobs are professions/career based with advancement goals rather than temporary work.</li> <li>• Both partners pursue an independent career.</li> <li>• Linked to the idea of the neo-conventional family and dual-breadwinner /earner/worker family.</li> </ul>																

04	Identify and describe <b>one</b> factor that may have led to an increase in the number of lone parent families in Britain.	3															
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05	From <b>Item A</b> , examine <b>one</b> strength of using statistics to research cohabiting couple families.	2
	<p>AO3 = 2 marks</p> <p><b>1 mark</b> 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)</p> <p>Plus</p> <p><b>1 mark</b> for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3)</p> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Official statistics are subject to government guidelines/official standards.</li> <li>• Provides a readily available (frequently on-line) source of data for sociologists.</li> <li>• The data is collected over a period of time and can be used to identify trends.</li> <li>• The data can be used to challenge assumptions about the rate of cohabitation or qualify media coverage of cohabiting couple families.</li> <li>• Data easily accessible and relatively cheap to obtain, allowing for comparisons to be made with other sources.</li> </ul>	

06	Describe the type of statistical data shown in <b>Item A</b> . Identify the trend shown by the data and explain <b>one</b> factor which may account for this trend.	4																		
<p>AO1 = 1 marks AO2 = 3 marks</p> <p>‘Context’ here refers to number of cohabiting couple families in the UK.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>Relevant description of the data (AO1). Trend identified and an appropriate, detailed and well-developed explanation offered of sociological theories, concepts, evidence and methods with a clear application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td>Relevant description of the data (AO1). Trend identified with an explanation of sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td>Relevant description of the data (AO1). Trend identified with either no explanation or a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>Relevant description of the data. (AO1)</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Official statistics (collected by or on behalf of the government) showing the number of cohabiting couple families in the United Kingdom. Accept <i>interval data</i> as a correct answer. Responses such as quantitative data [all statistics are quantitative] or description of the type of chart are incorrect answers to the question.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• The trend is up (accept increasing or rising).</li> <li>• Changing social attitudes, eg cohabitation is seen as more socially acceptable within some social groups.</li> <li>• Secularisation, eg the declining influence of religion in society and therefore of religiously sanctioned marriage amongst some social groups.</li> <li>• Expense of marriage, eg cohabitation may be seen as a cheaper option to marriage by some couples.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant description of the data (AO1). Trend identified and an appropriate, detailed and well-developed explanation offered of sociological theories, concepts, evidence and methods with a clear application to the context. (AO2)	3	3	Relevant description of the data (AO1). Trend identified with an explanation of sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant description of the data (AO1). Trend identified with either no explanation or a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant description of the data. (AO1)	0	0	Nothing worthy of credit.
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<p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• The inflexibility of postal questionnaires as a research method.</li> <li>• The low response rates.</li> <li>• The quality of the data.</li> <li>• Bias.</li> <li>• Validity.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Lack of flexibility, eg postal questionnaires close off, rather than open up, new and interesting issues and areas, limiting opportunities for respondents to express their own views on cohabitation.</li> <li>• Low response rates, eg respondents may be unrepresentative of cohabiting couples, which also raises questions about the validity of any results.</li> <li>• The quality of the data gathered, eg postal questionnaires do not allow for the collection of in-depth qualitative data about attitudes towards cohabitation as they are based on a pre-set list of standardised questions.</li> <li>• Bias, eg the wording and focus of the questions are predetermined by the researcher imposing their own prior assumptions about the area of investigation on the respondent.</li> <li>• Validity, eg there is no way of knowing who has actually completed the questionnaire, or whether the questions have been correctly interpreted.</li> </ul>																				

08	From <b>Item B</b> , identify and describe <b>one</b> way in which the family can be seen as important for society, including what you know of Parsons' perspective on the family.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the work of Talcott Parsons with particular reference to his perspective on the family.</p> <table border="1" data-bbox="213 539 1287 1218"> <thead> <tr> <th data-bbox="213 539 352 613">Level</th> <th data-bbox="352 539 491 613">Marks</th> <th data-bbox="491 539 1287 613">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 613 352 779">4</td> <td data-bbox="352 613 491 779">4</td> <td data-bbox="491 613 1287 779">Relevant ideas 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)</td> </tr> <tr> <td data-bbox="213 779 352 945">3</td> <td data-bbox="352 779 491 945">3</td> <td data-bbox="491 779 1287 945">Relevant ideas 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)</td> </tr> <tr> <td data-bbox="213 945 352 1111">2</td> <td data-bbox="352 945 491 1111">2</td> <td data-bbox="491 945 1287 1111">Relevant ideas 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)</td> </tr> <tr> <td data-bbox="213 1111 352 1164">1</td> <td data-bbox="352 1111 491 1164">1</td> <td data-bbox="491 1111 1287 1164">Relevant idea selected. (AO1)</td> </tr> <tr> <td data-bbox="213 1164 352 1218">0</td> <td data-bbox="352 1164 491 1218">0</td> <td data-bbox="491 1164 1287 1218">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1256 533 1285"><b>Indicative content AO1</b></p> <ul data-bbox="213 1328 691 1429" style="list-style-type: none"> <li>• Functionalist perspective.</li> <li>• Primary socialisation of children.</li> <li>• Stabilisation of adult personalities.</li> </ul> <p data-bbox="213 1467 536 1496"><b>Indicative content AO2</b></p> <ul data-bbox="213 1538 1287 1915" style="list-style-type: none"> <li>• Parsons wrote from a functionalist perspective. He identified two vital functions that families perform in all societies: the primary socialisation of children and the stabilisation of adult personalities.</li> <li>• Primary socialisation, eg Parsons suggested that children learn the culture of their society through this process. The family is functionally important because it socialises children and they learn to accept society's shared values.</li> <li>• The family as an agency of personality stabilisation, eg Parsons suggested that everyday life outside the family can be stressful for adults. However, the husband and wife support each other emotionally. In his view, the family is functionally important not only for children but also because it helps to maintain the emotional stability of adults.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant ideas 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 ideas 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 ideas 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 idea selected. (AO1)	0	0	Nothing worthy of credit.
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09	Identify and explain <b>one</b> advantage of using unstructured interviews to research the role of parents in families.	4																		
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10	Discuss how far sociologists would agree that families in Britain today are symmetrical.	12												
AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks														
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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 across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

#### **Indicative content AO1**

- Functionalism.
- Feminism.
- Willmott and Young.
- Traditional roles within the family.
- Changing roles and relationships within families.

#### **Indicative content AO2**

- Functionalist perspectives on the symmetrical family.
- Feminist perspectives on the symmetrical family, eg the work of Oakley on families and conjugal role relationships.
- The theory of the symmetrical family as developed by Willmott and Young, eg the principle of stratified diffusion.
- The persistence of traditional role relationships, eg segregated conjugal roles.
- New Man and dual career families.

#### **Indicative content AO3**

- Analysis and evaluation of functionalist theories, eg regarding the importance of family life and the nature of relationships within marriage.
- Analysis and evaluation of feminist theories, eg the extent to which patriarchal role relationships can be demonstrated to remain within contemporary families.
- Analysis and evaluation of the work of Willmott and Young, eg criticisms of their theory and the research that underpinned it.
- Analysis and evaluation of evidence for the persistence of traditional role relationships within contemporary family life, eg the dual burden/triple shift.

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|--|--|
| <ul style="list-style-type: none"><li>• Analysis and evaluation of changing role relationships, eg does the ‘new man’ actually exist?</li><li>• 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 symmetrical family exists in Britain today.</li></ul> |  |
|--|--|

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 would agree that the extended family is still important in Britain today.	12												
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**Indicative content AO1**

- Functionalist perspective.
- Feminist perspective.
- Marxist perspective.
- Cultural/ethnic differences.
- Economic changes.
- Official statistics.

**Indicative content AO2**

- Functionalist perspective, eg the functional importance of the extended family.
- Feminist perspective, eg demands placed on women, in providing child care and looking after elderly parents.
- Marxist perspective, eg the extended family as beneficial to the capitalist economic system.
- Cultural/ethnic differences, eg the extended family in British Asian family life.
- Changing role of women, eg women’s increased employment opportunities and growing financial independence potentially reducing the need for a supportive extended family.
- Official statistics, eg trend data on households in the United Kingdom.

**Indicative content AO3**

- Analysis and evaluation of the functionalist perspective on the importance of the extended family.
- Analysis and evaluation of the feminist perspective on the importance of the extended family.

	<ul style="list-style-type: none"> <li>• Analysis and evaluation of the Marxist perspective on the importance of the extended family.</li> <li>• Analysis and evaluation of the cultural and ethnic differences relating to the importance of the extended family.</li> <li>• Analysis and evaluation of the changing role of women in society and changes in employment as significant factors, eg do many working women still need the support of an extended family network?</li> <li>• Analysis and evaluation of relevant official statistics, eg is there any relevant statistical evidence to support a decline in the importance of extended family relationships?</li> <li>• 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 suggest the premise of the question that the extended family is still important in Britain today.</li> </ul> <p>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.</p>	
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**Section B: Education**

Qu	Marking guidance	Total marks															
12	What term is commonly used by sociologists to describe the process of creating competition between schools?	1															
	AO1 = 1 mark <b>B</b>																
13	What term is commonly used by sociologists to describe the idea that the school system should be abolished?	1															
	AO1 = 1 mark <b>A</b>																
14	Describe <b>one</b> function of education.	3															
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	<p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Fostering social cohesion, eg teaching shared values.</li> <li>• Serving the needs of the economy, eg marketable skills.</li> <li>• Facilitating social mobility, eg qualifications.</li> <li>• Selection, eg assessment.</li> </ul>																

15	Identify and describe <b>one</b> type of pupil subculture that may be found in schools.	3															
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<p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• An anti-school/counter school subculture, rebelling against the school’s ethos, in which the group develops a set of delinquent norms and values that are opposed to the values promoted by the school.</li> <li>• A pro-school subculture, conformist and hardworking. Such a subculture encourages peer group support for success in education.</li> <li>• Students from different cultural and ethnic backgrounds may develop a particular subculture based on their shared ethnic identity, eg in response to intolerance or to provide mutually supportive relationships.</li> </ul>																	

16	From <b>Item C</b> , examine <b>one</b> weakness of research using official statistics on the educational achievement of different ethnic groups.	2
	<p>AO3 = 2 marks</p> <p><b>1 mark</b> 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)</p> <p>Plus</p> <p><b>1 mark</b> for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible weakness. (AO3)</p> <p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Quantitative data lacks qualitative insight.</li> <li>• Limited data, eg exclusively focused on GCSE grades in two subjects in England.</li> <li>• The relatively broad ethnic groupings used in statistical data.</li> <li>• Missing data, eg groups that do not fall into the categories provided.</li> </ul>	

17	Identify and explain <b>one</b> in-school factor which might account for the differences in educational achievement between ethnic groups shown in <b>Item C</b> .	4																		
AO1 = 1 mark AO2 = 3 marks  ‘Context’ here refers to an in-school factor that may account for ethnic group differences in educational achievement.																				
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<p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Ethnocentric curriculum.</li> <li>• Teacher expectations and labelling.</li> <li>• Language/linguistic differences.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• The content of lessons can be focused in a way that is biased to one culture, eg the National curriculum could be seen to place a higher value on Western literature, history and art. This may lead to students with a background in a different culture feeling undervalued, adversely affecting their self-esteem and contributing to underachievement.</li> <li>• Some teachers may have different expectations of students based on their ethnic origin. For example, teachers may have high expectations of students from a particular cultural background who are perceived as capable and hardworking. Conversely they may label students from a different cultural background as less capable and hardworking.</li> <li>• Students who do not come from an English speaking background or who have limited English language skills may be placed at a disadvantage, particularly if they lack appropriate levels of support, eg specialist language teachers.</li> </ul>																				

18	<p>Identify and explain <b>one</b> advantage of using covert observation to investigate the extent of sexism in schools.</p>	4																		
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19	From <b>Item D</b> , identify and describe <b>one</b> example of how the correspondence principle works according to Bowles and Gintis, including what you know of their perspective on education.	4																		
<p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to the work of Bowles and Gintis and their perspective on education.</p> <table border="1" data-bbox="213 573 1286 1254"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Relevant example 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)</td> </tr> <tr> <td>3</td> <td>3</td> <td>Relevant example 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)</td> </tr> <tr> <td>2</td> <td>2</td> <td>Relevant example 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)</td> </tr> <tr> <td>1</td> <td>1</td> <td>Relevant example selected. (AO1)</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p><b>Indicative content AO1</b></p> <ul style="list-style-type: none"> <li>• Marxist perspective.</li> <li>• Hierarchy.</li> <li>• Competition.</li> <li>• Obedience to authority.</li> <li>• Motivation by external rewards.</li> </ul> <p><b>Indicative content AO2</b></p> <ul style="list-style-type: none"> <li>• Bowles and Gintis wrote about the American education system from a Marxist perspective. They see meritocracy as a myth. A students' social class background is the most important influence on their educational achievement.</li> <li>• The hierarchy of the school mirrors that of the workplace with students as workers and teachers as managers.</li> <li>• Competition between students encourages an acceptance of capitalism, eg the operation of a market based economy.</li> <li>• Obedience to authority in school encourages students to become compliant members of the workforce.</li> <li>• Educational rewards (prizes and educational honours) mirror the rewards of capitalism such as material wealth.</li> </ul>			Level	Marks	Descriptor	4	4	Relevant example 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 example 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 example 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 example selected. (AO1)	0	0	Nothing worthy of credit.
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20	Identify and explain <b>one</b> advantage of using a longitudinal study to investigate the effects of streaming students in schools.	4																		
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21	Discuss how far sociologists would agree that gender differences in educational achievement are mainly due to factors outside schools.	12												
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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 across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Feminist perspectives.
- Marxist perspectives.
- Functionalist perspectives.
- Internal factors.
- External factors.
- Relevant statistical information on student attainment.

**Indicative content AO2**

- Feminist perspectives on the education system as patriarchal, eg limiting the aspirations and future career choices of female students.
- Marxist perspectives on socioeconomic class as a more important determinant of educational success, eg the ideas of Willis and others regarding the educational underachievement of working class students.
- Functionalist perspectives on the education system as meritocratic, whereby all students have access to the same opportunities and everyone is treated equally.
- Internal factors might include the way in which students are grouped within a school, eg setting and streaming as potentially benefitting middle class students.
- External factors might include government policies that may have encouraged equal opportunities, eg the comprehensive system, the National Curriculum and anti-discrimination policies.
- Department for Education data on social characteristics and educational attainment, eg differences in attainment based on gender, ethnicity and social class.

	<p><b>Indicative content AO3</b></p> <ul style="list-style-type: none"> <li>• Analysis and evaluation of Feminist perspectives, eg evidence of female achievement and increased equality of opportunity.</li> <li>• Analysis and evaluation of Marxist perspectives, eg evidence for the continued under-performance of working class students.</li> <li>• Analysis and evaluation of functionalist perspectives, eg evidence that the education system is or is not meritocratic.</li> <li>• Analysis and evaluation of the significance of internal factors, eg evidence of labelling/self-fulfilling prophecy in relation to rigid forms of streaming by ability.</li> <li>• Analysis and evaluation of the significance of external factors, eg the impact of government policies on selective schools, the availability of support for less well-off students and alternative factors such as social class or ethnicity which can impact on educational achievement.</li> <li>• Analysis and evaluation of relevant statistical data.</li> <li>• 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 that gender differences in educational achievement are mainly due to factors outside schools.</li> </ul> <p>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.</p>	
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22	Discuss how far sociologists would agree that the education system enables upward social mobility.	12												
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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 across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

**Indicative content AO1**

- Functionalist perspectives.
- Marxist perspectives.
- Feminist perspectives
- Social mobility.
- Meritocracy.

**Indicative content AO2**

- Functionalist perspectives, eg that the education system is basically meritocratic.
- Marxist perspectives, eg on how the education system favours the elite.
- Feminist perspectives, eg and the idea of a male dominated/patriarchal education system.
- Barriers to social mobility, eg material factors such as the cost of higher education potentially limiting the achievement and aspirations of working class students.
- Relevant statistical information, eg official statistics from the Department for Education and research by groups such as the Sutton Trust.

**Indicative content AO3**

- Analysis and evaluation of functionalist perspectives, eg operation of schools on meritocratic principles. The key ideas of Parsons on education; the work of Davis and Moore.
- Analysis and evaluation of the Marxist perspective, eg that meritocracy is a myth.

	<ul style="list-style-type: none"> <li>• Analysis and evaluation of the feminist perspective, eg that the education system no longer limits the aspirations of female students.</li> <li>• Analysis and evaluation of socio-economic/material factors, eg the key ideas of Halsey on class-based inequalities.</li> <li>• Analysis and evaluation of relevant statistics and research linked to education and social mobility.</li> <li>• 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 that the education system enables upward social mobility.</li> </ul> <p>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.</p>	
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**Assessment objectives**

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