



GCSE MARKING SCHEME

SUMMER 2024

**SOCIOLOGY – COMPONENT 1
C200U10-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCSE SOCIOLOGY

COMPONENT 1: UNDERSTANDING SOCIAL PROCESSES

SUMMER 2024 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>A01 1a</i>	<i>A02</i>	<i>A03</i>
4	4		

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

Feminists	Culture	Bowles and Gintis	Secondary	Willis	Functionalists
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- (a) refers to a shared, learned way of life. [1]
- (b) believe the family benefits society and their members. [1]
- (c) refers to data in research that was originally used or collected by somebody else. [1]
- (d) put forward the theory that schools correspond to the workplace. [1]

Award one mark for each correct answer

- (a) Culture [1]
- (b) Functionalists [1]
- (c) Secondary [1]
- (d) Bowles and Gintis [1]

Question 2 Read the following passage and answer the questions.

Sociologists argue that **gender roles** are socially constructed and are a result of how they are defined in that society. In one society, women may stay at home and do domestic tasks, while in another, they may work or even hunt.

Question 2 (a)

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

Describe what is meant by gender roles **[2]**

Award one mark for a basic description that gender roles refer to expected ways of behaving for males and females.

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

- Gender roles are socially constructed.
- Gender roles are taught by the agents of socialisation.
- Gender roles are different in different societies.
- Credit reference to relevant examples of gender roles.

Award 0 marks for incorrect or irrelevant answers.

Question 2 (b)

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

Identify one gender role in the passage above. **[1]**

Award one mark for identification of one gender role in the passage:

- Women may stay at home.
- Women may do domestic tasks.
- Women may work.
- Woman may hunt.

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>
2	2		

Describe one way families may pass on gender roles to their members. [2]

Award one mark for an identification of an accurate way families may pass on gender roles to their members:

- Canalisation or giving different toys to boys and girls.
- Manipulation or encouraging different behaviour from girls and boys.
- Role models.
- Sanctions.

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

- Boys may be given toys which encourage them to be masculine and girls given toys which encourage them to be feminine.
- Boys and girls may be given different messages about appearance, behaviour etc.
- Fathers may act as role models for their sons and mothers for their daughters.
- Families may have informal sanctions for those who conform/do not conform to gender roles such as 'telling off'.
- Credit reference to appropriate examples.

Award 0 marks for incorrect or irrelevant answers.

Question 2 (d)

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

Explain how two agents of socialisation, other than families, may influence gender roles. [4]

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

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

Other agents of socialisation which may affect gender roles: schools, peer group, media, religion, work, and any other relevant agent of socialisation.

Schools:

Award one mark for an identification of an accurate way children are socialised into gender roles in schools such as:

- Hidden curriculum and the messages passed on about gender roles.
- More males in top positions.
- The way different subjects are portrayed.
- Boys may dominate classrooms.

Award a further mark for a more developed explanation of how this would socialise pupils into gender roles, or examples. Candidates may refer to the points below or other relevant points:

- The hidden curriculum may pass on messages about how the different genders should behave, dress, etc. for example, reading books may portray girls in a more caring role.
- Men tend to dominate in top positions at school such as headteacher.
- Some subjects may be portrayed as more suitable for boys or girls, such as engineering, chemistry for boys or languages for girls.
- Evidence that boys dominate space in schools such as playgrounds.

Peer group:

Award one mark for an identification of an accurate way children are socialised into gender roles in peer groups such as:

- Peer pressure may be put on boys and girls to behave in certain ways.
- Sanctions may be applied if they do not conform to these behaviours.
- There may be double standards of behaviour for boys and girls.

Award a further mark for a more developed explanation of how this could affect gender roles or examples. Candidates may refer to the points below or other relevant points:

- Peer groups may encourage younger girls to play with dolls etc and older girls to focus on fashion and make-up while boys may be encouraged to play sport.
- Those who do not conform may face sanctions, for example, a boy who plays with dolls may be avoided by his peers.
- There is often a different standard of morality between boys and girls and attitudes to sexual behaviour.

Media:

Award one mark for an identification of an accurate way children are socialised into gender roles by the media such as:

- Individuals in the media may act as role models.
- The media may present different genders in stereotyped ways.
- Males and females may be presented in different roles.

Award a further mark for a more developed explanation of how this could affect gender roles or examples. Candidates may refer to the points below or other relevant points:

- Boys might look up to famous sporting personalities and girls might look up to thin, beautiful models and copy their dress, behaviour etc.
- Girls are still more likely to be portrayed as concerned about their appearance while boys more likely to be portrayed as interested in sport.
- Films, video games, advertising etc may still present females in feminine roles such as mothers and males in more work-based roles.

Religion

Award one mark for an identification of an accurate way children are socialised into gender roles by religion such as:

- There may be different codes of dress, conduct, governing men and women.
- Men tend to dominate top positions in religion.

Award a further mark for a more developed explanation of how this could affect gender roles or examples. Candidates may refer to the points below or other relevant points:

- In some religions, there are strict codes of dress for women where they have to cover up, women may not mix freely with unrelated members of the other sex once they reach puberty.
- Men dominate in many religions. There are more men at the top in the Church of England and the Catholic Church.

Reward answers which give one way from two different agents of socialisation.

Award 0 marks for incorrect or irrelevant answers.

Question 3 Read the following passage and answer the questions.

Education is an important agent of socialisation. Children are taught school subjects through the formal curriculum but also learn **norms**, values, and attitudes throughout the school day.

Question 3 (a)

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

Explain what is meant by norms. [2]

Award one mark for a basic explanation suggesting that norms are expectations or unwritten guides to behaviour.

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

- There are norms about every situation in life.
- People are socialised into norms by the agents of socialisation.
- Norms are socially constructed and vary between societies and over time.
- Credit reference to appropriate examples.

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>
4		4	

Explain two ways schools transmit norms and values to children. [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 schools transmit norms and values:

- Role models.
- Hidden curriculum.
- 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.

- Children may copy the behaviour and views of those they admire in schools.
- Children may pick up messages throughout the school day without realising it.
- Children may be rewarded or punished for certain behaviours.
- Credit reference to appropriate examples.

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>
4	4		

Describe two ways children may be socialised into ethnic identities by their families.

[4]

2 marks available for each way described 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 by their families:

- Teaching and encouraging children to follow their religion.
- Role models and sanctions.
- Teaching their language.
- Following traditions, festivals and customs such as food and dress.

Award a further mark each for a more developed description 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 4 (a)

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

Explain what is meant by a ‘symmetrical family’. [2]

Award one mark for a basic explanation suggesting that a symmetrical family consists of a family where male and female roles are similar but not identical.

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

- The roles may not be identical but men are involved in the home and are more home-centred.
- This type of family was identified by Willmott and Young.
- Married women are more likely to go out to work.
- Men are more likely to participate in domestic tasks and childcare.

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>
4		4	

Explain the Functionalist view that families perform important functions. [4]

Band descriptors and mark allocations

	AO2 1a 4 marks	
BAND 2	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to explain accurately and in detail the Functionalist view that families perform important functions. The explanation will be fully developed.	3-4
BAND 1	Knowledge and understanding of relevant theories/ concepts/evidence is partially applied and used to explain the Functionalist view that families perform important functions. The explanation will be partially developed, and some views will be explained in less detail than others with some inaccuracies.	1-2
	Award 0 marks for incorrect or irrelevant answers	

Indicative content

- Families are a primary agent of socialisation and teach children norms and values and how to fit into society.
- Meet the members’ needs for sex and economic provision.
- Provide reproduction of the next generation.
- Married couples provide comfort and emotional support for each other.
- Credit reference to relevant sociologists.

Question 4 (c)

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

Explain the increase in singlehood 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.

Band	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons why there has been an increase in singlehood in the contemporary UK. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately and in detail why there has been an increase in singlehood in the contemporary UK The explanation will be fully developed	4
3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two reasons relating to why there has been an increase in singlehood in the contemporary UK 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.	3	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately why there has been an increase in singlehood in the contemporary UK. The explanation will be partially developed and one of these factors will be explained in less detail than the other	3
2	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons relating to why there has been an increase in singlehood in the contemporary UK, though with some inaccuracies/irrelevancies and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one reason relating to why there has been an increase in singlehood in contemporary Britain is considered. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/concepts/ evidence for two reasons is applied and used to explain why there has been an increase in singlehood in the contemporary UK but there will be little development and some inaccuracies, or one factor only is applied and used to explain accurately and in detail why there has been an increase in singlehood in contemporary Britain	2
1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to why there has been an increase in singlehood in the contemporary UK. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why there has been an increase in singlehood in the contemporary UK will be limited. Any explanation will be undeveloped and contain inaccuracies	1
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 has 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.
 - Changes in norms have made it acceptable for people to remain single.
 - Secularisation and the decline of religion have removed the religious barriers to sex outside of marriage.
 - Divorce may make people cynical of marriage.
 - Contraception has enabled people to have sex outside of marriage.
-
- Credit reference to relevant studies.

Award 0 marks for incorrect or irrelevant answers.

Question 4 (d)

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

'Families in the contemporary UK benefit men more than women'. Do you agree with this view? [15]

In your answer you are advised to refer to different sociological ideas and theories to support your judgement.

Band descriptors and mark allocations

Band	AO1 1a & 1b 4 marks		AO2 1a 3 marks	AO3 1a & 1b 8 marks	
4	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to whether families in the contemporary UK benefit men more than women. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	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 whether families in the contemporary UK benefit men more than women. 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.	7-8
3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to whether families in the contemporary UK benefit men more than women 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.	3	Knowledge and understanding of relevant theories/ concepts/ evidence is applied and used to explain accurately whether families in the contemporary UK benefit men more than women. The explanation will be well developed.	Good analysis and evaluation of the relative importance of factors linked to whether families in the contemporary UK benefit men more than women. 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.	5-6

Band	AO1 1a & 1b 4 marks		AO2 1a 3 marks		AO3 1a & 1b 8 marks	
2	Answer has some coherence, demonstrating partial knowledge and understanding of factor(s) relating to whether families in the contemporary UK benefit men more than women, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts.	2	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain whether families in the contemporary UK benefit men more than women. The explanation will be partially developed as some of these factors will be explained in less detail than the others and with inaccuracies.	2	A partial analysis and evaluation of the importance of factor(s) linked to whether families in the contemporary UK benefit men more than women. Any judgement or conclusion will be superficial.	3-4
1	Answer demonstrates only basic knowledge and understanding of factor(s) relating to whether families in the contemporary UK benefit men than women. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain whether families in the contemporary UK benefit men more than women will be limited. Any explanation will be undeveloped and contain inaccuracies.	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	1-2
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:

Feminist views that men benefit more from marriage:

- Women contribute more to the family in terms of domestic work, childcare etc.
- Dual burden theory.
- Triple shift.
- Girls are socialised into caring, gender roles within the family that perpetuate gender inequality.
- Women are more likely to be victims of domestic abuse and violence.
- Families are patriarchal and men have more power and status in families.
- Men exercise social control over female members.
- Evidence of continuing inequality in gender roles.

Against this view:

- Women may gain pleasure from bringing up children and may choose this role.
- Evidence that roles have changed.

Functionalists:

- Families benefit society and its members.
- The family provides important functions for both society and its members.
- A clear division of labour is needed to carry out functions.

Marxists:

- Families benefit the upper class not men.
- The family is organised to suit the interests of capitalism and both men and women are victims.

Debate:

- Whether families in the contemporary UK benefit men more than women.
- Evidence that men still benefit against evidence that roles have changed.
- Credit reference to sociologists.

Question 5 (a)

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

Explain one way racism may affect achievement in schools. [2]

Award one mark for a basic explanation such as racism may affect how certain groups feel about themselves or school.

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

- May lead to certain groups having low self-images.
- May lead to teachers having low expectations.
- May lead to anti-school subcultures.
- May lead to certain groups being placed in lower ability groups, entered for different exams etc.
- May lead to labelling and stereotyping.
- Credit reference to relevant theory/sociologists.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (b)

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

Outline the Marxist view that education serves the interests of capitalism. [5]

Band descriptors and mark allocations

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

Indicative content

- Marxism is a conflict view of society.
- They are very critical of the education system seeing it as under the control of the upper classes and used for their benefit.
- Schools continue the class system: Bourdieu and cultural capital.
- Schools make pupils obedient and conformist which prepares them to be an obedient workforce: Bowles and Gintis, correspondence theory.
- Private schools are able to have a separate curriculum and train pupils in leadership skills.
- Schools put forward 'giant myths' that they are meritocratic.

Award 0 marks for incorrect or irrelevant answers.

Question 5 (c)

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

Explain, using examples, how the hidden curriculum may affect children’s achievement in schools.

[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.

Band	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two ways the hidden curriculum may affect achievement in education. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	Knowledge and understanding of relevant theories/concepts/ evidence for two ways is applied and used to explain accurately and in detail how the hidden curriculum may affect achievement in education. The explanation will be fully developed.	4
3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two ways the hidden curriculum 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.	3	Knowledge and understanding of relevant theories/concepts/evidence for two ways is applied and used to explain accurately how the hidden curriculum may affect achievement in education. The explanation will be partially developed and one of these ways will be explained in less detail than the other.	3
2	Answer has some coherence, demonstrating partial knowledge and understanding of two ways the hidden curriculum may affect achievement in education, though with some inaccuracies/ irrelevancies, or detailed, relevant knowledge and understanding is demonstrated, but only one way the hidden curriculum may affect achievement in education. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/concepts/ evidence for two ways is applied and used to explain how the hidden curriculum may affect achievement in education. There will be some development in the explanation of both these ways with limited detail and some inaccuracies, or one way only is applied and used to explain accurately and in detail how the hidden curriculum may affect achievement in education.	2
1	Answer demonstrates only basic knowledge and understanding of way(s) the hidden curriculum may affect achievement in education. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain ways the hidden curriculum may affect achievement in education will be limited. Any explanation will be undeveloped and contain inaccuracies	1
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:

- May pass on gender messages to pupils about the roles and status of males and females through authority structure of school; textbooks; gendering of subjects; reading schemes; what teachers say. This may mean females underachieve.
- May benefit upper class in getting children to accept and obey an unjust system and prepare them for boring, unfulfilling work.
- May pass on messages that some ethnic minority children are high/low achievers or likely to be troublesome.
- May pass on messages that pupils from different social classes are high/low achievers.

Award up to Band 2 for responses that explain the hidden curriculum without an explicit link to achievement.

Question 5 (d)

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

Discuss the view that achievement in school is based on ability and hard work. [15]

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

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks		AO2 1a 3 marks	AO3 1a & 1b 8 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to whether achievement in school is based on ability including ability and two alternative factors. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	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 achievement in schools. 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.	7-8
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to whether achievement in school is based on ability including ability 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.	3	Knowledge and understanding of relevant theories/ concepts/evidence is applied and used to explain accurately their impact on whether achievement is based on ability. The explanation will be well developed.	Good analysis and evaluation of the relative importance of factors linked to achievement in schools. 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.	5-6

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

Functionalist view that schools reward ability.

- Parson's view that schools are meritocratic and the most able succeed.
- Schools act as a bridge between the home and wider society and children learn that status is based on achievement.
- Most able achieve best qualifications and highest jobs.
- Evidence that some groups do well at school despite disadvantages.

Against view:

Interactionist view:

- Children are labelled in school on criteria linked to class, ethnicity and gender.
- Negative labelling of working-class pupils /ethnic groups/boys or girls may lead to the self- fulfilling prophecy, the formation of anti-school subcultures and underachievement.

Material factors:

- Material deprivation may lead to underachievement.
- Poverty and lack of money for food, materials, home internet access, home tuition.
- Some pupils may not live in adequate housing because of poverty.
- Whether parents can afford private schools or to move to catchment area of 'better schools'.

Cultural factor may affect how pupils achieve:

- Cultural factors disadvantage certain groups.
- Cultural factors including certain values, language codes, parental encouragement.
- Cultural capital.
- Type of school attended may affect achievement.

Debate

- Whether schools reward the most able or whether other factors may affect achievement.
- Credit reference to ideas and research referring to class, gender and/or ethnicity.

Question 6 Read the following passage and answer the questions.

A recent sociological study looked at bullying in schools to help understand young people's experiences. The researchers used the method of unstructured interviews, as they wanted to collect **qualitative** data.

Question 6 (a)

<i>Mark allocation:</i>	<i>AO1 1a & 1b</i>	<i>A02</i>	<i>A03</i>
2		2	

Explain what is meant by qualitative data. [2]

Award one mark for a basic explanation suggesting that qualitative data is in the form of words.

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

- Mostly collected by unstructured interviews and observation.
- Tends to be detailed and may be more valid than other types of data.
- Credit reference to examples.

Award 0 marks for incorrect or irrelevant answers.

Question 6 (b)

<i>Mark allocation:</i>	<i>AO1</i>	<i>A02 1b</i>	<i>A03</i>
4		4	

Explain two ethical issues the researchers would have to consider for this research. [4]

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

If more than two ethical issues are given, all issues 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 ethical issue the researchers may have faced, such as the following or other relevant factors:

- Getting the children in the research to understand the right to withdraw.
- Making sure the children were not harmed.
- Getting their informed consent.
- Ensuring anonymity and confidentiality.

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

- The children may feel they have to take part in the research because it is at school.
- They may feel anxious or threatened with people they do not know and therefore might be harmed.
- They may want to please and be reluctant to withdraw.
- Children maybe concerned to let others know what is happening to them.

Award 0 marks for incorrect or irrelevant answers.

Question 6 (c)

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

Discuss the strengths and weaknesses of using questionnaires in research. [12]

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

Band descriptors and mark allocations

	AO1 1a & 1b 4 marks		AO2 1b 4 marks		AO3 1a & 1b 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two strengths and two weaknesses of using questionnaires in research. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	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 questionnaires in research. The explanation will be fully developed.	4	A developed analysis and evaluation of the strengths and weaknesses of using questionnaires 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.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of the strengths and weaknesses of using questionnaires 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.	3	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 questionnaires in research. The explanation will be partially developed and some of these will be explained in less detail than others.	3	Good analysis and evaluation of the strengths and weaknesses of using questionnaires 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.	3

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

In terms of strengths:

- Questionnaires produce quantitative data that can be used to discover patterns/trends.
- They can be used to create statistics and graphs, so patterns/trends are easily identifiable.
- Respondents are answering the same questions so answers can be compared.
- They should not take long to fill in, so people may be more willing to fill them in, increasing the representativeness.
- They are anonymous so people may be more inclined to fill them in.
- They are relatively cheap to produce so can be given to a large number of people.
- If sampling is used, this should increase representativeness.

In terms of weaknesses:

- Questionnaires 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'.
- Questionnaires may reflect the bias of the person who constructed the questionnaire.
- People may fill them in very quickly.
- They tend to have a low response rate which may affect their representativeness.