



GCSE MARKING SCHEME

SUMMER 2019

**SOCIOLOGY - COMPONENT 1
C200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE SOCIOLOGY

SUMMER 2019 MARK SCHEME

COMPONENT 1: UNDERSTANDING SOCIAL PROCESSES

Marking guidance for examiners

Summary of assessment objectives for Component 1

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

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

The structure of the mark scheme

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

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

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

Stage 1 - Deciding on the band

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

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

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

Stage 2 - Deciding on the mark

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

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

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

Questions including passages

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

Question 1

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

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

polygamy	culture	Durkheim	values	quantitative	Marx
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Award one mark for each correct answer

- (a) culture [1]
- (b) quantitative [1]
- (c) polygamy [1]
- (d) Durkheim [1]

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 identity. [2]

Award one mark for a basic description that identity refers to a sense of self; how we see ourselves and how others see us.

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

- identities are largely socially constructed by the agents of socialisation
- children may be socialised into many identities such as gender, class and ethnic identities
- credit reference to relevant examples such as children may acquire gender identities by the way they're dressed, the toys they play with etc

Award 0 marks for incorrect or irrelevant answers.

Question 2 (b)

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO21a</i>	<i>AO3</i>
2		2	

Explain what is meant by gender. [2]

Award one mark for a basic explanation that gender refers to the norms and/or characteristics that are associated with 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 socially constructed and defined by society
- gender is different from the term sex
- gender roles vary throughout the world
- children are socialised into gender roles by the agents of socialisation

Award 0 marks for incorrect or irrelevant answers.

Question 2 (c)

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

Identify one way children are socialised into gender roles in the passage above. [1]

Award one mark for identification of a way children are socialised into gender roles in the passage:

- they are dressed in different colours and styles
- they are given different types of toys
- they are treated differently by their parents

Award 0 marks for incorrect or irrelevant answers.

Question 2 (d)

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

Identify and explain two ways in which schools pass on gender identities. [4]

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

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

Award one mark each for an identification of an accurate way children are socialised into gender identities by schools such as:

- more female role models
- different treatment by teachers
- way different subjects are portrayed
- stereotypes in text books
- boys may dominate school areas

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

- the hidden curriculum may pass on gender messages to pupils about how they should behave, act, dress, etc
- textbooks and reading schemes may contain stereotypes of males and females in different roles, performing different tasks,
- subjects such as humanities, languages, textiles may still be seen as more suitable for girls whereas science, engineering, graphics may be seen as boys' subjects.
- boys may be allowed to be more boisterous and rowdier whereas girls may be expected to be more ladylike.

Award 0 marks for incorrect or irrelevant answers.

Question 3 (a)

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

Explain why societies have sanctions.**[2]**

Award one mark for a basic explanation suggesting that societies have sanctions to make sure people follow the rules/norms and values of society.

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

- if there were no sanctions people may not follow the norms and values of society
- without sanctions society might break down/there might be chaos
- every agent of socialisation/agent of social control uses sanctions
- sanctions are mechanisms of social control
- credit appropriate use of examples

Award 0 marks for incorrect or irrelevant answers.

Question 3 (b)

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

Explain, using examples, two ways the family teaches children the culture of their society.**[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 the family uses to teach children the culture of their society:

- parents act as role models for children to copy
- parents use sanctions to make sure children keep to norms and values
- parents will instruct and demonstrate to their children how to behave

Award two marks each for an explanation with an example. Candidates may refer to the points below or other relevant examples.

- parents may act as role models; children may see their fathers as the main earner and their mothers doing most of the housework and childcare.
- parents may use sanctions as rewards when their children keep to the rules or punishments when they break the rules, such as treats/outings/ removing mobile phones
- parents will use instruction to teach their children; for example, they may teach their children to write their names, to tie their laces etc.

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, using examples, the difference between formal and informal sanctions. [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 answers.

Question 4 (a)

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

Describe what is meant by an extended family. [2]

Award one mark for a basic description suggesting that an extended family has relatives other than the nuclear family living together or nearby.

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

- the extended family can be vertically extended with three or more generations living together or nearby, such as children, parents and grandparents
- it can be horizontally extended with two generations and relatives other than the nuclear family living together or nearby, such as uncles, aunts, cousins
- beanpole families refer to extended families of up to four generations with few children living close together or nearby.

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 it is argued Britain is a child centred society. [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 why it may be argued Britain is a child centred society. 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 it may be argued Britain is a child centred society. 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 smaller and can focus, in terms of time and money, on fewer children
- working hours have reduced and parents have more leisure time to spend with children
- the family has become more privatised and home centred with fathers spending more time at home
- living standards have increased with more money to spend on children
- various laws have given children more rights

Question 4 (c)

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

Explain why women in modern Britain are having fewer children than in the past. [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 factors relating to why women are having fewer children. 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 factors is applied and used to explain accurately and in detail why women are having fewer children. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two factors relating to why women are having fewer children. 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 factors is applied and used to explain accurately why women are having fewer children. 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 factors relating to why women are having fewer children., though with some inaccuracies/irrelevancies and lacking development and detail, or detailed, relevant knowledge and understanding is demonstrated, but only one factor relating to why women are having fewer children 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 factors is applied and used to explain why women are having fewer children. but there will be little development and some inaccuracies, or one factor only is applied and used to explain accurately and in detail why women are having fewer children.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of factor(s) relating to why women are having fewer children. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why women are having fewer children. 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 made it acceptable to have smaller families
- changing position of women have meant more women work and look for a career and may postpone having children
- technological changes such as contraception have allowed women more choice over the number of children they have
- decline of religion has allowed women to use contraceptives
- increase in divorce
- higher living standards and greater expectations have made children more expensive to bring up

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

Some sociologists suggest that nuclear families, with two parents of opposite sexes are good for society. Do you agree with this view? [15]

In your answer you are advised to consider different sociological ideas and theories 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 views/factors relating to whether it can be argued the nuclear family is good for society and two alternative views/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 views/factors linked to whether it can be argued the nuclear family is good for society. 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 views/factors relating to whether it can be argued the nuclear family is good for society though some views/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 whether it can be argued the nuclear family is good for society. The explanation will be well developed.	3	Good analysis and evaluation of the relative importance of views/factors linked to whether it can be argued the nuclear family is good for society. 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 view(s)/factor(s) relating to whether it can be argued the nuclear family is good for society 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 it can be argued the nuclear family is good for society. 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 view(s)/factor(s) linked to whether it can be argued the nuclear family is good for society. Any judgement or conclusion will be superficial.	3-4
BAND 1	Answer demonstrates only basic knowledge and understanding of view(s)/factor(s) relating to whether it can be argued the nuclear family is good for society. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain whether it can be argued the nuclear family is good for society 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:

- Functionalist support this view:
 - nuclear family has two basic, irreplaceable functions of primary socialisation of children and stabilisation of adult personalities
 - nuclear family with two adults in roles of breadwinner and homemaker best fit
 - nuclear family is mobile and can move around for work
- New Right support this view:
 - the nuclear family of two parents and children is the best and natural family form
 - the male has the breadwinner role and the female brings up the children
 - other family forms are inadequate and the cause of many of society's problems
- arguments against
- Feminist views
 - men benefit more from marriage than women
 - families are patriarchal, and women are unequal
 - more women suffer domestic abuse in families
 - families socialise females into 'feminine' gender roles
 - females under more social control than males
- Marxist views
 - family serves the interests of capitalism
 - workers seek happiness in family life and do not fight injustice
 - family provides emotional support for workers which masks injustices of capitalism
- other arguments against
 - dark side of family life
 - other family forms have emerged; many families today are not nuclear such as lone-parents, same-sex families
- credit references to relevant sociologists
- whether the nuclear family is beneficial for society or whether it is harmful

Question 5 (a)

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

Describe one material factor that may affect achievement in education. [2]

Award one mark for a basic description such as;

- the amount of money the family has for equipment etc.
- the type of housing they can afford
- money to afford a healthy diet

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:

- money or lack of it will affect the child's ability to have necessary equipment such as a computer; internet; etc or afford tuition
- money will affect the catchment area the children live in and their choice of schools.
- money might allow parents to send their children to private schools which tend to offer better teaching facilities and smaller classes
- housing will affect the amount of space and privacy the children have to do their homework
- housing conditions may affect dampness which may lead to health problems and poor attendance at school
- lack of money may lead to an inadequate diet which may affect the children's health and attendance at school

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 Functionalist view of the role of education.

[5]

Band descriptors and mark allocations

AO1 5 marks		
BAND 3	A coherent answer demonstrating detailed, relevant knowledge and understanding of the Functionalist view of the role of education. 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 Functionalist view of the role of education 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 Functionalist view of the role of education. 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

- education provides valuable functions both for society and members of society
- education serves the needs of the economy
- education brings about social cohesion through teaching of certain subjects
- education is a secondary agent of education; Durkheim transmits norms and values
- Parsons: education is meritocratic and rewards the most able
- Parsons : status is achieved in education, education is a bridge between home and wider society
- school prepares children for work and teaches them qualities needed in work
- function of role allocation

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 with examples why boys may not achieve as well as girls in education. [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 boys may not achieve as well as girls 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 reasons is applied and used to explain accurately and in detail why boys may not achieve as well as girls in education. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of why boys may not achieve as well as girls in education, 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 boys may not achieve as well as girls in education. The explanation will be partially developed as one of these reasons will be explained in less detail than the other.	3

	AO1 1a & 1b 4 marks		AO2 1a 4 marks	
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons why boys may not achieve as well as girls in education, though with some inaccuracies/irrelevancies, or detailed, relevant knowledge and understanding is demonstrated, but only one reason why boys may not achieve as well as girls 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 reasons is applied and used to explain why boys may not achieve as well as girls in education. 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 boys may not achieve as well as girls in education.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) relating to why boys may not achieve as well as girls in education. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why boys may not achieve as well as girls 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:

- crisis of masculinity: traditional male roles in household and workplace changing, leaving boys unsure of identity
- rise in feminism leading to uncertainty about male role
- increase in male unemployment as traditional male working-class jobs are declining
- influence of peer pressure and laddish sub-cultures
- 'feminisation' of schools may have advantaged girls
- fewer positive male role models in schools

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

'The main reason why children underachieve in education is labelling them as failures.' Do you agree with this view? **[15]**

In your answer you are advised to refer to labelling 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 underachievement in education including labelling 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 underachievement in education. 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 underachievement in education including labelling, 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 underachievement. The explanation will be well developed.	3	Good analysis and evaluation of the relative importance of factors linked to underachievement in education. Lines of reasoning may not be sustained throughout but are coherent and relevant to support judgements and a conclusion linked to the specifics of the question.	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 underachievement in education, 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 underachievement. 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 underachievement in education. Any judgement or conclusion will be superficial.	3-4
BAND 1	Answer demonstrates only basic knowledge and understanding of factor(s) relating to underachievement in education. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain the impact on underachievement 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:

- labelling children in education:
 - negative labelling of working class pupils /ethnic groups/boys or girls may lead to the self- fulfilling prophecy and the formation of anti-school sub-cultures
 - work of Hargreaves and Ball on self-fulfilling prophecy

- discussion of other factors such as:
- material factors
 - poverty and lack of money for food, materials, home Internet access, home tuition
 - some pupils may not live in adequate housing because of poverty
 - may affect quality of school pupils attend
- cultural factors
 - cultural factors including certain values, language codes, parental encouragement
 - cultural capital
- type of school attended
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
- whether pupils tend to underachieve in education mainly because of labelling, or other factors, or a combination of factors

Question 6 (a)

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

Describe what is meant by a primary method.

[2]

Award one mark for a basic description suggesting that a primary method is where the researchers collect the data themselves.

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

- examples of primary methods such as interviewers and questionnaires
- primary method can collect qualitative or quantitative data

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 for this research.

[4]

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

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

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

- questionnaires are relatively cheap
- they are anonymous
- they can be sent to many 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 on the teenagers' views
- they can be used to create statistics and graphs, so patterns/trends are easily identifiable about the teenagers' views
- they can be given out or posted to many people so can be representative of teenagers
- they are easy for the teenagers to fill in and are cheap because there are no interviewers to pay
- there is no interviewer effect which may influence the teenagers' answers
- the anonymity of questionnaires may improve the validity of the teenagers' responses
- questionnaires can be repeated so good on the reliability of the teenagers' responses

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 observation as a method of 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 observation as a method of 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 observation as a method of research. The explanation will be fully developed.	4	A developed analysis and evaluation of the strengths and weaknesses of observation as a method of 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 observation as a method of 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 observation as a method of 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 observation as a method of 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 observation as a method of 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 observation as a method of 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 observation as a method of 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 observation 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 observation as a method of 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 are:

In terms of strengths:

- observation allows the researcher to see the subjects of research first hand and in their natural setting
- researchers can develop a relationship with those studied which should encourage validity
- if those observed know they are being researched in overt observation, ethical issues are reduced
- covert observation may be the only way of studying deviant groups
- researchers can see the world from the point of view of those researched
- if those observed are unaware of the observation as in covert observation, they are more likely to behave naturally

In terms of weaknesses:

- observation takes a long time and usually only one group can be observed, therefore the research will not be representative
- generalisation to other groups will not be possible
- if the group know they are being researched as in overt observation, they may change their behaviour
- covert observation raises problems of ethics as the people are being deceived
- in covert observation, in order to remain covert, the researcher may have to take part in/witness illegal activities
- the researcher may get involved in the group and begin to see things from their point of view