



GCSE MARKING SCHEME

SUMMER 2025

**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 2025 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 objective(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>
4	4		

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

Becky Francis	Interactionist	Pilot study	Meritocracy	Paul Willis	Subculture
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- (a) refers to a trial run before the full research. [1]
- (b) refers to a system in which people are rewarded for their ability and hard work. [1]
- (c) argues that boys dominate the classroom and attract more attention from teachers. [1]
- (d) refers to a group within society with its own norms and values. [1]

Award **one mark** for each correct answer

- (a) Pilot study [1]
- (b) Meritocracy [1]
- (c) Becky Francis [1]
- (d) Subculture [1]

Question 2

Study the item below and answer the questions that follow.

The **media** is an important agent of socialisation. Children often start watching television and reading books at a young age. The media may have a strong influence on children's identities, influencing the way they think and the way they see the world around them.

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 the media

[2]

Award **one mark** for a basic description that the media include anything that sends messages to a mass audience or that the media include television, newspapers, magazines, radio, social media sites etc.

Award **two marks** for a more developed description that includes both points or a basic description and any other relevant point such as, the media is a secondary agent of socialisation.

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 example of the media in the item above.

[1]

Award **one mark** for identification of one example of media in the item:

- television
- books

Award **0 marks** for incorrect or irrelevant answers or examples of media not in the item.

Question 2 (c)

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

Explain one way the media may influence ethnic identities.

[2]

Award **one mark** for a basic explanation that the media may influence how different ethnic groups think of themselves by the way they present different ethnic groups or issues associated with ethnicity.

Award **a further mark** for

- examples of above such as, presenting immigration as a 'problem', drawing a link between some ethnic groups such as some ethnic groups are doing well in education

Award **0 marks** for incorrect or irrelevant answers.

Question 2 (d)

Mark allocation:	AO1 1a & 1b	AO2 1a	AO3
4	4		

Describe two ways one agent of socialisation, other than the media, may influence ethnic identities. [4]

Other agents of socialisation which may influence ethnic identities: families, education, peer group, religion and any other relevant agent of socialisation

Families:

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 for not keeping to rules
- teaching 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 influence 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 speak another 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.

Education:

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

- curriculum may be ethnocentric, alienating some ethnic groups
- schools may foster an inclusive environment, recognising multiculturalism and diversity
- different expectations of ethnic groups in some schools
- institutional racism in some schools

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.

- curriculum may celebrate the successes of majority group such as musicians, scientists; history may be focused on history of majority ethnic group
- move towards a more inclusive curriculum, celebration of diverse cultures
- some ethnic groups may be placed in lower attainment groups than white pupils of same attainment, leading to self-fulfilling prophecy
- racism in schools may lead to some ethnic groups being excluded, truancy, anti-school subcultures

Award **0 marks** for incorrect or irrelevant answers.

Peer Group:

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

- the peer group may offer protection against racism
- they may put pressure on members to follow certain norms and values
- peer group may encourage pro- or anti-school subcultures

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.

- if schools are racist, ethnic groups may band together with their peer groups to combat racism; they may give their members a collective identity they can be proud of
- some research suggests that male subcultures among African Caribbean boys may encourage macho forms of masculinity
- may encourage or discourage success at school

Award **0 marks** for incorrect or irrelevant answers.

Religion:

Award **one mark** each for an identification of an accurate way children are socialised into ethnic identities by religion such as:

- some religions may have sanctions for those who keep to/disobey the rules
- some religions may have different norms and values for their followers

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.

- some ethnic groups may be encouraged to follow their religion by promises of reward or punishments in this world or the next such as promise of a better life in the next world; exclusion from place of worship
- different religions may have different norms and values, such as strict rules on dress; different norms on which food to eat and how to eat them

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 **0 marks** for incorrect or irrelevant answers.

Question 3

Study the item below and answer the questions that follow.

All societies develop some form of social control. Members are socialised into the way of life of their society. For those who do not follow the rules, sanctions may be used. These could range from more informal methods of social control used by families to more formal methods of social control used by police.

Question 3 (a)

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

Describe what is meant by social control.

[2]

Award **one mark** for a basic description suggesting that social control is the means used to keep order in society.

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

- this is done through socialisation and the use of sanctions
- socialisation is carried out by the agents of socialisation
- sanctions may be positive or negative
- sanctions are designed to encourage people to conform to society's way of life

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 reasons why social control is important for society. [4]

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

If more than two reasons are given, all reasons 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 society needs social control:

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

Award **a further mark** each for a more developed explanation of why society needs 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 and people were free to follow their own goals, people may break the laws freely
- to prevent harm to others

Credit relevant use of sociological concepts and theories

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	

Explain, with examples, the difference between formal and informal social control. [4]

Award up to **two marks** for a basic difference that formal control is carried out by the government agencies such as the police, law courts and army, whereas informal social control is carried out by families, peer group etc.

Award **up to another two marks** for examples of each such as the police (formal agencies) can arrest people and the courts can impose fines and imprisonment whereas informal agencies such as the family can ground children/give them treats/remove phones.

Award **0 marks** for incorrect or irrelevant answer.

Question 4

Question 4 (a)

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

Describe what is meant by reconstituted families.

Award **one mark** for a basic description that reconstituted families refer to families where one or both partners have children from a previous relationship living with them.

Award **two marks** for a more developed description that refers to one of the points below or other relevant points:

- also known as blended or step-families
- one of the fastest growing family forms in the contemporary UK

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 why Feminists argue that families benefit men.

[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 why Feminists argue that families benefit men. 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 why Feminists argue families benefit men. 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

- Feminists argue families are patriarchal and men have power over women in families
- women are far more likely to be victims of domestic abuse in families than men
- social control is exercised over females at every stage in families
- children are socialised into caring roles by the toys they are given etc
- older girls are more controlled and monitored than boys and may meet a double standard of morality.
- adult men have more control over decisions and money in families and women may be expected to carry out housework, paid work and emotional work

Credit reference to relevant theory/sociologists/studies.

Question 4 (c)

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

Explain reasons for the increase in different family forms 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.

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons relating to the increase in different family forms. 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 the increase in different family forms. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two reasons relating to the increase in different family forms, 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 the increase in different family forms. The explanation will be partially developed and one of these factors will be explained in less detail than the other.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons relating to the increase in different family forms, though with some inaccuracies/irrelevances and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one reason relating to the increase in different family forms 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 the increase in family forms but there will be little development and some inaccuracies, or one reason only is applied and used to explain accurately the increase in family forms.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to the increase in different family forms. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain the increase in family forms 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:

- changes in norms have led to an increase in family diversity. It is now more acceptable to cohabit, to divorce, to live alone, to have children outside marriage, to be in a single-sex family
- changes in the law have allowed people to divorce more easily, to marry a person of the same sex and for single-sex couples to adopt
- a decline in religion has led to changing views of families and relationships
- career opportunities have opened up for women and it is no longer the norm for women to marry and stay at home to look after children
- the changes in women working have enabled women to be more financially independent and seek a career
- credit reference to relevant theory/sociologists/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

‘The traditional nuclear family is still the most desirable family type’. Discuss this view. [15]

In your answer you are advised to consider different sociological ideas and theories to support your discussion.

Band descriptors and mark allocations check boxes to reflect change in wording

	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 traditional nuclear families are still the most desirable family type. 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 the nuclear family is still the most desirable family type. 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 the traditional nuclear family is still the most desirable family type 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 the traditional nuclear family is still the most desirable family type. The explanation will be well developed.	3	Good analysis and evaluation of the relative importance of factors linked to whether the traditional nuclear family is still the most desirable family type. 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 the traditional nuclear family is still the most desirable family type, 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 the traditional nuclear family is still the most desirable family type. 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 the traditional nuclear family is still the most desirable family type. Any judgement or conclusion will be superficial.	3-4
BAND 1	Answer demonstrates only basic knowledge and understanding of factor(s) relating to whether the traditional nuclear family is still the most desirable family type. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain whether the traditional nuclear family is still the most desirable family type 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 the traditional nuclear family is still considered the most desirable family type:

- the New Right see 'family' as referring to the traditional nuclear family with two parents, and argue other family forms are inadequate
- the New Right regard these non-traditional family forms as inadequate and a move away from 'proper' families
- they argue two parents of different sexes are needed in families to show the male role of breadwinner and the female role of raising children
- Charles Murray argues that boys brought up in single-parent families will lack a male role model and are more likely to be irresponsible, fail at school and be criminal
- Functionalists see the ideal family as containing two parents performing different roles in society
- many people still choose to live in nuclear families and many divorcees remarry

Against view that the traditional nuclear family is still considered the most desirable type:

- challenge to New Right view that only nuclear families are 'proper' families
- other family types able to function and bring up children
- Rappaport and Rappaport argue that there has been a growth in family diversity
- challenge to Functionalist view that only nuclear families able to function effectively because need two parents to carry out important functions
- argument different family types give people more choice how to live their lives especially women
- Feminists argue other family forms give women chance to escape patriarchy in marriage and in some cases, domestic abuse
- many people choose to live in other family types such as single-sex families
- couples in earlier times may have stayed in nuclear families out of necessity not choice
- higher crime rates among single-parent families may be due to poverty

Credit reference to relevant theory/sociologists/studies.

Debate:

- whether the traditional nuclear family is still considered the most desirable family type or not

Question 5 (a)

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

Explain one way labelling can affect achievement in education.

[2]

Award **one mark** for a basic description such as if teachers label pupils as 'bright' they are more likely to improve whereas/or if they label them as 'less able' they are likely to make less effort/do less well.

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

- teachers may pass their expectations on to pupils through the way they speak to them; comments on work
- their expectations might alter the pupils' perceptions of themselves and their self-images
- teachers' expectations may lead to a self-fulfilling prophecy where the expectations are fulfilled
- 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		

Describe the Functionalist view that schools reward ability and hard work. [5]

Band descriptors and mark allocations

	AO1 5 marks	
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the view that schools reward ability and hard work. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4-5
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of the view that schools reward ability and hard work. though with some inaccuracies/irrelevancies. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	2-3
BAND 1	Answer demonstrates only basic knowledge and understanding of the view that schools reward ability and hard work 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

- Parsons: school acts as a bridge between home and wider society and children learn value of achieved status at school
- Parsons: education functions as a meritocracy and rewards the most able and most hard-working
- function of role allocation: this ensures the most able achieve the best jobs
- this benefits individuals and society as the system is seen as fair
- credit reference to relevant theory/sociologists/studies

Award **0 marks** for incorrect or irrelevant answers

Question 5 (c)

Mark allocation:	AO1 1a & 1b	AO2 1a	AO3
8	4	4	

Explain why it may be argued that schools are patriarchal. [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.

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons relating to why schools may be seen as patriarchal. 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 schools may be seen as patriarchal. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of why schools may be seen as patriarchal, though one reason 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 schools may be seen as patriarchal. The explanation will be partially developed as one of these reasons will be explained in less detail than the other.	3
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons why schools may be seen as patriarchal, though with some inaccuracies/irrelevancies, or detailed, relevant knowledge and understanding is demonstrated, but only one reason why schools may be seen as patriarchal. 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 schools may be seen as patriarchal. There will be some development in the explanation of both these reasons with limited detail and some inaccuracies, or one reason only is applied and used to explain accurately and in detail why some schools may be seen as patriarchal.	2

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to why schools may be seen as patriarchal. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why schools may be seen as patriarchal 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:

- Feminists argue that schools are still patriarchal even though females are generally doing better at schools than males
- the school curriculum is mostly about males: their achievements in science and music; their place in history etc
- the hidden curriculum passes on gender messages to females and males about their role in society and appropriate gender behaviour such as the way females are portrayed in books; expectations of behaviour
- some subjects are gendered and presented as more suitable for certain genders such as engineering for males and languages for females
- females are still under-represented in senior school roles although it has improved
- research shows that males tend to get more attention from teachers
- credit reference to relevant theory/sociologists/studies

Question 5 (d)

Mark allocation:	AO1 1a & 1b	AO2 1a	AO3 1a & 1b
15	4	3	8

'Factors inside school have the most important influence on children's achievement in education.' Discuss this view. [15]

In your answer you are advised to refer to factors inside schools and any other relevant factors to support your discussion.

Band descriptors and mark allocations CHECK GRIDS for change in wording

	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 factors inside school influence children's achievement in education, including factors inside school and other 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 inside and outside school factors linked to achievement. 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 relating to whether factors inside school or other factors have the most influence on achievement in education. 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 the impact of factors inside school and other factors on achievement. The explanation will be well developed.	3	Good analysis and evaluation of the relative importance of inside and outside school factors linked to achievement 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.	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) inside school and other factors, 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 the impact of factors inside school and other factors on achievement. 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 inside and outside school factor(s) linked to achievement in education. Any judgement or conclusion will be superficial.	3-4
BAND 1	Answer demonstrates only basic knowledge and understanding of factor(s) inside school. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain the impact of factors inside school on achievement 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 the view

Factors inside school:

- labelling children in education:
- negative labelling of working-class pupils /ethnic groups/males or females: positive labelling of middle-class groups and some ethnic groups
- labelling based on factors other than ability
- negative labelling may lead to pupils being placed in lower bands
- this may lead to low self-image, self- fulfilling prophecy and formation of anti-school subcultures
- work of Hargreaves and Ball on self-fulfilling prophecy
- culture of school: whether ethos of school is middle-class
- the curriculum: Diane Reay - curriculum is middle class and not relevant to lower working class
- racism may lead to low attainment
- patriarchy may lead to relative low attainment of females in certain subjects or rejecting them as suitable for females

Against the view that factors inside school are the most important

Other 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

Cultural factors:

- upper- and middle-class children tend to have same values, language codes as school and may have more encouragement to succeed
- cultural capital and ability to provide children with cultural experiences
- social capital and ability to understand how school system 'works' and to choose between schools

Combination of inside and outside factors:

- labelling may be based on outside school factors such as language spoken; uniform; equipment
- schools may develop programmes to help, for example, ethnic groups, females, disadvantaged children
- 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
- credit reference to relevant theory/sociologists/studies

Debate:

- whether factors inside the school have the most important influence on achievement or other factors outside school or a combination

Question 6 (a)

Study the item below and answer the questions that follow.

A recent sociological study looked at teenagers' attitudes to healthy eating and exercise. The researchers used questionnaires to collect their information. They also used a **random sampling** technique for the study.

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

Describe what is meant by random sampling. [2]

Award **one mark** for a basic explanation suggesting that random sampling refers to when every person in the target population has an equal chance of being selected.

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

- random sampling is used to make the selection of the sample fairer and less biased.
- may be selected using names out of a hat or computer generated
- sample frame required
- may save time compared to other sampling methods

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>
4		4	

Explain two advantages of using questionnaires in sociological research. [4]

Two 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 this method such as the following or other relevant factors:

- questionnaires are relatively cheap to carry out
- they are anonymous
- they can be sent to a large number of people
- they can be completed on-line

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

- questionnaires can 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
- they can be given out or posted to many people so can be representative of the target population
- they are easy to fill in and are cheap because there are no interviewers to pay
- there is no interviewer effect which may influence the respondents' answers
- the anonymity of questionnaires may improve the validity of responses
- questionnaires can be repeated so good on reliability.

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 qualitative methods in sociological research. [12]

You should explore strengths and weaknesses in your discussion.

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 a range of strengths and weaknesses of qualitative methods 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 qualitative methods in research. The explanation will be fully developed.	4	A developed analysis and evaluation of the strengths and weaknesses of using qualitative methods. 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 qualitative methods 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 qualitative methods 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 qualitative methods 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 qualitative methods 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 qualitative methods 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 qualitative methods 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 qualitative methods 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 qualitative methods 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 qualitative methods 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:

Strengths:

- qualitative methods usually refer to observation and unstructured interviews and collect qualitative data
- qualitative data can be descriptive and detailed
- qualitative methods are more likely to be high in validity because in both unstructured interviews and observation, respondents are using own words
- respondents can go into detail in unstructured interviews and those being observed are in their natural setting so the researcher is more likely to get a picture of what is happening
- ethical guidelines are less likely to be broken as respondents take part in interviews and overt observation willingly
- researchers may build up a rapport with those being researched, encouraging trust
- qualitative methods may also refer to the use of qualitative research using secondary data including diaries, novels, newspaper reports, journals or films. Strengths are that they are descriptive and full of detail with the possibility of greater validity.
- qualitative research using secondary data may help to gather a greater understanding of statistical information.

Weaknesses:

- it is difficult to find patterns and trends from qualitative data as each interview and observation will be different
- difficult to compare answers
- interviews and observations are relatively expensive so numbers may be limited so they may not be representative
- this will make it difficult to generalise to the wider population
- interviewer and observer bias may enter in, they may try to please them
- participant observation may involve ethical issues if the group being studied are unaware.
- qualitative methods using qualitative secondary data may lack reliability and be hard to repeat.
- secondary data that is qualitative may be biased and subjective. It may not be accurate.
- qualitative research using secondary data is limited to the data already existing which was probably collected for another purpose.
- credit reference to relevant theory/sociologists/studies