
GCSE
SOCIOLOGY
8192/1

Paper 1 The Sociology of Families and Education

Mark scheme

June 2022

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

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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

A01	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
A02	Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
A03	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>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> Indicative content AO1 • 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.	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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04	Identify and describe one example of how a grandparent can contribute to family life.	3															
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Indicative content AO1 • 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.																	

Qu	Marking guidance	Total marks
05	From Item A , examine one weakness of the research.	2
	AO3 = 2 marks 1 mark for providing evidence of an analysis of the item (by indicating a possible weakness) demonstrating a line of argument relating either to methods or findings. (AO3) Plus 1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible weakness. (AO3) Indicative content AO3 • 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'.	

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06	Identify and explain one factor that may account for differences in the allocation of domestic tasks as shown in Item A .	4																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to differences in the allocation of domestic tasks. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>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>3</td><td>3</td><td>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>2</td><td>2</td><td>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>1</td><td>1</td><td>Relevant factor selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 • Gender socialisation. • Traditional norms and values. • Patriarchy embedded in some families and society. • Media stereotypes. Indicative content AO2 • 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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08	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.	4																		
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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																		
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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 <table> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> <tr> <td>4</td><td>10–12</td><td> Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3) </td></tr> <tr> <td>3</td><td>7–9</td><td> Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3) </td></tr> <tr> <td>2</td><td>4–6</td><td> Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3) </td></tr> </table>	Level	Marks	Descriptor	4	10–12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)	3	7–9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)	2	4–6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)	
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1	1–3	Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence 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.

Indicative content AO3 • 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. 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.	
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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 <table> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> <tr> <td>4</td><td>10–12</td><td> Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3) </td></tr> <tr> <td>3</td><td>7–9</td><td> Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3) </td></tr> <tr> <td>2</td><td>4–6</td><td> Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3) </td></tr> </table>	Level	Marks	Descriptor	4	10–12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)	3	7–9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)	2	4–6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)	
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4	10–12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)												
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1	1–3	Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence 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 Rapoports, 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

	• 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. 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.	
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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															
	AO1 = 3 marks <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> Indicative content AO1 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															
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0	0	Nothing worthy of credit.															

	• 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.	
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Qu	Marking guidance	Total marks															
15	Identify and describe one counter school subculture.	3															
	AO1 = 3 marks <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> Indicative content AO1 • 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.	
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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
	AO3 = 2 marks 1 mark for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3) Plus 1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3) Indicative content AO3 • Quantitative data 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																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to a factor that might account for gender differences in subject choice. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>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>3</td><td>3</td><td>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>2</td><td>2</td><td>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>1</td><td>1</td><td>Relevant factor identified. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 - Gendered differences in early socialisation/canalisation. - Peer group pressure. - Gendered subject image. - Gendered career opportunities. Indicative content AO2 - 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.	
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Qu	Marking guidance	Total marks																		
18	Identify and explain one disadvantage of using group interviews to investigate gender-based subject choices in schools.	4																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to gender-based subject choices in schools. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>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>3</td><td>3</td><td>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>2</td><td>2</td><td>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>1</td><td>1</td><td>Relevant disadvantage selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 • Interviewer bias/effect. • Practical difficulties. • Ethical issues. • Validity. Indicative content AO2 • 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.	
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Qu	Marking guidance	Total marks																		
19	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.	4																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to the work of Durkheim and his perspective on education. <table border="1"> <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> Indicative content AO1 • Transmission of norms and values. • Becoming part of society. • Interaction with others in a rule-based environment. Indicative content AO2 • 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.	
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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																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to the effects of home-schooling on students. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>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>3</td><td>3</td><td>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>2</td><td>2</td><td>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>1</td><td>1</td><td>Relevant disadvantage identified. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 • Attrition rate – practical problems in retaining the original sample. • Cost and time implications. • Hawthorne effect putting in jeopardy the validity of the findings. Indicative content AO2 • 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.	
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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> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> <tr> <td>4</td><td>10–12</td><td> Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3) </td></tr> <tr> <td>3</td><td>7–9</td><td> Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3) </td></tr> <tr> <td>2</td><td>4–6</td><td> Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3) </td></tr> </table>	Level	Marks	Descriptor	4	10–12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)	3	7–9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)	2	4–6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)	
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1	1–3	Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence 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.

	Indicative content AO3 • 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. 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.	
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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												
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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.

	• 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. 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.	
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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