



GCSE SOCIOLOGY 8192/1

Paper 1 The Sociology of Families and Education

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 1 9 2 / 1 / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

When a student responds with more responses than are required by the question you should mark all responses and then credit only the response that is worthy of the highest credit. For example, when students are asked to identify and explain **one** example but provide more, all should be marked but only the best example credited.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme. Examples of additional relevant responses will be discussed at standardisation, if you have any doubts you should contact your team leader for clarification.

An answer which contains nothing of relevance to the question must be awarded no marks.

Examiners are required to assign each of the candidates' responses to the most appropriate level according to its overall quality, and then allocate a single mark within the level. When deciding upon a mark in a level, examiners should bear in mind the relative weightings of the assessment objectives (see page 4) and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training.

Assessment Objectives

A01	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
A02	Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
A03	Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

Section A: Families

Qu	Marking guidance	Total marks
01	What term is commonly used by sociologists to describe a family in which a man holds power and authority?	1
	AO1 = 1 mark C (Patriarchal family)	

Qu	Marking guidance	Total marks
02	What term is commonly used by sociologists to describe information that is presented in numerical form?	1
	AO1 = 1 mark D (Quantitative data)	

Qu	Marking guidance	Total marks															
03	Describe one example of primary socialisation.	3															
	AO1 = 3 marks <table> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> <tr> <td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>2</td><td>2</td><td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>1</td><td>1</td><td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </table> Indicative content AO1 • Early childhood learning, during which families teach infants rules, patterns of behaviour and belief systems that make involvement in social life possible. • Infants learning from their parents' language skills they will need in later life in order to communicate with others in society. • Infants learning table manners from their parents, such as how to use a knife and fork rather than eating with your fingers.	Level	Marks	Descriptor	3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	0	0	Nothing worthy of credit.	
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04	Identify and describe one way in which conjugal role relationships may be segregated.	3															
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Qu	Marking guidance	Total marks
05	From Item A , examine one strength of the data.	2
	AO3 = 2 marks 1 mark for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3) Plus 1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3) Indicative content AO3 • Provides official marriage statistics by gender and changes in different years, so the data can be used to suggest trends over time. • Quantitative data that has been collected on a large scale to allow generalisations to be made. • Official statistics on first marriages are subject to government guidelines and standards, so are therefore more likely to be high in validity. • Provides a readily available (frequently online) source of data for sociologists, on which they can base their own research. • The secondary data can be used to qualify media coverage of marriage. • Official statistics are considered a trustworthy source and are likely to be reliable	

Qu	Marking guidance	Total marks																		
06	Identify and explain one factor that may have led to a change in the age at which people first marry as shown in Item A .	4																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to the average age of first marriage in England and Wales. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation offered of sociological theories, concepts, evidence and methods with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant factor identified (AO1) with an explanation of sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant factor identified. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 • Social attitudes. • Length of time people are staying in education. • Career opportunities available. • Medical advances. • Cost implications. Indicative content AO2 • Changing social attitudes, eg cohabitation is seen as more socially acceptable within some social groups, so couples are delaying marriage. • Increased educational opportunities, eg young people are spending a longer time in full-time education. • Increased employment opportunities, eg young people may prioritise establishing careers before marrying. • Availability of effective contraception, eg reduced risk of unplanned pregnancies which may have led couples to marry at an earlier age in the past. • A lot of people in their twenties are not financially stable enough to be able to afford the expense of a wedding.	Level	Marks	Descriptor	4	4	Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation offered of sociological theories, concepts, evidence and methods with a good application to the context. (AO2)	3	3	Relevant factor identified (AO1) with an explanation of sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant factor identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant factor identified. (AO1)	0	0	Nothing worthy of credit.	
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07	Identify and explain one advantage of using a longitudinal study to investigate changing attitudes to marriage.	4																		
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08	From Item B , identify and describe one way in which Delphy and Leonard believed that women were exploited within the family, including what you know of their perspective on family life.	4																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to the work of Christine Delphy and Diana Leonard with reference to their perspective on the family. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant way selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant way selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 • Women were expected to do unpaid work inside the home. • If they worked outside the home they were also expected to do the majority of domestic labour within the home. • Time at home for men was leisure time, whereas time at home for women was also work time. Indicative content AO2 • Writing from a feminist perspective, Delphy and Leonard investigated the ‘idea’ of the symmetrical family by reviewing a range of existing data. They view the family as a patriarchal institution that serves the interests of men. • Women were expected to do unpaid work inside the home, emphasising the exploitation of women in the family. • If they worked outside the home they were also expected to do the majority of domestic labour, emphasising the exploitation of women in the family. • Time spent at home for women was also work time while for men it was leisure time, emphasising the exploitation of women.	Level	Marks	Descriptor	4	4	Relevant way selected (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant way selected (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant way selected (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant way selected. (AO1)	0	0	Nothing worthy of credit.	
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09	Identify and explain one disadvantage of using a case study to investigate conjugal roles within the family.	4																		
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10	Discuss how far sociologists would agree that family diversity exists in Britain today.	12												
	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks <table> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> <tr> <td>4</td><td>10–12</td><td> Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3) </td></tr> <tr> <td>3</td><td>7–9</td><td> Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3) </td></tr> <tr> <td>2</td><td>4–6</td><td> Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3) </td></tr> </table>	Level	Marks	Descriptor	4	10–12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions. (AO3)	3	7–9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)	2	4–6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)	
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1	1–3	Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- The work of the Rapoports on family diversity.
- How family forms differ in Britain and within the global context.
- Changing family structures – patterns and trends based on official statistics.
- Functionalism.
- Feminism.
- Cultural and ethnic differences.
- Changing social attitudes.
- Media portrayal and the cereal packet family.

Indicative content AO2

- The range of family forms that now exist in Britain – lone parent, reconstituted, extended, nuclear, same-sex, beanpole families.
- Comparisons with alternative cultures and societies, eg communes (kibbutz), and the percentage of nuclear families in other nations in contrast to Britain.
- Statistical differences between the percentage of each family form, and over time, eg in 2019, the Office for National Statistics estimated that there were approximately 2.9 million lone-parent families in Britain; 8% of families in England were reconstituted families in 2013.
- Functionalist perspective – stating that the nuclear family is the norm, eg in 2019, according to the Office for National Statistics, there were 12.8 million married or civil partnership couple with children families, making it the most common type of family, therefore showing its enduring popularity.
- Feminist perspective – possible reference made to Oakley and the myth of the rise in symmetrical families.
- The amount of family diversity evident in today's society based on different ethnic groups, eg the relatively high percentage of extended families found within the British Asian community.

• The increasing family diversity due to changes in social attitudes to divorce and legal changes linked to same-sex marriages and same-sex families. • The conventional family form, the nuclear family, as outlined by Oakley, being shown as the norm throughout the advertising industry, creating a stereotypical image of the family. Indicative content AO3 • Analysis and evaluation of the work of the Rapoport, eg the extent to which there is family diversity in modern Britain. • Analysis and evaluation of the cross-cultural comparisons, eg other societies and their range of family forms. • Analysis and evaluation of quantitative data and official statistics on the amount of each family form in Britain recently, in comparison with past figures, eg the small minority of same-sex families in Britain; the decline in reconstituted families; the existence of beanpole families in Britain. • Analysis and evaluation of the functionalist perspective and the continued existence of the nuclear family. • Analysis and evaluation of the feminist perspective, eg the extent to which the symmetrical family exists in modern Britain. • Analysis and evaluation of cultural and ethnic differences relating to family forms in Britain. • Analysis and evaluation of the changing social attitudes as a significant factor. • Analysis and evaluation of the image of families shown in the media, eg the extent to which a variety of family forms are now portrayed in the media and advertising industry. • Evidence-based judgements and conclusions relating to the issue of extent (how far do sociologists agree), eg in the judgement of the student how far does the evidence support the premise that a range of family forms exist in Britain today. The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.	
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1	1–3	Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Functionalism.
- New Right.
- Feminism.
- Marxism.
- Alternative family forms.
- Other agencies of socialisation are more significant, eg media.

Indicative content AO2

- Functionalist perspective – reference to Parsons and/or Murdock, who suggest that the nuclear family is ideally suited for the socialisation of children to perform key functions for society (economic, educational, reproductive, sexual).
- New Right perspective – possible reference to Murray and the view that other types of family forms would not be so desirable, since a lack of a father figure as a role model could be damaging. The nuclear family being the best suited for children to develop into stable, functioning adult members of society.
- Feminist perspective – possible reference made to Oakley and through the canalization of children into gender specific roles in society, focusing on the impact of gender socialisation within the nuclear family. Mention could be made to the views of Delphy and Leonard on how the nuclear family is essentially patriarchal in nature, and damaging for a modern society.
- Marxist perspective – reference to Zaretsky, who would be critical of the nuclear family, viewing it as socialising children into accepting the values of capitalist society.
- The amount of family diversity evident in today's society – reference may be made to the views of the Rapoport, who suggest that alternative family forms exist that are just as functional and effective in performing essential functions for society.

	• Agencies of socialisation are more significant, eg media, education. Reference could be made to the influence that social media is having on children's development. Reference could be made to the way in which schools perform essential functions for society. Indicative content AO3 • Analysis and evaluation of the functionalist perspective, eg the extent to which the nuclear family performs important functions for society. • Analysis and evaluation of the New Right perspective. • Analysis and evaluation of the feminist perspective. • Analysis and evaluation of the Marxist perspective. • Analysis and evaluation of the extent of family diversity in society today, and whether alternative family forms are able to perform important functions for society. • Analysis and evaluation of how much influence other agencies of socialisation have on children and their ability to perform important functions for society. • Evidence-based judgements and conclusions relating to the issue of extent (how far do sociologists agree), eg in the judgement of the student how far does the evidence support the premise that the nuclear family performs important functions for society. The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.	
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Section B: Education

Qu	Marking guidance	Total marks
12	What term is commonly used by sociologists to describe when a pupil accepts and acts according to the label that has been given to them by others?	1
	AO1 = 1 mark C (Self-fulfilling prophecy)	

Qu	Marking guidance	Total marks
13	What term is commonly used by sociologists to describe a system in which individuals' achievements are based on their own talents and efforts rather than their social backgrounds?	1
	AO1 = 1 mark B (Meritocracy)	

Qu	Marking guidance	Total marks															
14	Describe one reason why a parent may choose to home educate their child.	3															
AO1 = 3 marks <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>3</td><td>A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>2</td><td>2</td><td>A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>1</td><td>1</td><td>Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 • Parents may feel that the methods of teaching in school are not right for their child and that they can provide a better education for them at home. So, the child receives all their education from their parents, sometimes with the help of outside tutors. • Parents may have philosophical or religious reasons. Being home educated enables there to be no formal rules or set curriculum about how children are taught or what they are taught. • Parents may have been home educated themselves or raised in situations in which education was not focused on a traditional school environment. • Parents may home educate because they cannot get a place for their child in a school of their choice to meet their child's special needs. • Parents may choose to have their child educated at home because their child is unhappy within a school environment.			Level	Marks	Descriptor	3	3	A coherent description with few inaccuracies. Demonstrates good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	2	2	A partial description based on a mix of relevant and irrelevant material with some inaccuracies and omissions. Demonstrates some knowledge and understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	1	1	Fragments of knowledge, some inaccurate or irrelevant. Demonstrates limited understanding of relevant sociological theories, concepts, evidence and methods. (AO1)	0	0	Nothing worthy of credit.
Level	Marks	Descriptor															
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0	0	Nothing worthy of credit.															

Qu	Marking guidance	Total marks															
15	Identify and describe one way in which the formal curriculum is different to the hidden curriculum.	3															
	AO1 = 3 marks																
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Indicative content AO1																	
• Direct learning of particular knowledge and skills in comparison to the hidden curriculum. • The timetabled subjects taught in lessons at school in comparison to the hidden curriculum. • The subject content to be taught in state schools as decided by the government in comparison to the hidden curriculum. • Often decided by the Department of Education, based on the National Curriculum and consisting of the inclusion of certain core subjects such as mathematics, English, science and IT in comparison to the hidden curriculum. • The official curriculum, that is overt and transparent in comparison to the hidden curriculum.																	

Qu	Marking guidance	Total marks
16	From Item C , examine one strength of using content analysis to research gender stereotyping in education.	2
	AO3 = 2 marks 1 mark for providing evidence of an analysis of the item (by indicating a possible strength) demonstrating a line of argument relating either to methods or findings. (AO3) Plus 1 mark for providing evidence of evaluation (making a judgement/reaching a conclusion) by indicating a reason why this element represents a possible strength. (AO3) Indicative content AO3 • Content analysis is a way of systematically dealing with documents and visual images – predetermined categories are used to count how often gender stereotypes appear in educational textbooks. • It provides quantitative data from secondary sources, so the contents of different media products (eg children's books) can be compared statistically. • Reliability – the researcher works with a set of categories so the analysis can be replicated to check reliability. • Codified – once the content has been coded, the researcher can measure the number of times female and male characters are shown in a particular way.	

Qu	Marking guidance	Total marks																		
17	Identify and explain one way in which gender inequalities may exist in education as shown in Item C .	4																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to gender inequalities in educational texts/curriculum <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant way identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant way identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant way identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant way identified. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 - Gendered language. - Gendered roles. - Gender stereotypes. - Gendered curriculum. - Gender socialisation. Indicative content AO2 - School textbooks have tended to use gendered language, eg ‘he’, ‘him’, ‘his’, ‘man’, ‘men’, when referring to a person or people. This may be seen by feminists as downgrading women and making them invisible. - School textbooks have tended to present males and females in traditional gender roles, eg women as mothers and housewives. This was particularly evident in reading schemes from the 1960s and 1970s, but also from more recent research. - Reading schemes have tended to present traditional stereotypes. For example, girls being presented as more interested in domestic matters than boys are. - In terms of what is taught in schools – the curriculum – women tend to be missing or in the background. Feminists often suggest that women have been ‘hidden from history’, in that history has been the history of men. - Girls and boys are socialised in different ways. Boys and girls may be given different types of books and may play with different types of toys.	Level	Marks	Descriptor	4	4	Relevant way identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant way identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant way identified (AO1) with a largely inaccurate or irrelevant explanation of sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant way identified. (AO1)	0	0	Nothing worthy of credit.	
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Qu	Marking guidance	Total marks																		
18	Identify and explain one disadvantage of using structured interviews to investigate gender stereotyping in schools.	4																		
	AO1 = 1 mark AO2 = 3 marks Context here refers to the use of structured interviews to investigate gender stereotyping in schools. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant disadvantage selected (AO1) with an explanation of relevant sociological theories, concepts evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant disadvantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant disadvantage selected. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 • Interviewer effect. • Interviewer bias. • The quality of the information gathered. Indicative content AO2 • The interview situation may influence the respondents to give socially desirable answers. Respondents therefore may not reveal their true thoughts or behaviour regarding gender stereotyping in schools. The interviewer's age or gender may influence the respondent's answers, thus potentially affecting the validity of the results, therefore potentially not providing a truly authentic picture. • The interview schedule is based on a pre-list of standardised questions that are set by the interviewer, which risks the imposition problem, whereby the researcher is imposing their own prior assumptions about possible gender stereotyping in schools on the respondent. • Structured interviews limit the amount and detail of the information that can be gathered about gender stereotyping in schools, as this research method does not allow for the collection of in-depth qualitative data about what forms of gender stereotyping may occur within a school. This method does not allow the researcher the flexibility to investigate a line of enquiry into gender stereotyping in schools that may not have been anticipated. This may limit the opportunities for respondents to express their own experiences, thoughts and views.	Level	Marks	Descriptor	4	4	Relevant disadvantage selected (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant disadvantage selected (AO1) with an explanation of relevant sociological theories, concepts evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant disadvantage selected (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant disadvantage selected. (AO1)	0	0	Nothing worthy of credit.	
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19	From Item D , identify and describe one way in which the 'lads' were anti-school according to Willis, including what you know of his perspective on education.	4																		
	AO1 = 1 mark AO2 = 3 marks 'Context' here refers to the work of Willis and his perspective on education. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant way identified (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant way identified (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant way identified (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant way identified. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 • Misbehaviour. • Saw no value in academic work. • Rejecting the values of school. Indicative content AO2 • Willis adopted a Marxist perspective when researching counter school subcultures. • Willis found that the main priority in school of working-class students was to free themselves from control by the school, to avoid and disrupt lessons and to 'have a laff'. • They saw school as boring, pointless and irrelevant in their lives, and stopped them from getting a job and involving themselves in the world of male manual work and didn't see the value in gaining qualifications. • Willis described the existence of a counter school subculture, which was opposed to the values of the school. Willis argued that by rejecting the values of the school, students prepared themselves for their role in the capitalist economy.	Level	Marks	Descriptor	4	4	Relevant way identified (AO1) and an appropriate, detailed and well-developed description of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant way identified (AO1) with a description of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant way identified (AO1) with a largely inaccurate or irrelevant description of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant way identified. (AO1)	0	0	Nothing worthy of credit.	
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Qu	Marking guidance	Total marks																		
20	Identify and explain one advantage of using observations to investigate pupil subcultures.	4																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to the use of observations to investigate pupil subcultures. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>4</td><td>Relevant advantage identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant advantage identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)</td></tr> <tr> <td>2</td><td>2</td><td>Relevant advantage identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)</td></tr> <tr> <td>1</td><td>1</td><td>Relevant advantage identified. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 - Provides qualitative data. - Validity. - Practicality. - Verstehen. - Grounded theory. Indicative content AO2 - Qualitative data on pupil subcultures can be gathered, providing a detailed insight into the experiences, attitudes and behaviours of both pro and counter school subcultures, as found by sociologist Willis. - If the observation of pupil subcultures is conducted covertly, it is likely to produce valid data, eg those students that are observed will behave as they usually would in a given set of situations when unobserved. - It may be the only practical way of gaining data of pupil subcultures and the way students interact in particular school situations. - By participating in the pupil subcultures’ activities in the school, the researcher sees it from their point of view (through their eyes). - Allows hypotheses and theories to emerge from the observational research as it progresses.	Level	Marks	Descriptor	4	4	Relevant advantage identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a good application to the context. (AO2)	3	3	Relevant advantage identified (AO1) with an explanation of relevant sociological theories, concepts, evidence and methods containing some inaccuracies or omissions but which has some application to the context. (AO2)	2	2	Relevant advantage identified (AO1) with a largely inaccurate or irrelevant explanation of relevant sociological theories, concepts, evidence and methods that is only weakly applied to the context. (AO2)	1	1	Relevant advantage identified. (AO1)	0	0	Nothing worthy of credit.	
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Qu	Marking guidance	Total marks												
21	Discuss how far sociologists would agree that the main function of schools is to teach the norms and values of a society.	12												
	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks <table> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> <tr> <td>4</td><td>10–12</td><td> Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3) </td></tr> <tr> <td>3</td><td>7–9</td><td> Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3) </td></tr> <tr> <td>2</td><td>4–6</td><td> Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3) </td></tr> </table>	Level	Marks	Descriptor	4	10–12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)	3	7–9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)	2	4–6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)	
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3	7–9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)												
2	4–6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)												

1	1–3	Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Functionalism – Durkheim, Parsons.
- Other functionalist perspectives, such as those of Davis and Moore.
- Feminism.
- Marxism.
- Hidden curriculum.
- Alternative agencies.
- De-schooling and the ideas of Ivan Illich and Freire.

Indicative content AO2

- Functionalist perspective of Durkheim (and later Parsons), eg the secondary socialisation of children into the norms and values of society.
- Alternative functions of the education system, eg Davis and Moore and the role allocation function of schools – the sifting and sorting of students by ability.
- Feminist perspectives – how the education system perpetuates patriarchy, in ways such as in the school hierarchy, gender stereotyping in schools, etc.
- Marxist perspective, eg the work of Bowles and Gintis and the correspondence principle.
- Hidden curriculum – through interactions between students and teachers within the school.
- The significance of primary socialisation and importance of other agencies/agents of socialisation, eg the family, media.
- De-schooling – provision of alternatives to formal school institutions, with a more informal way of learning for children.

Indicative content AO3 • Analysis and evaluation of Durkheim's and/or Parsons' functionalist perspective, eg to what extent is the main function of schools to encourage teaching the norms and values of a society. • Analysis and evaluation of other functionalist perspectives, eg to what extent is the main function of schools to role allocate. • Analysis and evaluation of the feminist perspective, eg to what extent is the main function of schools that of teaching patriarchal norms and values. • Analysis and evaluation of the Marxist perspective, eg to what extent is the education system a form of social control and serves the needs of capitalist society. • Analysis and evaluation of the hidden curriculum, eg to what extent do students follow regulations and obey the school rules. • Analysis and evaluation of how much influence other agencies of socialisation have on children in the instilling of norms and values. • Analysis and evaluation of the idea of de-schooling, eg to what extent should there be alternatives to schools in teaching the norms and values of a society. • Evidence-based judgements and conclusions relating to the issue of extent (how far do sociologists agree), eg in the judgement of the student how far does the evidence support the premise that the main function of schools is to teach the norms and values of a society. The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.	
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Qu	Marking guidance	Total marks												
22	Discuss how far sociologists would agree that teacher expectations have a significant effect on a student's educational performance.	12												
	AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks <table> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> <tr> <td>4</td><td>10–12</td><td> Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3) </td></tr> <tr> <td>3</td><td>7–9</td><td> Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3) </td></tr> <tr> <td>2</td><td>4–6</td><td> Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3) </td></tr> </table>	Level	Marks	Descriptor	4	10–12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)	3	7–9	Good evidence of relevant knowledge and understanding of theories, concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately. (AO1) Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. (AO2) Good evidence of analysis and evaluation of the relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development. (AO3)	2	4–6	Limited evidence of relevant knowledge and understanding of theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. (AO1) Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. (AO2) Limited attempt at analysis and evaluation of the relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions. (AO3)	
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4	10–12	Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. (AO1) Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few if any inaccuracies or omissions. (AO2) Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence-based conclusions. (AO3)												
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1	1–3	Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately if at all. (AO1) Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. (AO2) Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly-constructed argument with little or no evidence of substantiated judgements and only cursory conclusions. (AO3)
0	0	Nothing worthy of credit.

Examiners are reminded that AO1, AO2 and AO3 are regarded as interdependent. When deciding on a mark all should be considered together using the best fit approach. For example, a level 3 mark could be awarded for level 3 evidence across each objective, or a mixture of 4, 3 and 2 evidence across different objectives.

Indicative content AO1

- Labelling theory, as outlined by Howard Becker.
- Teacher/pupil interactions.
- Other interactionist approaches.
- Internal differences between schools (resources, class sizes, teacher turnover, etc.)
- External factors.
- Feminism.
- Marxism.
- Relevant quantitative data on differences in student performance.
- Other relevant research on pupil subcultures.

Indicative content AO2

- Teachers' labels may lead to a self-fulfilling prophecy through which the students' educational performance is affected. Teachers inevitably make judgements about and classify students. These judgements may affect a child's chances of educational achievement. Becker suggested that, from his research, the middle-class pupils were more likely to be seen as 'ideal students'.
- Some teachers may have stereotyped views and expectations of students, which may be influenced by the child's ethnic origin or gender, for example, some teachers may have higher expectations of British Indian female pupils as they are considered to be capable and hardworking.
- Interactionist perspective – internal organisational factors, such as setting and streaming, may significantly impact student performance. Reference could be made to the work of Ball, Hargreaves and Lacey, amongst others, who have studied these aspects within a school.

• The ethos and effectiveness of a school. Reference may be made to Michael Rutter's study, which found that the organisation of a school had an impact on students' educational performance. • The possible impact that recent educational reforms have had on educational performance; parental attitudes and support as alternative external factors. • Feminist perspective – schools are patriarchal, eg they limit the aspirations and future career choices of female students. Reference could be made to the work of Francis on classroom interactions between boys, girls and their teachers. • Marxist perspective – reference could be made to how social class background may affect educational performance, with reference being made to the effects of material deprivation, and the lack of resources that children may have to achieve their full potential. • School league tables statistical data suggest that educational performance tends to be higher for those students who attended a private school rather than a state comprehensive. • The development of counter school subcultures, as studied by Paul Willis, and pro-school subcultures' effects on student educational performance. Indicative content AO3 • Analysis and evaluation of labelling theory, eg the extent to which pupils are labelled by teachers may affect their educational performance. • Analysis and evaluation of teacher/pupil interactions, eg the extent to which classroom interactions affect student performance. • Analysis and evaluation of the interactionist perspective, eg the extent to which processes within schools, such as setting and streaming policies, affect student performance. • Analysis and evaluation of the impact of internal factors, eg to what extent does the way a school is run and organised affect educational performance. • Analysis and evaluation of the extent to which external factors, eg the type of school attended and educational reforms have an effect on educational performance. • Analysis and evaluation of the feminist perspective, eg to what extent do classroom interactions advantage or disadvantage girls in comparison to boys. • Analysis and evaluation of the Marxist perspective, eg to what extent is social class background the primary determinant of educational performance. • Analysis and evaluation of relevant sociological research and statistical data showing differences in educational performance. • Analysis and evaluation of counter school subcultures as studied by Willis and the degree to which these counter school subcultures affect educational performance. • Evidence-based judgements and conclusions relating to the issue of extent (how far do sociologists agree), eg in the judgement of the student how far does the evidence support the premise that the type of school that a pupil attends has a significant effect on their educational performance. The list of indicative content is not intended to be exhaustive and any other relevant points should be credited. It is not necessary for a student to cover all of the above in order to attain full marks provided they have made a well-supported argument.

Assessment objectives

Question	AO1	AO2	AO3	Total
01	1			1
02	1			1
03	3			3
04	3			3
05			2	2
06	1	3		4
07	1	3		4
08	1	3		4
09	1	3		4
10	4	4	4	12
11	4	4	4	12
12	1			1
13	1			1
14	3			3
15	3			3
16			2	2
17	1	3		4
18	1	3		4
19	1	3		4
20	1	3		4
21	4	4	4	12
22	4	4	4	12
Paper total	40	40	20	100