
GCSE
SOCIOLOGY
8192/1

Paper 1 The Sociology of Families and Education

Mark scheme

June 2020

Version: 1.0 Final Mark Scheme

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.

Further copies of this mark scheme are available from 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

AO1	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
AO2	Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
AO3	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 pattern of divorce and remarriage where an individual marries several times but only to one partner at a time?	1															
	AO1 = 1 mark D																
02	What term is commonly used by sociologists to describe when two adults with children from previous relationships remarry to form a new family?	1															
	AO1 = 1 mark B																
03	Describe a dual career family.	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 • A family in which both parents have paid employment outside of the home. • The jobs are professions/career based with advancement goals rather than temporary work. • Both partners pursue an independent career. • Linked to the idea of the neo-conventional family and dual-breadwinner /earner/worker family.	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 factor that may have led to an increase in the number of lone parent families in Britain.	3															
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05	From Item A , examine one strength of using statistics to research cohabiting couple families.	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 • Official statistics are subject to government guidelines/official standards. • Provides a readily available (frequently on-line) source of data for sociologists. • The data is collected over a period of time and can be used to identify trends. • The data can be used to challenge assumptions about the rate of cohabitation or qualify media coverage of cohabiting couple families. • Data easily accessible and relatively cheap to obtain, allowing for comparisons to be made with other sources.	

06	Describe the type of statistical data shown in Item A . Identify the trend shown by the data and explain one factor which may account for this trend.	4																		
	AO1 = 1 marks AO2 = 3 marks 'Context' here refers to number of cohabiting couple families in the UK. <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 description of the data (AO1). Trend identified and an appropriate, detailed and well-developed explanation offered of sociological theories, concepts, evidence and methods with a clear application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant description of the data (AO1). Trend identified 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 description of the data (AO1). Trend identified with either no explanation or 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 description of the data. (AO1)</td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content AO1 - Official statistics (collected by or on behalf of the government) showing the number of cohabiting couple families in the United Kingdom. Accept <i>interval data</i> as a correct answer. Responses such as quantitative data [all statistics are quantitative] or description of the type of chart are incorrect answers to the question. Indicative content AO2 - The trend is up (accept increasing or rising). - Changing social attitudes, eg cohabitation is seen as more socially acceptable within some social groups. - Secularisation, eg the declining influence of religion in society and therefore of religiously sanctioned marriage amongst some social groups. - Expense of marriage, eg cohabitation may be seen as a cheaper option to marriage by some couples.	Level	Marks	Descriptor	4	4	Relevant description of the data (AO1). Trend identified and an appropriate, detailed and well-developed explanation offered of sociological theories, concepts, evidence and methods with a clear application to the context. (AO2)	3	3	Relevant description of the data (AO1). Trend identified 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 description of the data (AO1). Trend identified with either no explanation or 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 description of the data. (AO1)	0	0	Nothing worthy of credit.	
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07	Identify and explain one disadvantage of using postal questionnaires to investigate attitudes towards cohabitation.	4																		
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08	From Item B , identify and describe one way in which the family can be seen as important for society, including what you know of Parsons' perspective on the family.	4																		
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09	Identify and explain one advantage of using unstructured interviews to research the role of parents in families.	4																		
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10	Discuss how far sociologists would agree that families in Britain today are symmetrical.	12												
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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.
- Feminism.
- Willmott and Young.
- Traditional roles within the family.
- Changing roles and relationships within families.

Indicative content AO2

- Functionalist perspectives on the symmetrical family.
- Feminist perspectives on the symmetrical family, eg the work of Oakley on families and conjugal role relationships.
- The theory of the symmetrical family as developed by Willmott and Young, eg the principle of stratified diffusion.
- The persistence of traditional role relationships, eg segregated conjugal roles.
- New Man and dual career families.

Indicative content AO3

- Analysis and evaluation of functionalist theories, eg regarding the importance of family life and the nature of relationships within marriage.
- Analysis and evaluation of feminist theories, eg the extent to which patriarchal role relationships can be demonstrated to remain within contemporary families.
- Analysis and evaluation of the work of Willmott and Young, eg criticisms of their theory and the research that underpinned it.
- Analysis and evaluation of evidence for the persistence of traditional role relationships within contemporary family life, eg the dual burden/triple shift.

	• Analysis and evaluation of changing role relationships, eg does the ‘new man’ actually exist? • Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that the symmetrical family exists 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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11	Discuss how far sociologists would agree that the extended family is still important in Britain today.	12												
AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks														
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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

- Functionalist perspective.
- Feminist perspective.
- Marxist perspective.
- Cultural/ethnic differences.
- Economic changes.
- Official statistics.

Indicative content AO2

- Functionalist perspective, eg the functional importance of the extended family.
- Feminist perspective, eg demands placed on women, in providing child care and looking after elderly parents.
- Marxist perspective, eg the extended family as beneficial to the capitalist economic system.
- Cultural/ethnic differences, eg the extended family in British Asian family life.
- Changing role of women, eg women's increased employment opportunities and growing financial independence potentially reducing the need for a supportive extended family.
- Official statistics, eg trend data on households in the United Kingdom.

Indicative content AO3

- Analysis and evaluation of the functionalist perspective on the importance of the extended family.
- Analysis and evaluation of the feminist perspective on the importance of the extended family.

	• Analysis and evaluation of the Marxist perspective on the importance of the extended family. • Analysis and evaluation of the cultural and ethnic differences relating to the importance of the extended family. • Analysis and evaluation of the changing role of women in society and changes in employment as significant factors, eg do many working women still need the support of an extended family network? • Analysis and evaluation of relevant official statistics, eg is there any relevant statistical evidence to support a decline in the importance of extended family relationships? • Evidence based judgements and conclusions relating to the issue of extent (how far would sociologists agree) eg in the judgement of the student how far does the evidence suggest the premise of the question that the extended family is still important 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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Section B: Education

Qu	Marking guidance	Total marks															
12	What term is commonly used by sociologists to describe work-related education and training?	1															
	AO1 = 1 mark D (Vocational)																
13	What term is commonly used by sociologists to describe the process of learning norms and values that takes place outside the family?	1															
	AO1 = 1 mark C (Secondary socialisation)																
14	Describe one example of the marketization of schools.	3															
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15	Identify and describe one example of how labelling may affect a student's achievement in school.	3															
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16	From Item C , examine one strength of the research.	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 • The sample used a national sample, as opposed to a limited geographical area, making the sample likely to be more representative. • A stratified sample was used, allowing comparison of viewpoints and concerns by social class, gender, etc. • Self-completion questionnaire was used to investigate the costs and benefits of going to university, which results in outcomes high in validity and reliability. • Data easily accessible and relatively cheap to obtain, which allows for comparisons to be made with other surveys which examine what factors may be affecting applications to university.	

17	Identify and explain one factor, other than debt, that may discourage students from poorer backgrounds from applying to university, raised as a concern in Item C .	4																		
	AO1 = 1 mark AO2 = 3 marks ‘Context’ here refers to a factor that may account for social class differences in 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 factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)</td></tr> <tr> <td>3</td><td>3</td><td>Relevant factor 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 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 • Parental encouragement. • Immediate gratification. • Structural failings of the education system. • University selection processes. Indicative content AO2 • Parent’s attitudes towards university may be a factor accounting for social class differences in education. Parents from upper and middle-class backgrounds are more likely to have experienced higher education themselves and so may be more likely to encourage their children to follow suit, despite the costs of student loans because of future earnings and career options. • Immediate gratification, enjoying the pleasures of the moment together with the emphasis on short-term gains, rather than deferred gratification. • Structural failings of the education system eg under-performing schools in working-class areas. They are less likely to achieve the higher A-level grades required by universities. They may be less likely to be supported by their parents and peer group when applying for university. • Students from poorer backgrounds are less likely to be offered unconditional places by a university.	Level	Marks	Descriptor	4	4	Relevant factor identified (AO1) and an appropriate, detailed and well-developed explanation of relevant sociological theories, concepts, evidence and methods offered with a clear application to the context. (AO2)	3	3	Relevant factor 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 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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18	Identify and explain one disadvantage of using a snowball sample to investigate attitudes of students towards higher education.	4																		
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19	From Item D , identify and describe one way in which Parsons saw the education system as important, including what you know of his perspective on education.	4																		
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20	Identify and explain one advantage of using unstructured interviews to investigate setting in schools.	4																		
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21	Discuss how far sociologists would agree that family background is the most important factor in explaining differences in students' educational achievement.	12												
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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.
- Marxism.
- Interactionism.
- Social class.
- Ethnicity.
- Gender.

Indicative content AO2

- Functionalists emphasise the importance of socialisation experiences in the home.
- Marxist theorists' view on socio-economic class as a determinant of educational success.
- Interactionists emphasise the processes which may operate within schools affecting educational achievement.
- Social class as a variable impacting on educational achievement.
- Ethnicity as a variable impacting on educational achievement.
- Gender as a variable impacting on educational achievement.

Indicative content AO3

- Analysis and evaluation of the functionalist perspectives.
- Analysis and evaluation of the Marxist perspectives.
- Analysis and evaluation of the interactionist studies on education.
- Analysis and evaluation of social class as a variable.
- Analysis and evaluation of ethnicity as a variable.
- Analysis and evaluation of gender as a variable.

	• Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that family background is the most important factor in explaining differences in students' educational achievement. 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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22	Discuss how far sociologists would agree that in-school factors are the main reasons for gender-based differences in subject options and career choices.	12												
AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks														
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0	0	Nothing worthy of credit.

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Indicative content AO1

- Feminism.
- Interactionism.
- Female subject options and career choices.
- Male subject options and career choices.
- Survey data on subject options and career choices.
- Feminisation of the curriculum.
- Gender socialisation.

Indicative content AO2

- Feminist theorists' views on patriarchy and on education as largely controlled by men.
- Interactionists focus on the processes within schools affecting gender differences in subject options and career choices.
- Female subject options and career choices eg possible girls changing choices and impact of policies such as GIST, STEM and WISE.
- Male subject options and career choices eg changing labour market and the possible impact on choices made by boys.
- Survey data on gender subject options and choices eg male and female differences revealed by statistical data.
- Feminisation of the curriculum eg lack of content that appeals to boys in subjects such as English Literature.
- Gender socialisation eg canalisation.

Indicative content AO3

- Analysis and evaluation of feminist views on education.

	• Analysis and evaluation of interactionist approaches to education. • Analysis and evaluation of female subject options and career choices. • Analysis and evaluation of male subject options and career choices. • Analysis and evaluation of relevant survey data on gender subject options and career choices. • Analysis and evaluation of the extent to which the curriculum has become feminised. • Analysis and evaluation of the impact of gender socialisation. • Evidence-based judgements and conclusions relating to the issue of extent (how far sociologists agree) eg in the judgement of the student how far does the evidence support the premise of the question that in-school factors are the main reasons for gender-based differences in subject options and career choices. 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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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