



For teaching from 2017  
For award from 2019

GCSE (9-1) SOCIOLOGY

Additional Specimen Markscheme

Component 1  
Understanding Social Processes

## **COMPONENT 1: Understanding Social Processes**

### **Additional specimen 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.

**MARK SCHEME****Question 1**

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

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

serial monogamy	Marx	cohabitation	Parsons	cultural capital	role model
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Award one mark for each correct answer

- |     |                    |     |
|-----|--------------------|-----|
| (a) | feminism           | [1] |
| (b) | socialisation      | [1] |
| (c) | polygamy           | [1] |
| (d) | cultural diversity | [1] |

**Question 2 (a)**

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

**Describe what is meant by the term values.** [2]

Award one mark for a basic explanation suggesting that values are ideas people in society believe are important.

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

- values are learned through socialisation
- values may vary from society to society
- different groups may have different values
- values may be reflected in social norms

Award 0 marks for incorrect or irrelevant answers.

**Question 2 (b)**

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

**Identify an agency of socialisation in the passage above.** [1]

Award one mark for identification of an agency of socialisation in the passage:

- peers or peer group
- family

Award 0 marks for incorrect or irrelevant answers.

**Question 2 (c)**

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

**Explain why socialisation by the media is important.** [2]

Award one mark for a basic explanation such as socialisation by the media is important because it is found everywhere in society.

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

- media role models teach children norms and values
- the media is found everywhere and people tune into media now even on their phones.
- the media is used by the government and by advertisers to sell products. It can be very persuasive.
- case studies of media affecting behaviour.

Award 0 marks for incorrect or irrelevant answers.

**Question 2 (d)**

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

**Identify and explain two ways in which agents of socialisation pass on identity to children.** [4]

2 marks available for each way identified 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 1 mark each for identification of an accurate way in which agents of socialisation pass on identity such as:

- role models/imitation
- religion may shape identity
- stereotypical gender roles are taught by education and media
- advertising of clothing styles
- parents encourage children to follow customs or religion
- schools teach British values

Award a further mark each for an explanation, or an example, of how this would happen. Candidates may refer to the points below or other relevant examples:

- role model/imitation as children may copy what their parents do e.g . follow a football team or religion.
- parents may encourage gender behaviour that they approve of and discourage bad behaviour through praise and punishment
- stereotypical gender roles may be shown by the media in movies like Disney. Children may identify with these.
- British values make people feel being British is a key part of their identity.

Award 0 marks for incorrect or irrelevant answers.

**Question 3 (a)**

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

**Explain what is meant by the term gender. [2]**

Award one mark for a basic explanation that gender refers to expected behaviour linked to being male or female.

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

- gender is not the same as biological sex
- gender roles may often be stereotypical
- credit reference to examples or use of terms such as femininity or masculinity.

Award 0 marks for incorrect or irrelevant answers.

**Question 3 (b)**

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

**Explain two reasons why some sociologists believe that gender stereotypes may not be helpful for young people growing up. [4]**

2 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 1 mark each for a basic explanation such as:

- they may make young people unhappy and make them feel that they cannot do what they want to do.
- girls may feel that they cannot do certain jobs or act in an 'unfeminine' way.

Award 2 marks each for a more developed explanation such as:

- feminists would argue that gender stereotypes reinforce gender inequality.
- gender stereotypes may also make it difficult for men to feel it is acceptable to show their emotions: this may not be healthy for them.

Award 0 marks for incorrect or irrelevant answers.

**Question 3 (c)**

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

**Explain two aspects of identity, other than gender.**

**[4]**

2 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 1 mark each for a basic aspect such as:

- How old a person is affects their identity.
- A person who is disabled may feel this is a big part of who they are.

Award 2 marks each for a more developed explanation such as the following or other relevant explanations:

- age is a significant part of identity, youth has its own special identity with different norms and values.
- disabled people may feel that this is an important part of their identity, this may be partly because of how others treat them.
- social class may be part of a person's identity, although it may not be as important as it was in the past.
- ethnicity may be a complex part of a person's identity as they may have more than one ethnic background, for instance, Meghan Markle is a mixture of African-American, Irish and Dutch.
- credit any example featuring sociological terms.

Award 0 marks for incorrect or irrelevant answers.

**Question 4 (a)**

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

**Describe what is meant by cohabitation.**

**[2]**

Award one mark for a basic definition which says that cohabitation means living together without being married.

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

- cohabitation has increased
- marriage has declined.
- cohabitation may be a trial marriage.
- some people may practise serial monogamy.

Award 0 marks for incorrect or irrelevant answers.

**Question 4 (b)**

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

**Explain why feminists criticise the nuclear family. [4]**

Award 1 mark for a basic suggestion that feminists criticise the nuclear family as leading to unfairness for women.

Award another 2 marks for a development that refers to at least one of the points below or other relevant examples in detail, or at least two points in less detail.

Award a further mark for the use of relevant sociological language.

- credit reference to feminists such as Oakley, Delphy and Leonard, radical or Marxist feminists..
- the nuclear family exploits women through unpaid house work.
- the nuclear family results in the 'Double burden' or Triple Shift, with explanation of these terms.
- the nuclear family is part of a patriarchal society as men dominate as the breadwinner.
- nuclear family leaves women dependent on men.

Award 0 marks for incorrect or irrelevant answers.



**Question 4 (c)**

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

**Explain the increase in family diversity in the contemporary UK. [8]**

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

**Band descriptors and mark allocations**

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

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

**Indicative content**

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

- secularisation has led to an increase in single parent families because people are no longer as influenced by religion and the belief that children should be born within marriage
- changes in norms which have made a wider variety of family forms acceptable including cohabitation..
- feminism may have influenced women to be more independent leading to less nuclear families.
- divorce laws have enabled more couples to divorce leading to more single parents, reconstituted families.
- changes in the law have allowed same sex marriage and civil partnerships.
- technological changes such as IVF has enabled women to reproduce independently
- more job opportunities for women have improved their economic position and enabled them to live on their own
- welfare benefits have helped enable women to be financially independent
- relevant sociological studies, such as the Rapoport and Robert Chester.

## Question 4 (d)

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

'Gender roles are now more equal in families in the contemporary UK.' Do you agree with this view? [15]

*In your answer you are advised to refer to changes in social norms, the law 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
<b>BAND 4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to inequality in gender roles which may include social norms and the law or reference to feminism. 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
<b>BAND 3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of factors relating to inequality in gender roles which may include social norms and the law 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 changes in family life. The explanation will be well developed.
		3	A developed analysis and evaluation of the impact of equality in gender roles. 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
			5-6

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

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

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

**Indicative content**

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

- impact of changes to conjugal roles.
- changes to traditional gender roles and the domestic division of labour:
  - new man and house husband
  - Wilmott and Young
  - changes in gender roles – symmetrical family
  - discussion of other factors such as:
    - greater economic independence of women making them less dependent on their husbands
    - Decision making, money management and power in the family
    - Changes in child rearing patterns
    - changes to divorce laws
    - changing norms and values
    - the reduction in family size making it easier for women to live independently
    - feminism – raising the status of women and giving them more choice over their lives -
      - new man, house husbands
      - Feminist criticisms of the burden that women still have.
      - Double Burden and Triple Shift
      - Esther Dermott
      - Ann Oakley
  - credit reference to relevant sociologists and theory

**Question 5 (a)**

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

**Describe one way in which labelling can affect children in schools. [2]**

Award one mark for a basic description of how labelling may affect children. For example; think badly of themselves.

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

labelling may result in a self- fulfilling prophecy

people may live up to or fight against their label,

credit reference to Paul Willis, Hargreaves, Becker or other relevant sociologists

Award 0 marks for incorrect or irrelevant answers.

**Question 5 (b)**

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

**Outline ways in which Marxists criticise schools. [5]**

*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 ways in which Marxists criticise schools cannot be awarded higher than Band 2.

	<b>AO1 5 marks</b>	
<b>BAND 3</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two ways in which Marxists criticize schools. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4-5</b>
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of at least two ways in which Marxists criticize schools, though with some inaccuracies/irrelevancies, <b>or</b> detailed, relevant knowledge and understanding is demonstrated, but only one way in which Marxists criticize schools. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	<b>2-3</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of how in which Marxists criticize schools which may be characterised by some inaccuracies and lack of understanding. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>
	Award 0 marks for incorrect or irrelevant answers	

**Indicative content**

- schools create more inequality
- schools are an agent of social control
- schools are rigged in favour of the rich or elite
- schools are organised to create a docile workforce needed for capitalism
- education is controlled by the ruling class
- credit reference to the work of Bowles and Gintis and other relevant sociologists or theory

Award 0 marks for incorrect or irrelevant answers.

**Question 5 (c)**

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

**Explain, using examples, why some ethnic minority pupils may not achieve as well as other groups in schools. [8]**

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

**Band descriptors and mark allocations**

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

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 4 marks</b>	
<b>BAND 4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons why some ethnic minority pupils may not achieve as well as other groups in schools. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	<b>4</b>	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately and in detail the reasons why some ethnic minority pupils may not achieve as well as other groups in schools. The explanation will be fully developed.	<b>4</b>
<b>BAND 3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two reasons why some ethnic minority pupils may not achieve as well as other groups in schools, 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.	<b>3</b>	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately why some ethnic minority pupils may not achieve as well as other groups in schools. The explanation will be partially developed as one of these reasons will be explained in less detail than the other.	<b>3</b>

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1a 4 marks</b>	
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons why some ethnic minority pupils may not achieve as well as other groups in schools, though with some inaccuracies/irrelevancies, <b>or</b> detailed, relevant knowledge and understanding is demonstrated, but only one reason relating to the reasons why some ethnic minority pupils may not achieve as well as other groups in schools. There will be limited evidence of appropriate sociological language and concepts, with little detail.	<b>2</b>	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain why some ethnic minority pupils may not achieve as well as other groups in schools. There will be some development in the explanation of both these reasons with limited detail and some inaccuracies, <b>or</b> one reason only is applied and used to explain accurately and in detail the formation of anti-school sub-cultures.	<b>2</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of reason(s) why some ethnic minority pupils may not achieve as well as other groups in schools. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain why some ethnic minority pupils may not achieve as well as other groups in schools will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>
	Award 0 marks for incorrect or irrelevant answers			

**Indicative content**

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

- patterns of underachievement for different ethnic groups.
- material factors
- cultural factors including language and parental aspirations
- impact of male subcultures , including the work of Tony Sewell
- racism/ institutional racism
- labelling
- white centred curriculum



**Question 5 (d)**

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

**Discuss reasons why working class children underachieve at school. [15]**

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

**Band descriptors and mark allocations**

	<b>AO1 1a &amp; 1b 4 marks</b>	<b>AO2 1a 3 marks</b>	<b>AO3 1a &amp; 1b 8 marks</b>
<b>BAND 4</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding. There should be a range of reasons for working class failure discussed. Reasons should be described in detail, with examples to support. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	<p>There are no Band 4 marks for this assessment objective</p> <p>3 marks are awarded as for Band 3</p> <p>A developed analysis and evaluation of the relative importance of a range of arguments linked to discuss reasons relating to working class underachievement at school. 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.</p> <p><b>7-8</b></p>
<b>BAND 3</b>	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of reasons relating to working class underachievement at school, though some arguments 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	<p>Knowledge and understanding of relevant theories/concepts/evidence is applied and used to discuss reasons relating to working class underachievement. The explanation will be well developed.</p> <p>3</p> <p>Good analysis and evaluation of the relative importance of factors linked to discuss reasons relating to working class underachievement at school, 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.</p> <p><b>5-6</b></p>

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

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

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

### Indicative content

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

- material factors such as:  
poverty and lack of money for food, materials, home Internet access, home tuition  
some pupils may not live in adequate housing because of poverty
- discussion of other factors such as:  
cultural factors including certain values, language codes, parental encouragement  
cultural capital and the work of Bourdieu
- in-school factors
- negative labelling of working class pupils may lead to the formation of anti-school subcultures and the self-fulfilling prophecy
- work of Hargreaves and Ball on self-fulfilling prophecy
- there may be assessment of the differences in schools and catchment areas based on wealth
- credit reference to relevant sociologists such as Halsey

- whether working class pupils tend to underachieve in education mainly because of material factors, or other factors, or a combination of factors
- credit reference to Marxist and Functionalist theory applied to the debate.

**Question 6 (a)**

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

**Describe what is meant by qualitative data.** [2]

Award one mark for a basic definition suggesting that qualitative data has more detail.

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

- contains more descriptive data rich in detail compared to quantitative data which has lots of numbers.
- may be produced using methods such as unstructured interviews or participant observation
- may produce answers with greater validity

Award 0 marks for incorrect or irrelevant answers

**Question 6 (b)**

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

**Explain two practical problems that the researchers may have faced in carrying out their research.** [4]

2 marks available for each practical problem explained and applied to the question. If more than two problems 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 a practical problem the researchers may have faced, such as the following or other relevant factors:

- finding people to interview
- where to carry out the interviews
- making sure they get enough returns.
- time involved
- funding

Award 2 marks each for a more developed explanation such as:

- gaining a representative sample showing understanding of this
- use of terminology, such as response rate
- practical problems affecting representativeness
- reasons for non-participation, sensitive subject.

Award 0 marks for incorrect or irrelevant answers.

**Question 6 (c)**

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

**Discuss the usefulness of unstructured interviews in research.**

**[12]**

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

**Band descriptors and mark allocations**

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

	<b>AO1 1a &amp; 1b 4 marks</b>		<b>AO2 1b 4 marks</b>		<b>AO3 1a &amp; 1b 4 marks</b>	
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding of strengths and weaknesses relating to the usefulness of unstructured interviews in research, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of appropriate sociological language and concepts, with little detail.	<b>2</b>	Knowledge and understanding of relevant theories/ concepts/evidence/ methods is applied and used to explain their impact on the usefulness of unstructured interviews in research. There will be some development in the explanation but with limited detail and inaccuracies.	<b>2</b>	A partial analysis and evaluation of strengths and/or weaknesses but not focused on the usefulness of unstructured interviews in research. Any judgement or conclusion will be superficial.	<b>2</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding of strength(s) and/or weakness(es) of unstructured interviews in research. There will be little, if any, evidence of sociological language and concepts.	<b>1</b>	Application of knowledge and understanding to explain the usefulness of unstructured interviews in research will be limited. Any explanation will be undeveloped and contain inaccuracies.	<b>1</b>	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question.	<b>1</b>
Award 0 marks for incorrect or irrelevant answers						

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

## Indicative content

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

unstructured interviews are useful because they produce qualitative data that can be used to create rich and detailed data

- that they allow the researcher to change direction during the interview
- they are useful because they can find out information about hard to reach areas and groups.
- unstructured interviews may produce more valid data as answers may be more honest.
- questionnaires could be used to follow up the research
- the rapport created may lead to more honest answers
- consideration of the usefulness of unstructured interviews in conjunction with more quantitative methods.
- difficult to repeat, therefore lacking reliability
- time consuming
- relies on the skills of the interviewer
- hard to find a sample of volunteers as time involved
- lacks representativeness
- one sided or subjective
- reference to case studies such as Elizabeth Bott, Hannah Gavron, Ann Oakley, Dobash and Dobash