

CONFERENCE VERSION – 11/06/2021

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# GCSE MARKING SCHEME

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**SUMMER 2022**

**SOCIOLOGY – COMPONENT 1  
C200U10-1**

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# GCSE SOCIOLOGY

## COMPONENT 1: UNDERSTANDING SOCIAL PROCESSES

### SUMMER 2022 MARK SCHEME

#### Marking guidance for examiners

#### Summary of assessment objectives for Component 1

The questions on this exam paper assess all three assessment objectives AO1, AO2 and AO3. The assessment objectives focus on:

- the ability to demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods (AO1)
- the ability to apply knowledge and understanding of sociological theories, concepts, evidence and methods (AO2)
- the ability to analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgment and draw conclusions (AO3)

#### The structure of the mark scheme

In high-tariff questions, the mark scheme has two parts:

- An assessment grid showing bands and associated marks that should be allocated to responses which demonstrate the characteristics required by the appropriate assessment objectives(s) relevant to the question
- Indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all material referred to. Examiners should seek to credit any further relevant evidence offered by the candidates.

It is for examiners to decide the band and (where there is more than one mark in a band) the mark to be awarded. The following information explains how examiners should decide on the band and the mark to be awarded.

#### Stage 1 - Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer. In summary:

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly, a mark for the question is awarded.

Some higher tariff questions target multiple assessment objectives. For these questions, if an answer deserves to be awarded different bands for different assessment objectives, examiners should look to reward the various characteristics seen in the response which are relevant to the specific assessment objectives.

## **Stage 2 - Deciding on the mark**

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

### **Questions including passages**

Some questions include passages of text. Whilst it is appropriate for candidates to draw upon information provided in passages, they should not be awarded marks for solely replicating sections of text from a passage.

### Question 1

<i>Mark allocation:</i>	<i>AO1 1a</i>	<i>AO2</i>	<i>AO3</i>
<b>4</b>	<b>4</b>		

Select the appropriate term from the box to complete the sentences below.

Sampling	Willis	Ethics	Symmetrical	Francis	Cultural diversity
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Award one mark for each correct answer

- (a) Ethics [1]
- (b) Willis [1]
- (c) Symmetrical [1]
- (d) Cultural Diversity [1]

**Question 2 (a)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2</i>	<i>AO3</i>
<b>2</b>	<b>2</b>		

**Describe what is meant by norms**

**[2]**

Award one mark for a basic description that norms refers to the expectations about how someone should behave in a particular situation.

Award a further mark for a more developed description or one that refers to one of the points below or relevant examples:

- norms are usually unwritten
- norms are taught by the agents of socialisation
- norms are different in different societies
- credit reference to relevant examples of norms

Award 0 marks for incorrect or irrelevant answers

**Question 2 (b)**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO21a</i>	<i>AO3</i>
<b>1</b>	<b>1</b>		

**Identify one norm in the passage above.**

**[1]**

Award one mark for identification of one norm in the passage:

- how to walk
- how to talk
- how to eat

Award 0 marks for incorrect or irrelevant answers or examples not in the passage

**Question 2 (c)**

<i>Mark allocation:</i>	<i>AO1 1b</i>	<i>AO2</i>	<i>AO3</i>
<b>2</b>		<b>2</b>	

**Explain one way peer groups may pass on norms to their members. [2]**

Award one mark for an identification of an accurate way peer groups pass on norms to their members:

- peer pressure
- role models
- sanctions

Award a further mark for a more developed explanation or example of how peer groups may pass on norms to their members. Candidates may refer to the points below or other relevant examples.

- peer groups may put pressure on its members to follow similar norms such as ways of thinking, dressing, speaking and behaving
- peer groups may have certain key individuals who others look up to and follow/copy their ways of behaving
- peer groups may have informal sanctions for those who conform/do not conform to group norms such as inclusion/exclusion
- credit reference to appropriate examples

Award 0 marks for incorrect or irrelevant answers.

**Question 2 (d)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2 1a</i>	<i>AO3</i>
<b>4</b>	<b>2</b>	<b>2</b>	

**Identify and explain, with examples, two ways children may be socialised into an ethnic identity in families. [4]**

2 marks available for each way explained and applied to the question.

If more than two ways are given, all ways should be marked according to the criteria and the two with the highest marks should be awarded.

Award one mark each for an identification of an accurate way children are socialised into ethnic identities in the family such as:

- teaching and encouraging children to follow their religion
- role models and sanctions
- teaching the language
- following traditions, festivals and customs such as food and dress

Award a further mark each for a more developed explanation of how this would affect ethnic identities or examples. Candidates may refer to the points below or other relevant examples.

- parents may practise the religion at home and take the children to places of worship
- children may have to speak their particular language at home and with family
- sanctions may be applied if children do not follow norms and values
- parents may follow traditions and customs surrounding food and dress.
- credit relevant examples

Award 0 marks for incorrect or irrelevant answers.

**Question 3 (a)**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1a</i>	<i>AO3</i>
<b>2</b>		<b>2</b>	

**Explain what is meant by agents of socialisation.**

**[2]**

Award one mark for a basic explanation suggesting that agents of socialisation are the bodies that pass on culture to people.

Award one further mark for a development that refers to one of the points below, or other relevant points or examples:

- agents of socialisation include families, peer groups etc
- children are socialised into norms and values by the agents of socialisation
- agents of socialisation pass on culture by role models, sanctions etc
- primary agents refer to the family and peer group whereas education and media are secondary agents

Award 0 marks for incorrect or irrelevant answers.

**Question 3 (b)**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1a</i>	<i>AO3</i>
<b>4</b>		<b>4</b>	

**Explain two ways societies maintain social control. [4]**

2 marks available for each way explained and applied to the question.

If more than two ways are given, all ways should be marked according to the criteria and the two with the highest marks should be awarded.

Award one mark each for a basic explanation of an accurate way societies maintain social control:

- new members of society will be socialised into the culture of their society
- sanctions will be used to encourage people to follow norms or values or to punish those who break them
- the agencies of socialisation will apply informal sanctions if their members do not follow the norms and values
- the government will try to make members of society follow the rules by formal sanctions

Award a further mark each for a more developed explanation or example of why this is important. Candidates may refer to the points below or other relevant examples.

- agencies of socialisation such as families and peer groups will teach their members the norms and values of society so that they become ingrained and automatic
- informal agents of socialisation such as families and peer groups will enforce the norms and values by informal sanctions of rewards and punishments such as treats or withholding pocket money
- formal social control may be carried out by government organisations such as the police and law courts for people who break the rules by formal sanctions such as arresting them and putting them in prison

Award 0 marks for incorrect or irrelevant answers

**Question 3 (c)**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1a</i>	<i>AO3</i>
<b>4</b>		<b>4</b>	

**Explain two reasons why societies need social control.**

**[4]**

2 marks available for each reason explained and applied to the question.

If more than two reasons are given, all ways should be marked according to the criteria and the two with the highest marks should be awarded.

Award one mark each for an identification of an accurate reason why societies need social control:

- to keep order in society
- to encourage people to work together towards shared goals
- to prevent chaos if people followed their own goals and way of life

Award a further mark each for a more developed explanation of why societies need social control. Candidates may refer to the points below or other relevant examples.

- without shared norms and values and laws, people would not know how to behave and would be free to do as they wished
- it would be impossible to interact with others if there were not expected ways of behaving and shared goals
- if organisations did not enforce the law, people may break the laws freely and harm others

Award 0 marks for incorrect or irrelevant answers.

**Question 4 (a)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2</i>	<i>AO3</i>
<b>2</b>	<b>2</b>		

**Describe what is meant by a nuclear family.** [2]

Award one mark for a basic description suggesting that a nuclear family consists of two generations: male and female parents and their children

Award another mark for a more developed description or one that refers to one of the points below or other relevant examples:

- the nuclear family is often seen as the ideal family and other families as inferior
- other family are growing in popularity

Award 0 marks for incorrect or irrelevant answers.

**Question 4 (b)**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1a</i>	<i>AO3</i>
<b>4</b>		<b>4</b>	

**Explain why it is argued families are patriarchal.** [4]

**Band descriptors and mark allocations**

	<b>AO2 1a 4 marks</b>	
<b>BAND 2</b>	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain accurately and in detail why it may be argued families are patriarchal. The explanation will be fully developed	<b>3-4</b>
<b>BAND 1</b>	Knowledge and understanding of relevant theories/ concepts/evidence is partially applied and used to explain why it may be argued families are patriarchal. The explanation will be partially developed, and some views will be explained in less detail than others with some inaccuracies.	<b>1-2</b>
	Award 0 marks for incorrect or irrelevant answers	

**Indicative content**

- feminists see families as patriarchal and women in the family as oppressed by men
- men are seen to benefit more from family life and dominate in terms of power: decision-making; control and share of money etc
- women contribute more to the family in terms of domestic work, emotional support and childcare
- if women do work this is in addition to their other duties
- women are more likely to be victim of domestic abuse
- children in families are socialised into gender roles

- credit reference to relevant sociologists

**Question 4 (c)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2 1a</i>	<i>AO3</i>
<b>8</b>	<b>4</b>	<b>4</b>	

**Explain why more couples are choosing to cohabit in the contemporary UK. [8]**

***You should explore at least two reasons in your response.***

**Band descriptors and mark allocations**

Note – a response which does not attempt to explore at least two reasons cannot be awarded higher than Band 2.

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 4 marks</b>	
<b>BAND 4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons why more couples are choosing to cohabit in contemporary Britain. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4</b>	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately and in detail why more couples are choosing to cohabit in contemporary Britain. The explanation will be fully developed.	<b>4</b>
<b>BAND 3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two reasons relating to why more couples are choosing to cohabit in contemporary Britain though one factor will be described in less detail than the other. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>3</b>	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately why more couples are choosing to cohabit in contemporary Britain. The explanation will be partially developed and one of these factors will be explained in less detail than the other.	<b>3</b>
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons relating to why more couples are choosing to cohabit in contemporary Britain, though with some inaccuracies/irrelevancies and lacking development and detail, <b>or</b> detailed, relevant knowledge and understanding is demonstrated, but only one reason relating to why more couples are choosing to cohabit in contemporary Britain is considered. There will be limited evidence of appropriate sociological language and concepts, with little detail.	<b>2</b>	Knowledge and understanding of relevant theories/concepts/ evidence for two reasons is applied and used to explain why more couples are choosing to cohabit in contemporary Britain but there will be little development and some inaccuracies, <b>or</b> one factor only is applied and used to explain accurately and in detail why more couples are choosing to cohabit in contemporary Britain.	<b>2</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of reason(s) relating to why more couples are choosing to cohabit in contemporary Britain. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain why more couples are choosing to cohabit in contemporary Britain will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>
Award 0 marks for incorrect or irrelevant answers				

### ***Indicative content***

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider in the explanation are:

- changing position of women have meant more women may seek a career and no longer feel the need to marry for financial reasons
- women may have other priorities such as a career, rather than marriage and a family
- women earning money and contributing more to family economy may have improved their position in the home
- changes in norms have made it acceptable for couples to live together and to have children without being married
- secularisation and the decline of religion have removed the religious barriers to cohabitation
- the cost of weddings may be a barrier to marriage
- changing expectations about house ownership may encourage couples to save for a house
- credit reference to relevant studies

Award 0 marks for incorrect or irrelevant answers

**Question 4 (d)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2 1a</i>	<i>AO3 1a &amp; 1b</i>
<b>15</b>	<b>4</b>	<b>3</b>	<b>8</b>

**‘Changes in norms and values are the main reason for changes in the divorce rate.’**

**Do you agree with this view?’**

**[15]**

***In your answer you are advised to refer to changes in norms and values and any other relevant factors to support your judgement.***

**Band descriptors and mark allocations**

<b>Band</b>	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 3 marks</b>	<b>AO3 1a &amp; 1b 8 marks</b>	
<b>4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to the changes in the divorce rate including specific changes in norms and values and two alternative factors. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4</b>	There are no Band 4 marks for this assessment objective  3 marks are awarded as for Band 3	A developed analysis and evaluation of the relative importance of a range of factors linked to changes in the divorce rate. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.	<b>7-8</b>
<b>3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to changes in the divorce rate, including specific changes in norms and values, though some factors will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>3</b>	Knowledge and understanding of relevant theories/ concepts/ evidence is applied and used to explain accurately their impact on divorce rate. The explanation will be well developed.	Good analysis and evaluation of the relative importance of factors linked to changes in the divorce rate. Lines of reasoning may not be sustained throughout but are coherent and relevant to support judgements and a conclusion linked to the specifics of the question.	<b>5-6</b>

<b>Band</b>	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 3 marks</b>		<b>AO3 1a &amp; 1b 8 marks</b>	
<b>2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of factor(s) relating to changes in the divorce rate, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts.	<b>2</b>	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain their impact on the divorce rate. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with inaccuracies.	<b>2</b>	A partial analysis and evaluation of the importance of factor(s) linked to changes in the divorce rate. Any judgement or conclusion will be superficial.	<b>3-4</b>
<b>1</b>	Answer demonstrates only basic knowledge and understanding of factor(s) relating to changes in the divorce rate. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain the impact on the divorce rate will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	<b>1-2</b>
Award 0 marks for incorrect or irrelevant answers						

This is an extended response question where candidates are expected to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content. They should construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the differing ideas and come to a conclusion.

### ***Indicative content***

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence. Some of the issues to consider are:

in support of view:

changes in norms and values and their contribution to changes in divorce rate

- divorce is now socially acceptable and not stigmatised
- single parent families have become more the norm and acceptable
- secularisation has led to a decline in the religious significance of marriage
- expectations of marriage have changed from economic security to emotional satisfaction

discussion of other factors and their impact on divorce rate

changes in the laws such as:

- the Divorce Reform Act which made divorce available on the grounds of irretrievable breakdown
- the Legal Aid and Advice Act which gave financial assistance with fees

greater independence of women

- changing position of women have meant more women may seek a career and no longer feel the need to remain married for financial reasons
- women may have other priorities such as a career, rather than marriage and a family
- women earning money and contributing more to family economy may have improved their position in the home and enabled them to leave the marriage
- welfare benefits may enable women to separate from their husbands

debate:

- whether changes in norms and values have mainly led to changes in the divorce rate or other factors or a combination of factors
- credit reference to sociologists

**Question 5 (a)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2</i>	<i>AO3</i>
<b>2</b>	<b>2</b>		

**Describe one way in which peer pressure may affect achievement in education. [2]**

Award one mark for a basic description such as peer groups may put pressure on its members to do well or fail at school.

Award a further mark for a more developed description of how this may affect achievement that refers to the points below or other relevant examples:

- peer group may encourage members to be pro-school and conform to rules and procedures which is more likely to lead to success
- peer groups may encourage members to excel at sport
- peer group may put pressure on members to rebel against school and form counter school cultures
- credit reference to relevant theory/sociologists

Award 0 marks for incorrect or irrelevant answers.

**Question 5 (b)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2</i>	<i>AO3</i>
<b>5</b>	<b>5</b>		

**Outline why it is argued the hidden curriculum is important.**

**[5]**

**Band descriptors and mark allocations**

<b>Band</b>	<b>AO1 5 marks</b>	
<b>3</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of why it is argued the hidden curriculum is important. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4-5</b>
<b>2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of why it is argued the hidden curriculum is important, though with some inaccuracies/irrelevancies. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>2-3</b>
<b>1</b>	Answer demonstrates only basic knowledge and understanding of why it is argued the hidden curriculum is important, which may be characterised by some inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>
	Award 0 marks for incorrect or irrelevant answers	

**Indicative content**

- The hidden curriculum is about the things that school teaches you that are taught indirectly. E.g. being on time, doing as you are told
- Subtle teaching of norms and values including manners
- Hidden curriculum includes learning that people are unequal and there is a hierarchy of power. Marxists would see this as teaching the working class to accept their place.
- Functionalists see the hidden curriculum as positive creating value consensus and workers to help the economy
- Feminists would see the hidden curriculum as gendered subjects and the predominance of males in key positions which reinforce patriarchy.
- Different to the formal curriculum

Award 0 marks for incorrect or irrelevant answers

**Question 5 (c)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2 1a</i>	<i>AO3</i>
<b>8</b>	<b>4</b>	<b>4</b>	

**Explain, using examples, how anti-school subcultures may affect achievement in education.**

**[8]**

*You should explore at least two ways in your response*

**Band descriptors and mark allocations**

Note – a response which does not attempt to explore at least two reasons cannot be awarded higher than Band 2.

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 4 marks</b>	
<b>BAND 4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two ways anti-school subcultures may affect achievement in education. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4</b>	Knowledge and understanding of relevant theories/concepts/ evidence for two ways is applied and used to explain accurately and in detail how anti-school subcultures may affect achievement in education. The explanation will be fully developed.	<b>4</b>
<b>BAND 3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two ways anti-school subcultures may affect achievement in education, though one way will be described in less detail than the other. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>3</b>	Knowledge and understanding of relevant theories/concepts/evidence for two ways is applied and used to explain accurately how anti-school subcultures may affect achievement in education. The explanation will be partially developed as one of these ways will be explained in less detail than the other.	<b>3</b>
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of two ways anti-school subcultures may affect achievement in education, though with some inaccuracies/ irrelevancies, <b>or</b> detailed, relevant knowledge and understanding is demonstrated, but only one way anti-school subcultures may affect achievement in education. There will be limited evidence of appropriate sociological language and concepts, with little detail.	<b>2</b>	Knowledge and understanding of relevant theories/concepts/ evidence for two ways is applied and used to explain how anti-school subcultures may affect achievement in education. There will be some development in the explanation of both these ways with limited detail and some inaccuracies, <b>or</b> one way only is applied and used to explain accurately and in detail how anti-school subcultures may affect achievement in education.	<b>2</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of way(s) anti-school subcultures may affect achievement in education. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain ways anti-school subcultures may affect achievement in education will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>
	Award 0 marks for incorrect or irrelevant answers			

### ***Indicative content***

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider in the explanation are:

- anti-school subcultures may lead to failure at school as the pupils reject the goals of the school and replace them with their own, which may involve messing about, causing trouble and disrupting the class etc
- anti-school subcultures may be a result of labelling, where the students are labelled as failures and have no status. They may end up rejecting the school and gaining status from their friends by joining anti-school subcultures and thus fulfil the label
- alternatively, anti-school subcultures may be a result of pupils rejecting the school because they see through the system and realise not everyone can succeed and choose instead to reject knowledge for messing about and enjoyment
- credit reference to relevant sociologists such as Hargreaves; Lacey; Willis

**Question 5 (d)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2 1a</i>	<i>AO3 1a &amp; 1b</i>
<b>15</b>	<b>4</b>	<b>3</b>	<b>8</b>

**‘Cultural factors are the main reasons why some working-class children underachieve in education.’ Do you agree with this view? [15]**

***In your answer you are advised to refer to cultural factors and any other relevant factors to support your judgement.***

**Band descriptors and mark allocations**

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 3 marks</b>	<b>AO3 1a &amp; 1b 8 marks</b>	
<b>BAND 4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to working class underachievement in education including cultural factors and two alternative factors. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4</b>	There are no Band 4 marks for this assessment objective  3 marks are awarded as for Band 3	A developed analysis and evaluation of the relative importance of a range of factors linked to working class underachievement. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.	<b>7-8</b>
<b>BAND 3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to working class underachievement in education including cultural factors though some factors will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>3</b>	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately their impact on working class underachievement. The explanation will be well developed.	Good analysis and evaluation of the relative importance of factors linked to working class underachievement in education. Lines of reasoning may not be sustained throughout but are coherent and relevant to support judgements and a conclusion linked to the specifics of the question.	<b>5-6</b>

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 3 marks</b>		<b>AO3 1a &amp; 1b 8 marks</b>	
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of factor(s) relating to working class underachievement in education, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts.	<b>2</b>	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain their impact on working class underachievement. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with inaccuracies.	<b>2</b>	A partial analysis and evaluation of the importance of factor(s) linked to working class underachievement in education. Any judgement or conclusion will be superficial.	<b>3-4</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of factor(s) relating to working class underachievement in education. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain the impact on working class underachievement will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	<b>1-2</b>
Award 0 marks for incorrect or irrelevant answers						

This is an extended response question where candidates are expected to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content. They should construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the differing ideas and come to a conclusion.

## ***Indicative content***

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence. Some of the issues to consider are:

- cultural factors
  - language skills: variation in homes in time spent reading: access to books; language codes
  - parental encouragement and parental aspirations: middle class parents may be more involved in schools
  - upper and middle class children tend to have same values, language codes as school and may give more encouragement to succeed
  - however, cultural deprivation theory may imply working class culture inadequate and blame working class for their failure
  - cultural capital and ability to provide children with cultural experiences
  - social capital and ability to understand how school system 'works' and to navigate schools and to access school of choice

### alternative factors

- material factors
  - poverty and lack of money for food, materials, home Internet access, home tuition
  - cost of education
  - some pupils may not live in adequate housing because of poverty
  - upper- and middle-class parents will have money to send children to private schools or to afford transport to 'better' schools
  - upper- and middle-class children can afford to buy housing in areas with most popular schools
- labelling children in education:
  - negative labelling of working-class pupils /ethnic groups/boys or girls
  - this may lead to self- fulfilling prophecy and formation of anti-school sub-cultures
  - work of Hargreaves and Ball on self-fulfilling prophecy
- culture of school
  - whether ethos of school is middle class
  - the curriculum: Diane Reay: curriculum middle class
- discussion of other factors such as inequality between schools. There may be assessment of the differences in schools and catchment areas
- credit reference to ideas and research referring to class, gender and/or ethnicity

### debate:

- whether cultural factors are the main influence on working class underachievement or other factors or a combination of factors

**Question 6 (a)**

<i>Mark allocation:</i>	<i>AO1 1a &amp; 1b</i>	<i>AO2</i>	<i>AO3</i>
<b>2</b>	<b>2</b>		

**Describe what is meant by representative.****[2]**

Award one mark for a basic description suggesting that representative refers to a mix of people in the study

Award another mark for a development that refers to one of the points below or other relevant examples:

- the mix of people should be similar to the target population
- sampling techniques are used to get a representative sample
- if research is representative, generalisations can be made to the target population

Award 0 marks for incorrect or irrelevant answers

**Question 6 (b)**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2 1b</i>	<i>AO3</i>
<b>4</b>		<b>4</b>	

**Explain two advantages of using questionnaires for this research.****[4]**

2 marks available for each advantage explained and applied to the question.

If more than two advantages are given, all advantages should be marked according to the criteria and the two with the highest marks should be awarded.

Award 1 mark each for a basic explanation of an advantage of a questionnaire such as the following or other relevant factors:

- questionnaires can be used for a larger group of people
- questionnaires can be used to obtain statistical and quantitative data
- questionnaires are anonymous so people may be encouraged to tell the truth

Award 2 marks each for a more developed explanation applied to the question such as:

- questionnaires are relatively cheap to produce and distribute so can reach a larger group of people than other methods
- questionnaires ask mainly closed questions so the statistical data can be used to identify patterns and trends
- no names are included on questionnaires so people may be encouraged to reveal sensitive information which is more valid
- credit reference to climate change

Award 0 marks for incorrect or irrelevant answers.

**Question 6 (c)**

<i>Mark allocation:</i>	<i>AO1 1a&amp;1b</i>	<i>AO2 1b</i>	<i>AO3 1a &amp; 1b</i>
<b>12</b>	<b>4</b>	<b>4</b>	<b>4</b>

**Discuss the strengths and weaknesses of using unstructured interviews in research.**  
**[12]**

***You should explore at least two strengths and two weaknesses in your response.***

**Band descriptors and mark allocations**

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1b 4 marks</b>		<b>AO3 1a &amp; 1b 4 marks</b>	
<b>BAND 4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two strengths and two weaknesses of using unstructured interviews in research. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4</b>	Knowledge and understanding of relevant theories/ concepts/evidence /methods is applied and used to explain accurately and in detail their impact on the strengths and weaknesses of using unstructured interviews in research. The explanation will be fully developed.	<b>4</b>	A developed analysis and evaluation of the strengths and weaknesses of using unstructured interviews in research. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support a judgement and a conclusion linked to the specifics of the question.	<b>4</b>
<b>BAND 3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of the strengths and weaknesses of using unstructured interviews in research, though some will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>3</b>	Knowledge and understanding of relevant theories/ concepts/evidence /methods is applied and used to explain accurately their impact on the strengths and weaknesses of using unstructured interviews in research. The explanation will be partially developed and some of these will be explained in less detail than others.	<b>3</b>	Good analysis and evaluation of the strengths and weaknesses of using unstructured interviews in research. Lines of reasoning may not be sustained throughout but are coherent and relevant to support a judgement and a conclusion linked to the specifics of the question.	<b>3</b>

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1b 4 marks</b>		<b>AO3 1a &amp; 1b 4 marks</b>	
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of strengths and weaknesses of using unstructured interviews in research though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts, with little detail.	<b>2</b>	Knowledge and understanding of relevant theories/ concepts/evidence /methods is applied and used to explain their impact on the strengths and weaknesses of using unstructured interviews in research. There will be some development in the explanation but with limited detail and inaccuracies.	<b>2</b>	A partial analysis and evaluation of strengths and/or weaknesses of using unstructured interviews in research. Any judgement or conclusion will be superficial.	<b>2</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of strength(s) and/or weakness(es) of using unstructured interviews in research. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain the strengths and weaknesses of using unstructured interviews in research will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	<b>1</b>
Award 0 marks for incorrect or irrelevant answers						

Answers should demonstrate the ability to make sense of sociological debates, use sociological terms and examples and explain sociological concepts. To achieve the highest marks in AO3, answers should make a judgement on the usefulness of questionnaires and come to a conclusion.

## ***Indicative content***

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Credit will be given to the effective use of supporting sociological evidence. Some of the issues to consider in constructing an argument:

### Unstructured interviews

#### in terms of strengths

- the interviewer can build up a rapport with the interviewee, thus increasing validity
- there is more flexibility and the interviewee can adapt the interview as it progresses
- the interviewee has an influence on the direction of the interview and more freedom to answer in their own words, thus increasing validity
- this method is more suitable for sensitive issues

#### in terms of weaknesses

- there may be interviewer bias whereby the interviewee is influenced by the characteristics of the interviewer
- it is difficult to produce quantitative data and identify patterns and trends
- it is expensive to use and train interviewers so this may reduce the numbers of interviews, affecting representativeness

Credit comparison with other research methods including structured interviews .

### Structured interviews

#### In terms of strengths

- an interviewer is present to answer questions and explain where necessary
- an interviewer is present to fill in the answers
- structured interviews produce quantitative data that can be used to discover patterns and trend
- they can be used to create statistics and graphs so patterns/trends are easily identifiable
- respondents are answering the same questions so all answers can be compared
- they should not take as long as unstructured interviews so more people can be interviewed increasing the representativeness

#### in terms of weaknesses

- structured interviews may be low on validity because they do not allow respondents to explain their answers in detail
- quantitative data does not give a picture of 'what is really happening'
- there may still be interviewer effect; respondents may give different answers to different interviewers depending on their personal characteristics
- interviewers need to be trained and are expensive

