



GCSE
SOCIOLOGY
8192/1

Paper 1 The Sociology of Families and Education

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme



2 2 6 G 8 1 9 2 / 1 / M S

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

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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

| | |
|------------|---|
| 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

| Qu | Marking guidance | Total marks |
|-----------|---|--------------------|
| 01 | What term is commonly used by sociologists to describe partners who live together without either being married or in a civil partnership? | 1 |
| | AO1 = 1 mark B (Cohabitation) | |
| Qu | Marking guidance | Total marks |
| 02 | What term is commonly used by sociologists to describe a family in which a woman holds power and authority? | 1 |
| | AO1 = 1 mark A (Matriarchal family) | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | |
|--|---|---|-------|-------|------------|---|---|--|---|---|---|---|---|--|---|---|---------------------------|
| 03 | Describe what sociologists mean by kinship. | 3 | | | | | | | | | | | | | | | |
| AO1 = 3 marks | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="213 483 352 562">Level</th> <th data-bbox="352 483 491 562">Marks</th> <th data-bbox="491 483 1286 562">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 562 352 719">3</td> <td data-bbox="352 562 491 719">3</td> <td data-bbox="491 562 1286 719">A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 719 352 909">2</td> <td data-bbox="352 719 491 909">2</td> <td data-bbox="491 719 1286 909">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 data-bbox="213 909 352 1066">1</td> <td data-bbox="352 909 491 1066">1</td> <td data-bbox="491 909 1286 1066">Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 1066 352 1126">0</td> <td data-bbox="352 1066 491 1126">0</td> <td data-bbox="491 1066 1286 1126">Nothing worthy of credit.</td> </tr> </tbody> </table> | | | 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 worthy of credit. |
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| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | |
| Indicative content AO1 | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • The social relationships derived from blood ties and marriage. • Familial ties, including husbands and wives, brothers and sisters, aunts and uncles, cousins etc. • Relationships based on adoption or civil partnerships. | | | | | | | | | | | | | | | | | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | |
|---|--|---|-------|-------|------------|---|---|--|---|---|---|---|---|--|---|---|---------------------------|
| 04 | Identify and describe one example of how a grandparent can contribute to family life. | 3 | | | | | | | | | | | | | | | |
| <p>AO1 = 3 marks</p> <table border="1" data-bbox="215 526 1284 1169"> <thead> <tr> <th data-bbox="215 526 351 600">Level</th> <th data-bbox="351 526 486 600">Marks</th> <th data-bbox="486 526 1284 600">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 600 351 761">3</td> <td data-bbox="351 600 486 761">3</td> <td data-bbox="486 600 1284 761">A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="215 761 351 952">2</td> <td data-bbox="351 761 486 952">2</td> <td data-bbox="486 761 1284 952">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 data-bbox="215 952 351 1113">1</td> <td data-bbox="351 952 486 1113">1</td> <td data-bbox="486 952 1284 1113">Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="215 1113 351 1169">0</td> <td data-bbox="351 1113 486 1169">0</td> <td data-bbox="486 1113 1284 1169">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="215 1198 534 1232">Indicative content AO1</p> <ul data-bbox="215 1265 1284 1473" style="list-style-type: none"> • By helping with childcare – a grandparent may be able to look after young grandchildren, so that the parent(s) avoid the costs of having to pay for private childcare. • By providing economic support – giving and lending money, gifts. • Providing emotional and moral support – listening, talking and offering advice to other family members. | | | 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 worthy of credit. |
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| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | |

| Qu | Marking guidance | Total marks |
|----|---|-------------|
| 05 | From Item A , examine one weakness of the research. | 2 |
| | <p>AO3 = 2 marks</p> <p>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)</p> <p>Plus</p> <p>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)</p> <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Small sample – London based, meaning it is more likely to be an unrepresentative sample. • Dated – Relevance to contemporary society eg the research is dated (based on a sample of women from 1974). • The sample chosen eg only focussed on married couples. • Doesn't quantify amount and/or type of housework, just states 'significant level'. | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | | | | |
|--|---|---|-------|-------|------------|---|---|--|---|---|---|---|---|--|---|---|---------------------------------|---|---|---------------------------|
| 06 | Identify and explain one factor that may account for differences in the allocation of domestic tasks as shown in Item A . | 4 | | | | | | | | | | | | | | | | | | |
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to differences in the allocation of domestic tasks.</p> <table border="1" data-bbox="215 600 1284 1265"> <thead> <tr> <th data-bbox="215 600 351 674">Level</th> <th data-bbox="351 600 486 674">Marks</th> <th data-bbox="486 600 1284 674">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 674 351 831">4</td> <td data-bbox="351 674 486 831">4</td> <td data-bbox="486 674 1284 831">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)</td> </tr> <tr> <td data-bbox="215 831 351 987">3</td> <td data-bbox="351 831 486 987">3</td> <td data-bbox="486 831 1284 987">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)</td> </tr> <tr> <td data-bbox="215 987 351 1144">2</td> <td data-bbox="351 987 486 1144">2</td> <td data-bbox="486 987 1284 1144">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)</td> </tr> <tr> <td data-bbox="215 1144 351 1211">1</td> <td data-bbox="351 1144 486 1211">1</td> <td data-bbox="486 1144 1284 1211">Relevant factor selected. (AO1)</td> </tr> <tr> <td data-bbox="215 1211 351 1265">0</td> <td data-bbox="351 1211 486 1265">0</td> <td data-bbox="486 1211 1284 1265">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="215 1301 528 1330">Indicative content AO1</p> <ul data-bbox="215 1368 903 1503" style="list-style-type: none"> • Gender socialisation. • Traditional norms and values. • Patriarchy embedded in some families and society. • Media stereotypes. <p data-bbox="215 1541 533 1570">Indicative content AO2</p> <ul data-bbox="215 1608 1278 1951" style="list-style-type: none"> • The division of labour is determined by patriarchal norms and values that shape the gender roles in our culture. • The persistence of traditional norms and values has led to this domestic division of labour, eg in some older working class families where segregated conjugal roles may be the norm. • Women perform more domestic labour because some families are very traditional and may continue to socialise females into assuming that they are responsible for the domestic tasks. • Media stereotypes often portraying women as primarily responsible for many domestic tasks. | | | 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 worthy of credit. |
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| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | | | | |
|--|---|---|-------|-------|------------|---|---|---|---|---|---|---|---|---|---|---|------------------------------------|---|---|---------------------------|
| 07 | Identify and explain one advantage of using a mixed methods approach to investigate conjugal role relationships. | 4 | | | | | | | | | | | | | | | | | | |
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to conjugal role relationships.</p> <table border="1" data-bbox="215 562 1284 1227"> <thead> <tr> <th data-bbox="215 562 352 636">Level</th> <th data-bbox="352 562 489 636">Marks</th> <th data-bbox="489 562 1284 636">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 636 352 797">4</td> <td data-bbox="352 636 489 797">4</td> <td data-bbox="489 636 1284 797">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)</td> </tr> <tr> <td data-bbox="215 797 352 958">3</td> <td data-bbox="352 797 489 958">3</td> <td data-bbox="489 797 1284 958">Relevant advantage selected (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but with some application to the context. (AO2)</td> </tr> <tr> <td data-bbox="215 958 352 1117">2</td> <td data-bbox="352 958 489 1117">2</td> <td data-bbox="489 958 1284 1117">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)</td> </tr> <tr> <td data-bbox="215 1117 352 1169">1</td> <td data-bbox="352 1117 489 1169">1</td> <td data-bbox="489 1117 1284 1169">Relevant advantage selected. (AO1)</td> </tr> <tr> <td data-bbox="215 1169 352 1227">0</td> <td data-bbox="352 1169 489 1227">0</td> <td data-bbox="489 1169 1284 1227">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="215 1261 528 1290">Indicative content AO1</p> <ul data-bbox="215 1328 1155 1429" style="list-style-type: none"> • Develop a more complete picture (methodological pluralism). • Build on the different strengths of quantitative and qualitative methods. • Triangulation. <p data-bbox="215 1467 533 1496">Indicative content AO2</p> <ul data-bbox="215 1536 1281 1912" style="list-style-type: none"> • Using a mixed methods approach provides the opportunity to generate both quantitative and qualitative data, which can mean the gaining of a detailed knowledge and understanding about conjugal roles. • The researcher can obtain rich insights into people's experiences through qualitative methods and also make connections between variables through quantitative methods. Adding narrative to numbers can help to give meaning to objective quantitative data, whereas adding statistics to qualitative data can add more precision and can allow for comparisons, patterns and trends to be observed. • Can cross-check the findings from a qualitative method against the findings from a quantitative method to investigate conjugal roles. | | | 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 with 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. |
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|---|--|---|-------|-------|------------|---|---|---|---|---|---|---|---|---|---|---|------------------------------|---|---|---------------------------|
| 08 | <p>From Item B, identify and describe one way in which Zaretsky saw the family as benefiting capitalist society, including what you know of his perspective on the family.</p> | 4 | | | | | | | | | | | | | | | | | | |
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Eli Zaretsky with particular reference to his perspective on the family.</p> <table border="1" data-bbox="215 667 1284 1339"> <thead> <tr> <th data-bbox="215 667 352 741">Level</th> <th data-bbox="352 667 489 741">Marks</th> <th data-bbox="489 667 1284 741">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 741 352 902">4</td> <td data-bbox="352 741 489 902">4</td> <td data-bbox="489 741 1284 902">Relevant way 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="215 902 352 1064">3</td> <td data-bbox="352 902 489 1064">3</td> <td data-bbox="489 902 1284 1064">Relevant way 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="215 1064 352 1225">2</td> <td data-bbox="352 1064 489 1225">2</td> <td data-bbox="489 1064 1284 1225">Relevant way 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="215 1225 352 1276">1</td> <td data-bbox="352 1225 489 1276">1</td> <td data-bbox="489 1225 1284 1276">Relevant way selected. (AO1)</td> </tr> <tr> <td data-bbox="215 1276 352 1339">0</td> <td data-bbox="352 1276 489 1339">0</td> <td data-bbox="489 1276 1284 1339">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="215 1368 528 1400">Indicative content AO1</p> <ul data-bbox="215 1435 1238 1541" style="list-style-type: none"> • The family benefits capitalism, working in the interests of the bourgeoisie. • The family as a unit of consumption. • The view that the role of the family in capitalist society is to reproduce labour. <p data-bbox="215 1576 528 1608">Indicative content AO2</p> <ul data-bbox="215 1644 1278 1960" style="list-style-type: none"> • Eli Zaretsky wrote from a Marxist perspective and saw the economic function of the nuclear family benefitting the capitalist ruling class rather than society as a whole. • The family benefits capitalist society as it serves as a vital unit of consumption, buying and consuming the products of the capitalist economy. • He believed that the family helps support capitalism by providing plenty of free labour. Women (housewives) work for the capitalist system for free, keeping the workers fed and clothed and reproducing the next generation of exploited workers by having children. | | | Level | Marks | Descriptor | 4 | 4 | Relevant way 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 way 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 way 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 way selected. (AO1) | 0 | 0 | Nothing worthy of credit. |
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|--|--|--|-------|-------|------------|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---------------------------|
| 09 | Identify one ethical issue that you would need to consider when investigating relationships within families and explain how you would deal with this issue in your investigation. | 4 | | | | | | | | | | | | | | | | | | |
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to relationships within families.</p> <table border="1" data-bbox="215 593 1284 1265"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Relevant ethical issue 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)</td> </tr> <tr> <td>3</td> <td>3</td> <td>Relevant ethical issue 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)</td> </tr> <tr> <td>2</td> <td>2</td> <td>Relevant ethical issue 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)</td> </tr> <tr> <td>1</td> <td>1</td> <td>Relevant ethical issue selected. (AO1)</td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> • Anonymity. • Avoidance from harm. • Confidentiality. • Informed consent. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Anonymity: ensuring names were not revealed in your report or in the data collection process as related to relationships within families. • Ensuring no harm comes to anyone involved in the research as related to relationships within families. • Confidentiality: keeping personal details between you and the respondents. As a researcher, ensuring that each family member would be free to speak openly and honestly about their thoughts, feelings and experiences without fear of upsetting other family members. • Obtaining informed consent: making sure that your respondents know what you are doing and agree to participate as related to relationships within families. | | | Level | Marks | Descriptor | 4 | 4 | Relevant ethical issue 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 ethical issue 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 ethical issue 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 ethical issue selected. (AO1) | 0 | 0 | Nothing worthy of credit. |
| Level | Marks | Descriptor | | | | | | | | | | | | | | | | | | |
| 4 | 4 | Relevant ethical issue 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 ethical issue 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 ethical issue 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 ethical issue selected. (AO1) | | | | | | | | | | | | | | | | | | |
| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | |
|--|--|--|-------|-------|------------|---|-------|---|---|-----|---|---|-----|--|
| 10 | Discuss how far sociologists would agree that changes in the law are the main reason for the pattern of divorce in Britain since 1969. | 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.
- Marxism.
- Feminism.
- Changes in the law.
- Changes in the status of women.
- Changing social attitudes and values.
- The impact of the secularisation process.
- The influence of the media.

Indicative content AO2

- Functionalist perspectives of divorce eg Ronald Fletcher's view and that of Parsons.
- Marxist perspectives of divorce eg class-based differences in divorce.
- Feminist perspectives of divorce eg Kate Millett's view and the fact that most divorce petitions are initiated by women.
- Divorce laws: legal changes have made divorce easier, quicker and cheaper to obtain eg Divorce Reform Act (1969) and legislation in 1984 and 1996 (Family Law Act).
- The status of women: eg improved opportunities may mean they no longer have to be unhappily married because they lack financial independence.
- Attitudinal changes: eg the extent to which divorce is no longer associated with stigma and is generally more acceptable within particular social groups.
- The decline in religious beliefs (secularisation) among certain social groups which in the past made divorce morally unacceptable to some people.
- Media coverage of issues relating to divorce eg more positive coverage of divorce reform.

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| <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Analysis and evaluation of the functionalist perspectives of divorce eg consideration of Fletcher’s view that divorce has increased due to people attaching more value to marriage than in the past. Parsons’ suggestion that the increase in divorce reflects the higher values and expectations that people place on marriage. • Analysis and evaluation of the Marxist perspectives of divorce eg is the rate of divorce higher among the working class; the work of Hart and changes in the economy leading to higher divorce rates. • Analysis and evaluation of the feminist perspective eg the impact of the feminist movement/rejection of patriarchy on the pattern of divorce. • Analysis and evaluation of the impact of legal changes on the rate of divorce eg the increase in divorce following the 1969 Act. • Analysis and evaluation of the changing position and social status of women in society eg the extent to which women have achieved financial independence. • Analysis and evaluation of attitudinal changes eg the extent to which divorce has become socially acceptable in all sections of society. • Analysis and evaluation of the decline in religion in British society eg the extent to which secularisation has occurred in different social groups. • Analysis and evaluation of the extent to which the media can influence attitudes towards divorce and consequently the rate of divorce. • 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 legal changes are the main reason for the pattern of divorce in Britain since 1969. <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> | |
|--|--|

| Qu | Marking guidance | Total marks | | | | | | | | | | | | |
|--|---|--|-------|-------|------------|---|-------|---|---|-----|---|---|-----|--|
| 11 | Discuss how far sociologists would agree that the nuclear family is still considered the norm in Britain today. | 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.
- New Right.
- Feminism.
- Marxism.
- Family diversity/alternative family types/statistical data indicating changes.
- The cereal packet image of the family.

Indicative content AO2

- Functionalist perspective – emphasis on the nuclear family, providing essential functions for society.
- New Right perspective – suggesting that this family form is the best way for children to develop into stable adults. Reference may be made to Charles Murray.
- Feminist perspective – nuclear families viewed as patriarchal, based on male power and dominance over women.
- Marxist perspective – critical of the nuclear family, seeing it as socialising children into accepting the values of capitalism.
- The increasing diversity of the family, as suggested by the Rapoport, with many people living in other family forms eg increasing number of lone parents, same-sex families.
- The nuclear family often being depicted as the norm by the advertising industry.

Indicative content AO3

| | |
|--|--|
| <ul style="list-style-type: none"> • Analysis and evaluation of the functionalist perspective eg the extent to which the nuclear family continues to provide essential functions for society. • Analysis and evaluation of the New Right perspective eg the extent to which the nuclear family is considered the best family form in which to raise children. • Analysis and evaluation of the Marxist perspective eg the extent to which the nuclear family supports the capitalist economic system. • Analysis and evaluation of the feminist perspective eg the extent to which the nuclear family continues to be patriarchal. • Analysis and evaluation of the impact of family diversity eg rise in number of lone parent families (in 2019, the UK had 2.9 million, an increase of 14.5% since 1999) • Analysis and evaluation of the idea of the cereal packet family eg the extent to which this remains the stereotypical image that advertisers use to describe family life in Britain. • 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 nuclear family is considered the norm in Britain today. <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 grouping of students of different academic levels in the same class? | 1 |
| | AO1 = 1 mark B (Mixed ability) | |

| Qu | Marking guidance | Total marks |
|----|---|-------------|
| 13 | What term is commonly used by sociologists to describe a state school that does not select pupils on the basis of their ability? | 1 |
| | AO1 = 1 mark A (Comprehensive) | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | |
|-------|--|---|-------|------------|---|---|--|---|---|---|---|---|--|---|---|---------------------------|--|
| 14 | Describe one example of cultural capital. | 3 | | | | | | | | | | | | | | | |
| | <p>AO1 = 3 marks</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Indicative content AO1</p> <ul style="list-style-type: none"> The skills and values passed on to their children by middle-class parents, including language skills and the support required to succeed in the education system. | 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 worthy of credit. | |
| 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 worthy of credit. | | | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • Parents' knowledge and experience to assist children with school work eg parents' possession of higher educational qualifications. • Professional parents taking their children on educational holidays and visits eg to museums and art galleries. • Having an educationally-stimulating home environment, so children become familiar with knowledge that is valued at school. | |
|--|--|--|

| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | |
|--|---|---|-------|-------|------------|---|---|--|---|---|---|---|---|--|---|---|---------------------------|
| 15 | Identify and describe one counter school subculture. | 3 | | | | | | | | | | | | | | | |
| <p>AO1 = 3 marks</p> <table border="1" data-bbox="213 461 1286 1104"> <thead> <tr> <th data-bbox="213 461 352 539">Level</th> <th data-bbox="352 461 491 539">Marks</th> <th data-bbox="491 461 1286 539">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 539 352 696">3</td> <td data-bbox="352 539 491 696">3</td> <td data-bbox="491 539 1286 696">A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 696 352 887">2</td> <td data-bbox="352 696 491 887">2</td> <td data-bbox="491 696 1286 887">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 data-bbox="213 887 352 1043">1</td> <td data-bbox="352 887 491 1043">1</td> <td data-bbox="491 887 1286 1043">Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td> </tr> <tr> <td data-bbox="213 1043 352 1104">0</td> <td data-bbox="352 1043 491 1104">0</td> <td data-bbox="491 1043 1286 1104">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="213 1137 528 1171">Indicative content AO1</p> <ul data-bbox="213 1205 1262 1379" style="list-style-type: none"> • A group within a school which rejects the values and norms of that school. • Students who form an identifiable group with shared counter cultural values eg rejection of teacher’s authority and the value of any form of academic work. • Reference could be made to Willis' study of the 'lads', whose main aim at school was 'having a laff'. | | | 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 worthy of credit. |
| 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) | | | | | | | | | | | | | | | |
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| 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. | | | | | | | | | | | | | | | |

| Qu | Marking guidance | Total marks |
|----|---|-------------|
| 16 | From Item C , examine one strength of using the number of entries for different A-level examinations to research gender differences in education. | 2 |
| | <p>AO3 = 2 marks</p> <p>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)</p> <p>Plus</p> <p>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)</p> <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Quantitative data often collected on a large scale (national level) meaning that the data is representative. • High quality statistical information produced by a national organisation representing officially-recognised awarding bodies. • Provides a readily available source of data for sociologists. • The data can be used as a starting point from which to investigate further the sociological explanations for the patterns shown in examination entries. | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | | | | |
|--|--|---|-------|-------|------------|---|---|--|---|---|---|---|---|---|---|---|-----------------------------------|---|---|---------------------------|
| 17 | Identify and explain one factor which might account for the gender differences in subject choice shown in Item C . | 4 | | | | | | | | | | | | | | | | | | |
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>'Context' here refers to a factor that might account for gender differences in subject choice.</p> <table border="1" data-bbox="215 593 1284 1265"> <thead> <tr> <th data-bbox="215 593 351 672">Level</th> <th data-bbox="351 593 486 672">Marks</th> <th data-bbox="486 593 1284 672">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 672 351 828">4</td> <td data-bbox="351 672 486 828">4</td> <td data-bbox="486 672 1284 828">Relevant factor identified (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)</td> </tr> <tr> <td data-bbox="215 828 351 985">3</td> <td data-bbox="351 828 486 985">3</td> <td data-bbox="486 828 1284 985">Relevant factor identified (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)</td> </tr> <tr> <td data-bbox="215 985 351 1142">2</td> <td data-bbox="351 985 486 1142">2</td> <td data-bbox="486 985 1284 1142">Relevant factor identified (AO1) with 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 data-bbox="215 1142 351 1198">1</td> <td data-bbox="351 1142 486 1198">1</td> <td data-bbox="486 1142 1284 1198">Relevant factor identified. (AO1)</td> </tr> <tr> <td data-bbox="215 1198 351 1265">0</td> <td data-bbox="351 1198 486 1265">0</td> <td data-bbox="486 1198 1284 1265">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="215 1288 534 1332">Indicative content AO1</p> <ul data-bbox="215 1355 965 1500" style="list-style-type: none"> • Gendered differences in early socialisation/canalisation. • Peer group pressure. • Gendered subject image. • Gendered career opportunities. <p data-bbox="215 1534 534 1579">Indicative content AO2</p> <ul data-bbox="215 1601 1276 1948" style="list-style-type: none"> • Gender differences in primary and secondary socialisation eg the way in which parents channel their children's interests and how that impacts on their subject choices. • Peer group pressure to conform to gender norms eg to not opt for a particular subject due to fear of disapproval/ridicule/negative response from peers. • Media images of gender-based stereotypes in textbooks associated with particular career choices eg portrayal of girls in science textbooks compared to boys. • Gender-based career guidance eg the tendency for girls to be directed towards the caring professions. | | | Level | Marks | Descriptor | 4 | 4 | Relevant factor identified (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 identified (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 identified (AO1) with 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 factor identified. (AO1) | 0 | 0 | Nothing worthy of credit. |
| Level | Marks | Descriptor | | | | | | | | | | | | | | | | | | |
| 4 | 4 | Relevant factor identified (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) | | | | | | | | | | | | | | | | | | |
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| 1 | 1 | Relevant factor identified. (AO1) | | | | | | | | | | | | | | | | | | |
| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | | | | |
|---|--|--|-------|-------|------------|---|---|--|---|---|--|---|---|--|---|---|---------------------------------------|---|---|---------------------------|
| 18 | Identify and explain one disadvantage of using group interviews to investigate gender-based subject choices in schools. | 4 | | | | | | | | | | | | | | | | | | |
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to gender-based subject choices in schools.</p> <table border="1" data-bbox="215 562 1284 1227"> <thead> <tr> <th data-bbox="215 562 352 636">Level</th> <th data-bbox="352 562 489 636">Marks</th> <th data-bbox="489 562 1284 636">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 636 352 797">4</td> <td data-bbox="352 636 489 797">4</td> <td data-bbox="489 636 1284 797">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)</td> </tr> <tr> <td data-bbox="215 797 352 958">3</td> <td data-bbox="352 797 489 958">3</td> <td data-bbox="489 797 1284 958">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)</td> </tr> <tr> <td data-bbox="215 958 352 1117">2</td> <td data-bbox="352 958 489 1117">2</td> <td data-bbox="489 958 1284 1117">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)</td> </tr> <tr> <td data-bbox="215 1117 352 1169">1</td> <td data-bbox="352 1117 489 1169">1</td> <td data-bbox="489 1117 1284 1169">Relevant disadvantage selected. (AO1)</td> </tr> <tr> <td data-bbox="215 1169 352 1227">0</td> <td data-bbox="352 1169 489 1227">0</td> <td data-bbox="489 1169 1284 1227">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="215 1261 528 1290">Indicative content AO1</p> <ul data-bbox="215 1328 536 1464" style="list-style-type: none"> • Interviewer bias/effect. • Practical difficulties. • Ethical issues. • Validity. <p data-bbox="215 1503 531 1532">Indicative content AO2</p> <ul data-bbox="215 1570 1272 1951" style="list-style-type: none"> • Interviewer bias – answers in an interview may be influenced by the identity or actions of the interviewer eg the interviewer may be of a particular gender which may affect the way in which certain interviewees respond. • Practical issues – the researcher may find it difficult to guarantee confidentiality of participants discussing gender-based subject choices. • Ethical issues – group interviews may be difficult for the researcher to manage, particularly when sensitive issues are discussed in relation to gender-based subject choices. • Validity – group interviews may create peer pressure, encouraging individuals to conceal, exaggerate or distort their true feelings about subjects they have chosen in order to conform to gender norms. | | | 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 worthy of credit. |
| 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 worthy of credit. | | | | | | | | | | | | | | | | | | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | | | | |
|---|---|---|-------|-------|------------|---|---|---|---|---|---|---|---|---|---|---|----------------------------------|---|---|---------------------------|
| 19 | <p>From Item D, identify and describe one way in which Durkheim believed education to be important to society, including what you know of his perspective on education.</p> | 4 | | | | | | | | | | | | | | | | | | |
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the work of Durkheim and his perspective on education.</p> <table border="1" data-bbox="215 593 1284 1265"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>Relevant way 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 way 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 way 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>Indicative content AO1</p> <ul style="list-style-type: none"> • Transmission of norms and values. • Becoming part of society. • Interaction with others in a rule-based environment. <p>Indicative content AO2</p> <ul style="list-style-type: none"> • Emile Durkheim wrote from a functionalist perspective and saw the major role of education as the transmission of the norms and values of society. • Education helps to unite individuals within a society, creating a sense of belonging and commitment to that society. • Schools provide preparation for later life when individuals will have to get on with others and adhere to the rules. | | | Level | Marks | Descriptor | 4 | 4 | Relevant way 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 way 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 way 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. |
| Level | Marks | Descriptor | | | | | | | | | | | | | | | | | | |
| 4 | 4 | Relevant way 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 way 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 way 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. | | | | | | | | | | | | | | | | | | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | | | | | | | |
|---|---|---|-------|-------|------------|---|---|--|---|---|---|---|---|--|---|---|---|---|---|---------------------------|
| 20 | Identify and explain one possible disadvantage of using a longitudinal study to investigate the effects of home-schooling on students. | 4 | | | | | | | | | | | | | | | | | | |
| <p>AO1 = 1 mark AO2 = 3 marks</p> <p>‘Context’ here refers to the effects of home-schooling on students.</p> <table border="1" data-bbox="215 562 1284 1294"> <thead> <tr> <th data-bbox="215 562 352 633">Level</th> <th data-bbox="352 562 489 633">Marks</th> <th data-bbox="489 562 1284 633">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 633 352 831">4</td> <td data-bbox="352 633 489 831">4</td> <td data-bbox="489 633 1284 831">Relevant disadvantage identified (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)</td> </tr> <tr> <td data-bbox="215 831 352 1028">3</td> <td data-bbox="352 831 489 1028">3</td> <td data-bbox="489 831 1284 1028">Relevant disadvantage identified (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)</td> </tr> <tr> <td data-bbox="215 1028 352 1182">2</td> <td data-bbox="352 1028 489 1182">2</td> <td data-bbox="489 1028 1284 1182">Relevant disadvantage identified (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)</td> </tr> <tr> <td data-bbox="215 1182 352 1238">1</td> <td data-bbox="352 1182 489 1238">1</td> <td data-bbox="489 1182 1284 1238">Relevant disadvantage identified. (AO1)</td> </tr> <tr> <td data-bbox="215 1238 352 1294">0</td> <td data-bbox="352 1238 489 1294">0</td> <td data-bbox="489 1238 1284 1294">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="215 1330 528 1361">Indicative content AO1</p> <ul data-bbox="215 1397 1082 1503" style="list-style-type: none"> • Attrition rate – practical problems in retaining the original sample. • Cost and time implications. • Hawthorne effect putting in jeopardy the validity of the findings. <p data-bbox="215 1538 533 1570">Indicative content AO2</p> <ul data-bbox="215 1606 1278 1921" style="list-style-type: none"> • There are problems in maintaining contact with the original sample over periods of time eg maintaining contact with the group of home-schooled children involved in the study. • The timescale involved means that longitudinal studies are relatively expensive and time consuming eg the cost of travelling to visit home-schooled children involved in the study. • Involvement in a longitudinal study may affect the behaviour of the participants eg they might approach being home-schooled differently from the way they would have if they had not been involved in the study. | | | Level | Marks | Descriptor | 4 | 4 | Relevant disadvantage identified (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 identified (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 identified (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 identified. (AO1) | 0 | 0 | Nothing worthy of credit. |
| Level | Marks | Descriptor | | | | | | | | | | | | | | | | | | |
| 4 | 4 | Relevant disadvantage identified (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 identified (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) | | | | | | | | | | | | | | | | | | |
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| 1 | 1 | Relevant disadvantage identified. (AO1) | | | | | | | | | | | | | | | | | | |
| 0 | 0 | Nothing worthy of credit. | | | | | | | | | | | | | | | | | | |

| Qu | Marking guidance | Total marks | | | | | | | | | | | | |
|--|--|--|-------|-------|------------|---|-------|---|---|-----|---|---|-----|--|
| 21 | Discuss how far sociologists would agree that the way in which students are grouped together within the school can have a significant effect on their educational performance. | 12 | | | | | | | | | | | | |
| AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="217 528 352 600">Level</th> <th data-bbox="352 528 488 600">Marks</th> <th data-bbox="488 528 1281 600">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="217 600 352 1061">4</td> <td data-bbox="352 600 488 1061">10–12</td> <td data-bbox="488 600 1281 1061"> <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 relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p> </td> </tr> <tr> <td data-bbox="217 1061 352 1523">3</td> <td data-bbox="352 1061 488 1523">7–9</td> <td data-bbox="488 1061 1281 1523"> <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> </td> </tr> <tr> <td data-bbox="217 1523 352 2051">2</td> <td data-bbox="352 1523 488 2051">4–6</td> <td data-bbox="488 1523 1281 2051"> <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> </td> </tr> </tbody> </table> | | | Level | Marks | Descriptor | 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 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> |
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| | | |
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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

- Interactionism.
- Marxism.
- Feminism.
- Functionalism.
- Internal factors.
- Relevant sociological research.
- External factors

Indicative content AO2

- Interactionist perspectives eg teacher expectations, labelling and the self-fulfilling prophecy.
- Marxist perspectives eg external factors, such as social class background as a primary determinant of educational performance.
- Feminist perspectives eg single-sex grouping and gender educational performance.
- Functionalist perspectives eg internal factors, such as the quality of school leadership affecting educational performance.
- Processes within schools affecting educational performance eg whether setting, streaming and/or mixed ability groupings are used in a school.
- Relevant examples of sociological research eg Stephen Ball (1981) on teacher expectations and Paul Willis (1977) on the creation of counter school subcultures.
- Alternative external factors eg ethnicity, and the impact of legislation/educational reforms as alternative variables.

| | | |
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| | <p>Indicative content AO3</p> <ul style="list-style-type: none"> • Analysis and evaluation of interactionist perspectives eg to what extent do pupil-teacher relations affect educational performance. Reference to Becker's research on teacher labels and the 'ideal student' could be made here. • Analysis and evaluation of the Marxist perspective eg to what extent is social class background the primary determinant of educational success. • Analysis and evaluation of the feminist perspective eg to what extent do classroom interactions advantage or disadvantage particular gender groups. • Analysis and evaluation of the functionalist perspective eg to what extent can school leadership have a positive effect on student outcomes. • Analysis and evaluation of the impact of internal factors eg to what extent does streaming or setting effect educational performance. • Analysis and evaluation of relevant sociological research eg to what extent are Ball's and/or Willis' conclusions still valid. • Analysis and evaluation of the impact of external factors eg to what extent is ethnicity a primary determinant of educational performance. • Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that the way in which students are grouped together by the school can have a significant effect on their educational performance. <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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| Qu | Marking guidance | Total marks | | | | | | | | | | | | |
|--|---|--|-------|-------|------------|---|-------|---|---|-----|---|---|-----|--|
| 22 | Discuss how far sociologists would agree that the main function of the education system is to teach children how to become part of society. | 12 | | | | | | | | | | | | |
| AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="215 495 352 568">Level</th> <th data-bbox="352 495 489 568">Marks</th> <th data-bbox="489 495 1286 568">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 568 352 1028">4</td> <td data-bbox="352 568 489 1028">10–12</td> <td data-bbox="489 568 1286 1028"> <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 relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)</p> </td> </tr> <tr> <td data-bbox="215 1028 352 1487">3</td> <td data-bbox="352 1028 489 1487">7–9</td> <td data-bbox="489 1028 1286 1487"> <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> </td> </tr> <tr> <td data-bbox="215 1487 352 1984">2</td> <td data-bbox="352 1487 489 1984">4–6</td> <td data-bbox="489 1487 1286 1984"> <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> </td> </tr> </tbody> </table> | | | Level | Marks | Descriptor | 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 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> |
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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.
- Marxism.
- Feminism.
- National curriculum.
- Hidden curriculum.
- Alternative functions of the education system.

Indicative content AO2

- Functionalist perspectives eg encouraging social cohesion.
- Marxist perspectives eg how the education system helps to produce a workforce for capitalism.
- Feminist perspectives eg the patriarchal nature of the curriculum.
- National curriculum eg the role of History as a subject and Citizenship Education in schools.
- Hidden curriculum eg the teaching of regulations and rules.
- Alternative functions of the education system eg role allocation (sorting students by ability).

Indicative content AO3

- Analysis and evaluation of the functionalist perspective eg to what extent is it the main role of the education system to teach children how to become part of society.
- Analysis and evaluation of the Marxist perspective eg to what extent does the education system serve the needs of capitalism.

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Analysis and evaluation of the feminist perspective eg to what extent does the curriculum support patriarchy. • Analysis and evaluation of the National curriculum eg the impact of the teaching of History and Citizenship Education. • Analysis and evaluation of the hidden curriculum eg to what extent do students follow regulations and obey rules. • Analysis and evaluation of the relative importance of other functions eg as a mechanism of role allocation. <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

| Question | 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 |