

Sociology

Answers and commentaries GCSE (8192)

Paper 1: The sociology of families and education

Marked answers from students for questions from the June 2023 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

Contents

The below content table is interactive. You can click on the title of the question to go directly to that page.

Section	Page
Section A: Families	
Question 5: 2-mark question	3
Question 4 : 3-mark question	5
Question 7 : 4-mark question	7
Question 8: 4-mark question	10
Question 10: 12-mark question	12
Question 11: 12-mark question	17
Section B: Education	
Question 16: 2-mark question	23
Question 15: 3-mark question	25
Question 17: 4-mark question	27
Question 19: 4-mark question	29
Question 21: 12-mark question	31
Question 22: 12-mark question	37

Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resource is to be used alongside the GCSE Sociology Paper 1 June 2023 Question paper.

Section A: Families

2-mark question

Section A has one 2-mark question which is always a methods question with 2 AO3 marks available.

Question 5

From Item A, examine one strength of using statistics to research one-person households.

[2 marks]

Mark scheme

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

- Quantitative data collected on a large-scale (national level), increasing the likelihood of a representative sample.
- A reliable data source since it is high quality statistical information produced by a national organisation.
- The data is readily available each year, so allows for comparisons over time to be made.
- The data can be used as a starting point from which to investigate further the sociological explanations for the changes shown in the number of one-person households.
- Data has been collected over a period of time so patterns and trends can be identified.

Student responses

Response A

One strength of using statistics is it shows clearly the increase of one person households

The student has identified a strength of statistics – statistics shows clearly the increase in one person households (1 mark) but it doesn't explain why this is a strength. To achieve 2 marks the student must identify the strength and then show some understanding why this is a strength.

1 mark

Response B

It is in quantitative data which makes it easier to show trends and patterns of one-person households.

The student has identified a strength of statistics – it is quantitative data (1 mark) and they have then explained why this is strength – it is easier to show trends and patterns of one person households. (1 mark). There must be some evidence of evaluation by indicating a reason why this could be a possible strength to achieve the second mark.

2 marks

3-mark question

Section A has two 3-mark questions. 3-mark questions have 3 AO1 marks available.

Question 4

Identify and describe one consequence of divorce for family members.

[3 marks]

Mark scheme

AO1 = 3 marks

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.

Indicative content AO1

- Financial: decisions about dividing property and possessions and therefore usually having to manage with less money coming into the home.
- Emotional: either a change for the better or a stressful change of circumstances.
- Co-parenting: logistical issues related to living with one parent but keeping in regular contact with the other.

Student responses

Response A

The child will not see their dad very often as the mum is usually the one to take the child.

This is a Level 2 response

The student has identified a consequence of divorce – the child might not see their mum or dad very often. They have then provided a partial description – as the mum is usually the one to take care of the child. It doesn't develop the answer to explain what the consequence/outcome of this could be so cannot get into Level 3 which requires a coherent description.

2 marks

Response B

One consequence is single mothers who struggle to find work. In many families, the father was previously the breadwinner of the family. When a divorce happens, financial burden is often pressed on the mother, who may not have the qualifications to get a job due to filling the domestic role. As a result, the family may struggle to pay for necessities.

This is a Level 3 response

The student has identified a consequence of divorce – a single mother who struggles to find work. It then goes on to provide a coherent description about the father previously being the breadwinner and if divorce happens, the mother will struggle financially. The final sentence moves this answer into Level 3 – as a result, the family may struggle to pay for necessities. This develops the answer and shows what the consequence would be of divorce.

3 marks

4-mark question

Section A has four 4-mark questions. 4-mark questions have 1 AO1 mark and 3 AO2 marks available.

Question 7

Identify and explain one disadvantage of using unstructured interviews to investigate one-person households.

[4 marks]

Mark scheme

AO1 = 1 mark AO2 = 3 marks 'Context' here refers to a disadvantage of using unstructured interviews to investigate one-person households.

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.

Indicative content AO1

- Comparability.
- Representativeness.
- Reliability.
- Validity.
- Interviewer skills.
- Time
- Complex data sets

Indicative content A02

- The data is not in numerical form, therefore difficult to make comparisons between one-person households.
- Potential issues of representativeness (of one-person households) relating to the number of interviews conducted.
- Difficult to replicate and check findings as questions not standardised and researchers are more involved with the respondents.
- Interviewer bias may be a problem, due to close involvement between the interviewer and the interviewee.
- Success depends on the personal skills of the interviewer and differences between respondents may reflect differences in the nature of the interview and the questions asked, rather than real differences between people.

Student responses

Response A

One disadvantage of using unstructured interviews is that the data is not generalisable. Since unstructured interviews collect qualitative data, it is hard to compare their results to other individuals. This makes it hard to properly sort and evaluate the data.

This is a Level 2 response

The student has identified two separate disadvantages – only one can be credited but the one with greater marks should be awarded. Credit here is given to unstructured interviews collect qualitative data which makes it difficult to compare the results. There is no reference to the context of one person households and no explanation why this is a disadvantage for this specific piece of research. If there is no context in the answer, the student cannot achieve more than 2 marks.

2 marks

Response B

One disadvantage is that they are hard to analyse. For example, one person may be asked why they live alone and another may be asked how long they have been living alone for. Because the questions asked are different depending on the participant, it may be quite difficult to draw conclusions on one-person households as the response could be difficult to compare.

This is a Level 4 response

The student has identified a relevant disadvantage of using unstructured interviews with a clearly developed explanation about why this is a weakness. The answer is also well linked to the context – why this is a disadvantage for investigating one person households.

4 marks

Question 8

From Item B, identify and describe one way in which Oakley saw the conventional family as being patriarchal, including what you know of her perspective on the family.

[4 marks]

Mark scheme

AO1 = 1-mark AO2 = 3 marks 'Context' here refers to the work of Ann Oakley with particular reference to her perspective on the family.

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.

Indicative content AO1

- Women were expected to do unpaid work inside the home.
- The man's economic power was linked to his income from paid work.
- The woman's dependence on the man's wages was an aspect of gender inequality.

Indicative content AO2

- Writing from a feminist perspective, Oakley investigated the 'idea' of the conventional family, by reviewing a range of existing data. She suggested that the idea of the conventional family was still idealised even though it was no longer the dominant family form.
- Gender role inequalities in the conventional family, reinforcing patriarchal relationships.
- Economic power in the conventional family reinforced patriarchal relationships.
- Financial inequality in the conventional family reinforced patriarchal relationships.

Student responses

Response A

Oakley saw the conventional family as being patriarchal because it maintains the patriarchy and a man's dominance in society, by using conjugal roles that women were homemakers and men were the breadwinners. Oakley believed that the family trapped women because they could not work outside the home in paid work they had to depend on their husband, maintaining patriarchy. Women in conventional families have no independence therefore if they were being abused they were trapped and could not leave because they have no money of their own.

This is a Level 3 response

The relevant way that the conventional family is patriarchal is identified and this is developed and explained using relevant sociological concepts. However, the answer does not identify the perspective of Oakley (feminist) and therefore, although this is a good answer it can't reach the top mark band. The relevant perspective must be identified for Level 4.

3 marks

Response B

Ann Oakley is writing from a feminist perspective. Ann Oakley is a feminist. One way in which Oakley saw the conventional family as being patriarchal is that women were expected to do unpaid work inside the home while men were expected to do paid work outside the home. This means that women had to get financial support from men as they were not paid for their labour, so they lose their independence to men – patriarchy.

This is a Level 4 response

A relevant way that the conventional family is patriarchal is identified and this is well-developed and explained using relevant sociological concepts. The feminist perspective is also clearly identified and should be awarded top band marks.

4 marks

12-mark question

Section A has two 12-mark questions. Both are compulsory. 12-mark questions have 4 AO1 marks, 4 AO2 marks, 4 AO3 marks.

Question 10

Discuss how far sociologists would agree that the main function of the family is to serve the needs of capitalism.

[12 marks]

Mark scheme

AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks

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)

GCSE SOCIOLOGY – 8192/1 – PAPER 1 – ANSWERS AND COMMENTARIES

Level	Marks	Descriptor
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.

Student responses

Response A

Marxists would agree that the family's main function is to serve the needs of capitalism. Zaretsky believed that the family was a unit of consumption and relieves the pressures of capitalism while making the next generation of workers. However it could be argued that this does not consider the positive functions of the family.

Functionalist would disagree. Functionalists believe the family is a positive thing and that children learn primary socialisation here. They believe the family prepares children for the outside world/school/workplace.

This is a Level 2 response

This answer shows some understanding of sociological theories/concepts so it is better than 'fragments of basic knowledge' (Level 1).

For Level 2, answers must show:

- Limited knowledge and understanding: shown in both paragraphs but not developed. Two perspectives have been identified but both lack the detail needed for Level 3.
- Limited application of theories/concepts: shown by the appropriate use of Marxism and functionalism but not detailed enough for Level 3
- Limited attempt at analysis and evaluation: there is some evaluation shown when functionalists are used as an evaluation of Marxism but again, this lacks detail.

There isn't enough detail in this answer to reach Level 3 and there is no conclusion.

5 marks

Response B

Marxists would agree that the main function of the family is to serve the needs of capitalism because they believe that the family acts as units of consumption. For example, when families or children are advertised toys, baby clothes and product. If a family buys these products they are serving the needs of capitalism because they are contributing to the capitalist economy. As a result upholding capitalist values of constantly buying product and being units of consumption. However, I believe that buying baby toys helps to teach a baby key skills in order to socialise the baby and prepare it for nursery and society, teaching norms and values.

A criticism of this perspective is that it does not represent lower class families only wealthy. Middle class families who benefit from the capitalist structure and can afford to buy products and serve the needs of capitalism.

A functionalist would disagree with the statement because they would believe a function of the family is to socialise their children rather than serve the needs of capitalism. For a functionalist like Parsons he would argue that a family or parents are supposed to teach their children the norms and values of society like manners to prepare them for nursery school and wider society. However, I would argue that when children are socialised they could learn gender stereotypes and gender expectations from toys like dolls and toy kitchens used to socialise a child.

Feminists would agree with the statement because they believe that families trap women in a triple shift which involves a woman doing paid work as well as unpaid work like childcare and housework rather than serving needs of capitalism. This is because when women are doing extra unpaid work they are being exploited.

This is a Level 3 response

This answer shows greater knowledge and understanding than 'limited' (mark band Level 2) and therefore should be placed in Level 3.

For Level 3, answers must show:

- Good knowledge and understanding: Shown in the first paragraph on Marxism by explaining that the family is a unit of consumption.
- Good application of theories/concepts: shown by the appropriate use of Marxism and functionalism.
- Good evidence and analysis: shown by showing how the functionalist disagree with Marxism.

The answer lacks detail and there is no conclusion. It lacks appropriate development so cannot be placed any higher in Level 3.

7 marks

Response C

Marxists, like Zaretsky, would argue that the family supports the needs of capitalism very well. He identified that the family acts as a unit of consumption, which means The proletariat will pay more money as a family due to there being more people. This means That the bourgeoisie is Making as Much Money as possible because people are paying More Money. The family also creates more workers For capitalism by reproduction. This means There are More people available To fill jobs made by The bourgeoisie. However other sociologists, like functionalists, would argue That as long as children work hard They can get higher paid Jobs. Functionalists, like Parsons, believe That The family's main function is not to serve the needs of capitalism and To rather socialise children. He identified The family To perform primary socialisation where children are Taught common norms and values of society. These values are called universalistic values and are how society is expected To act. He also identified Stabilisation of adult personalities which is where parents are kept happy by Their family. However, Marxists would argue That This Stabilisation of adult personalities is to cushion the effects of capitalism.

Feminists, like Delphy & Leonard, would disagree and argue that the family's main function is to maintain patriarchy in society. They say that the nuclear family maintains patriarchy by giving The men power due to their economic Importance to the family. However, other sociologists argue that men no longer have as much economic Importance and dependence from women as they used to.

In conclusion, most sociologists disagree that the family's main function is to support the needs of capitalism. Despite, Marxists like Zaretsky arguing that the family is essential for capitalism to continue to work, more believe that this isn't the case. Functionalists believe the family is very functional and raises good children, while feminists believe that it keeps patriarchy in order.

This is a Level 4 response

This answer shows detailed knowledge and understanding and is well linked throughout to capitalism.

For Level 4, answers must show:

- Detailed knowledge and understanding: shown in all three paragraphs.
- Sustained application of theories/concepts: shown throughout.
- Detailed critical analysis and evaluation: shown throughout although lacking in a few places as there is only a brief sentence at the end of each paragraph which could be developed further.
- Relevant conclusion.

11 marks

Question 11

Discuss how far sociologists would agree that gender roles are equal in families in Britain today.

[12 marks]

Mark scheme

AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks

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)

Level	Marks	Descriptor
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.
- Marxism.
- Family diversity.
- Traditional norms and values.
- Media images.
- Contemporary studies and evidence.

Indicative content AO2

- Functionalist perspective – e.g. reference to the work of Young and Willmott and the 'symmetrical family'.
- Feminist perspective – e.g. reference to the works of Oakley, Delphy and Leonard, and concepts such as the dual burden and the double/triple shift.
- Marxist perspective – unpaid work done by the housewife benefitting the capitalist system.
- The increasing diversity of the family, as suggested by the Rapoport, with many differing conjugal roles e.g. segregated, integrated conjugal roles.
- The continuation of traditional norms and values being passed down the generations of families through canalization/gender socialisation.
- The ways men and women are shown in the family often being depicted as the norm by the advertising industry. Media stereotyping, whereby women are portrayed as primarily responsible for many domestic tasks.
- Recent British Social Attitudes, such as that referred to by Scott and Clery, suggesting that gender inequalities exist within families.

Indicative content A03

- Analysis and evaluation of the functionalist perspective e.g. the extent to which gender roles are equal in families today, with integrated conjugal roles, and the rise in the 'New Man'.
- Analysis and evaluation of the feminist perspective e.g. the extent to which the nuclear family continues to be patriarchal, having segregated conjugal roles.
- Analysis and evaluation of the Marxist perspective e.g. the extent to which the nuclear family supports the capitalist economic system.
- Analysis and evaluation of the impact of family diversity e.g. rise in number of lone parent families and same-sex couple families.
- Analysis and evaluation of the impact that gender socialisation has on children following traditional gender roles in the family, as suggested by liberal feminist Ann Oakley in terms of canalization.
- Analysis and evaluation of the idea of the cereal packet family e.g. the extent to which this remains the stereotypical image that advertisers use to describe family life in Britain.
- Analysis and evaluation of studies and evidence based on domestic tasks e.g. the extent to which gender roles are equal between male and female partners.
- Evidence-based judgements and conclusions relating to the issue of extent (how far would sociologists agree) e.g. in the judgement of the student how far does the evidence support the premise that gender roles are equal in families 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.

Student responses

Response A

Feminists would say that roles in families are not equal in Britain today. They say this because of segregated conjugal roles shown within the family. For example, the woman cooks food, cleans the house and cares for children while the man goes to work, then comes home and does nothing. This shows inequality as the domestic division of labour is not equally split. Functionalists would agree that gender roles in the family are equal because of 'the new man' theory. This is when as society has developed and moved forward, women have gone through a march of progress which has led to the creation of a new man. The new man theory shows how families in Britain today show symmetrical joint conjugal roles, which shows an equal family. The changing role of women showed females that men are just as capable of working unpaid domestic labour which creates a symmetrical family. Although, feminists disagree with this as they see a lack of evidence for a symmetrical family.

Overall, families in Britain today do not share equal gender roles. Sociologists believe this because there is no evidence for it.

This is a Level 2 response

This answer shows some understanding of sociological theories/concepts so it is better than 'fragments of basic knowledge' (Level 1).

For Level 2 answers must show:

- Limited knowledge and understanding: some relevant terminology but not always used well.
- Limited application of theories/concepts: the first paragraph shows some good understanding but the second paragraph on functionalism lacks understanding.
- Limited attempt at analysis and evaluation: this is limited throughout.

There isn't enough detail in this answer to reach Level 3 and although there is a conclusion it is weak.

5 marks

Response B

Some sociologists would agree to a substantial extent that gender roles are equal in families in Britain today. For example functionalist sociologists (Willmott and Young) believe gender roles are equal in society today as their positive perspective ignores any other factors. Functionalists highlight how the family provides and shapes us for future roles in life, and that the primary socialisation helps to introduce joint conjugal roles. Willmott and Young's perspective on the symmetrical family indicates how through time, the family has become symmetrical when men and women split the household tasks and childcare, to accommodate each parental guardians jobs and ambitions.

However, some sociologists disagree to a substantial extent that gender roles are equal in families in Britain. Feminist sociologists highlight how patriarchal ideologies are embedded within the family, resulting in segregated conjugal roles. These stereotypical patriarchal ideologies highlight how women are forced to take on all the household tasks and childcare (dual burden) and even whilst working (triple shift) as these stereotypes are reinforced within primary socialisation and secondary socialisation, for women to conform to these roles allocated to them. Also as the men are stereotyped as the breadwinner through the instrument role it indicates that their main focus should be on the supply of income rather than household tasks.

This is a Level 3 response

This answer shows greater knowledge and understanding than 'limited' (mark band Level 2) and therefore should be placed in Level 3.

For Level 3 answers must show:

- Good knowledge and understanding: shown throughout with the appropriate use of functionalism and feminism and good range of sociological terms used but not always correct (dual burden and triple shift are not accurate).
- Good application of theories/concepts: shown by the appropriate use of functionalism and feminism.
- Good evidence and analysis: some good analysis but lacks detail in places.

The answer lacks appropriate development in places and there is no conclusion.

8 marks

Response C

Some functionalists such as Willmott and Young would agree that gender roles are equal in families due to conjugal roles being symmetrical. Willmott and Young found with their study that, although often men and women perform different roles in the family, the amount of work they contribute is equal. Therefore functionalists such as Willmott and Young would agree that gender roles are equal in families. However, many do not believe their study and criticise its small sample size arguing it is not generalisable for all of Britain.

Some feminists such as Delphy and Leonard would disagree that gender roles are equal in families due to the dual burden in which women are expected to be primary caregivers for children and housewives who complete all the domestic jobs. Delphy and Leonard believe that men were seen as 'exempt' from their household duties often due to being the 'breadwinners' leading to all work falling to women, concluding that gender roles in families are not equal. However, their work has been criticised due to being outdated because it has become more common to see stay-at-home Dads with wives who are the 'breadwinners'

In addition, other feminists such as Oakley would also disagree that gender roles are equal in the family because men often have economic power over their partners. This leads to men often being the decision makers in the family leading to an imbalance of the gender roles. Therefore feminists such as Oakley would argue that gender roles are not equal in the family. However, her work has also been criticised due to the increase in employment in women meaning in a lot of cases women have economic power too, meaning the gender roles are equal.

In conclusion, some functionalists such as Willmott and Young would agree due to conjugal roles being symmetrical, however feminists such as Delphy and Leonard and Oakley would disagree due to the dual burden women face and the lack of economic power women hold in the family dynamic.

This is a Level 4 response

This answer shows detailed knowledge and understanding and is well linked throughout to gender roles within the family.

For Level 4 answers must show:

- Detailed knowledge and understanding: shown throughout with good use of sociologists and good use of sociological terms and concepts.
- Sustained application of theories/concepts: shown throughout.
- Detailed critical analysis and evaluation: shown throughout with a detailed and well-focused conclusion.

An excellent response.

12 marks

Section B: Education

2-mark question

Section B has one 2-mark question which is always a methods question with 2 AO3 marks available.

Question 16

From Item C, examine one weakness of the research.

[2 marks]

Mark scheme

AO3 = 2 marks

1 mark for providing evidence of an analysis of the item (by indicating a possible weakness) 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 weakness. (AO3)

Indicative content AO3

- London based, so sample unrepresentative of secondary pupils across the country.
- A relatively small sample size, so difficult to make generalisations.
- Presence of the researcher affecting the validity of the data collected.
- Problems in the recording of the data, thus negatively affecting the quality of the research.

Student responses

Response A

Francis observed only four classes and not all the sets. Francis should've done more than English and math to show, how the others react while in different lessons.

The student has identified a weakness – only four classes observed (1 mark) but doesn't develop this weakness and doesn't explain why this is a weakness, so cannot achieve the second mark. Answers must explain why the weakness they have identified is a weakness for the research.

1 mark

Response B

Frances used a very limited sample size. Only 3 schools were observed and they were all in the same city meaning it may not accurately represent the whole country.

The student has identified a weakness – limited sample size using only three schools (1 mark). This is an appropriate disadvantage for 1 mark. The answer then explains why this is a weakness – it is not representative of the whole country (1 mark). This is an adequate development of the weakness.

2 marks

3-mark question

Section B has two 3-mark questions. 3-mark questions have 3 AO1 marks available.

Question 15

Identify and describe one example of the correspondence principle.

[3 marks]

Mark scheme

AO1 = 3 marks

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.

Indicative content AO1

- Students learn to accept the hierarchy in schools, which prepares them for the workplace, where the manager or supervisor will have authority over them.
- Students learn to be motivated by external rewards in the form of exam results and grades, which prepares them for the workplace, where motivation comes in the form of the extrinsic rewards of pay and bonuses.
- Students learn to be competitive in schools through tests and setting, which prepares them to compete in the workplace for promotions and higher pay.

Student responses

Response A

One example would be having knowledge about the school system. Middle-class parents who have knowledge about school systems can pick a school which would give their child more educational achievement.

This is a Level 0 response

This is not a description of the correspondence principle. The student is describing cultural capital and therefore this answer cannot be credited.

0 marks

Response B

The correspondence principle is the idea that the education system reflects the workplace and the example of this is the idea of respecting authority. Obedience to authority is heavily valued in the workplace so therefore teaching in under the hidden curriculum helps prepare students for the workplace.

This is a Level 3 response

The student has identified and provided a coherent description of the correspondence principle. This is a very well-developed answer and is more than required to obtain top level marks.

3 marks

4-mark question

Section B has four 4-mark questions. 4-mark questions have 1 AO1 mark and 3 AO2 marks available.

Question 17

Identify and explain one advantage of using non-participant observation to investigate classroom interactions as shown in Item C.

[4 marks]

Mark scheme

AO1 = 1 mark AO2 = 3 marks

'Context' here refers to an advantage of using non-participant observation to investigate classroom interactions.

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 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.

Indicative content AO1

- Insight/validity
- Generating new ideas.
- Reliability.

Indicative content AO2

- Gaining insight by observing the group's activities, the researcher can develop a deeper understanding of the group's behaviour.
- Generating new ideas to explain observed phenomenon relating to education and processes within school classrooms.
- Non-participant observation can be high in reliability since it involves objective systematic recording, e.g. how a student responds to a question asked by a teacher.

Student responses

Response A

Primary data meaning you get to see it first hand leading to a better understanding of your observation. Therefore, making conclusions easier to make as you have in depth details.

This is a Level 2 response

Credit given for the first sentence– seeing it firsthand (1 mark) – leads to a better understanding (1 mark). This is quite a weak response but it meets the requirements of the first bullet point on the mark scheme. There is no context here, with no discussion about how or why this is an advantage when investigating classroom interactions. If there is no context, the maximum mark that can be awarded is 2.

2 marks

Response B

One advantage of non-participant observations to investigate classroom interactions is you can see firsthand what it is like in a classroom whilst being able to produce notes and recordings. This means there is no forgetting what happens, and all of your data is reliable as you can see it from your own point of view. For instance, you are able to witness and record who is louder, who is smarter, who doesn't pay attention etc..

This is a Level 4 response

An appropriate advantage is identified and fully developed, clearly linked to the context showing the advantage of using non-participant observations to investigate classroom interactions.

4 marks

Question 19

From Item D, identify and describe one way in which Ball believed that the banding of students affected their approach to learning and behaviour in school, including what you know of his perspective on education.

[4 marks]**Mark scheme**

AO1 = 1-mark AO2 = 3 marks 'Context' here refers to the work of Ball with reference to his perspective on education.

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.

Indicative content AO1

- Labelling and self-fulfilling prophecy.
- Teacher expectations of pupils
- Less cooperative/poorer behaviour in lower bands.

Indicative content AO2

- Ball's approach is essentially interactionist as he examines the interactions between students and teachers (ethnographic case study).
- Labelling often led to the self-fulfilling prophecy which impacted on students' approach to learning and behaviour.
- Ball found teachers had lower expectations of students in lower bands and higher expectations of students in top bands which affected students' approach to learning and behaviour.
- Ball sought to explain the under-performance of working-class students e.g. working-class students were more likely to be placed in lower bands. Less likely to be well behaved.

Student responses

Response A

This is the students being labelled and falling into a self-fulfilling prophecy and starting to believe that they are difficult. Ball believed in labelling.

This is a Level 2 response

There is identification and a brief description of one way Ball believed that banding affected approaches to learning in school – labelling and the self-fulfilling prophecy. However, the answer lacks detail and development and there is no perspective. Without the perspective (interactionist), answers can achieve a maximum of 3 marks but here, because the detail is also lacking, 2 marks have been awarded.

2 marks

Response B

Ball is an interactionist who believes teachers labelling their band affects their approach to learning and behaviour in school. For example, teachers in Band 1 (higher bands) highly motivate their students while also doing their best to teach in order for them to gain the best grades possible. Teachers in and 3 (Lower bands) would be unmotivated and have low expectations of their class, not willing to teach. This would lead these students to also feel unmotivated and would not try in school and underachieving.

This is a Level 4 response

A very detailed and well-developed description of how banding affects approaches to learning. Ball's perspective (interactionist) is also identified which is a requirement for the top level.

4 marks

12-mark question

Section B has two 12-mark questions. Both are compulsory. 12-mark questions have 4 AO1 marks, 4 AO2 marks and 4 AO3 marks available.

Question 21

Discuss how far sociologists would agree that ethnic differences in educational achievement are mainly due to factors inside school.

[12 marks]

Mark scheme

AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks

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)

Level	Marks	Descriptor
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

- Interactionism.
- Marxism.
- Feminism.
- Functionalism.
- Internal factors.
- Ethnic variations in performance.
- External factors.

Indicative content AO2

- Interactionist perspectives e.g. teacher expectations, labelling and the self-fulfilling prophecy, ethnocentric curriculum, unconscious bias with regard to the ethnicity of students.
- Marxist perspectives e.g. social class background as a primary determinant of educational performance in contrast to ethnicity.
- Feminist perspectives e.g. gender as a key determinant on educational performance in contrast to ethnicity.
- Functionalist perspectives e.g. internal factors, such as the quality of school leadership affecting educational performance regardless of external factors such as ethnicity.
- Processes within schools affecting educational performance regardless of ethnicity e.g. whether setting, streaming and/or mixed ability groupings are used in a school.
- Ethnic variations in performance e.g. the relative levels of achievement by students from a variety of different ethnic backgrounds.
- Alternative external factors e.g. cultural values, parental expectations and their effects on educational performance.

Indicative content A03

- Analysis and evaluation of interactionist perspectives e.g. to what extent do teachers' labels and stereotypes affect educational performance, e.g. some teachers may have different expectations of students based on their ethnicity. Labelling could result in a self-fulfilling prophecy, which may have an impact on a pupil's achievement, as suggested by Mac an Ghail.
- Analysis and evaluation of the Marxist perspective e.g. to what extent is social class background the primary determinant of educational success, with material deprivation a key factor on educational achievement.
- Analysis and evaluation of the feminist perspective e.g. to what extent do classroom interactions advantage or disadvantage particular gender groups.
- Analysis and evaluation of the functionalist perspective e.g. to what extent can school leadership have a positive effect on student outcomes.
- Analysis and evaluation of the impact of internal factors e.g. to what extent does streaming or setting have an effect on educational performance, as suggested by sociologists such as Ball and Wright.
- Analysis and evaluation of ethnic variations in performance e.g. to what extent is the success of certain ethnic groups due to in-school factors, such as the school curriculum being seen as ethnocentric.
- Analysis and evaluation of the impact of external factors e.g. to what extent is ethnic background a primary determinant of educational performance, such as in terms of parental expectations and support.
- Evidence based judgements and conclusions relating to the issue of extent (how far sociologists agree) e.g. in the judgement of the student how far does the evidence support the premise of the question that ethnic differences in educational achievement are due to in-school factors.

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.

Student responses

Response A

Sociologists might agree to this, to some extent for example ethnic differences inside of school could affect your school achievement. For example the ethnocentric view, this is a belief that white teachers may treat white kids a different way to all of the other races and may favourite them. Ethnocentric view is the curriculum teaching about only 1 culture because them come from there, this puts people that are not from that culture at a disadvantage. Factors inside the school would consist of being taught British values.

This is a Level 2 response

This answer shows limited knowledge and understanding and should be placed within Level 2.

For Level 2 answers must show:

- Limited knowledge and understanding: there is some understanding of aspects of the ethnocentric curriculum but there is only one perspective and there is a lack of detail. It does show some sociological understanding so it is more than 'fragments of knowledge' (Level 1).
- Limited application of theories/concepts: there is only one perspective so limited application of theories.
- Limited attempt at analysis and evaluation: the answer lacks evaluation.

The answer lacks appropriate development and there isn't enough detail in this answer to reach Level 3. To reach Level 3 there needs to be two perspectives.

4 marks

Response B

Sociologists would agree to a certain extent that ethnic differences in educational achievement are mainly due to factors inside schools by providing arguments such as labelling theory (Becker).

On the one hand, interactionists, such as Becker, would agree to this statement. For example, he argued that students, specifically black working class boys, were negatively labelled by teachers and other students based on their ethnicity, rather than their academic ability. This negative label then became these students 'master status' and their main character trait, leading to the decline in educational achievement.

This is a Level 2 response

This answer shows limited knowledge and understanding and should be placed within Level 2.

For Level 2 answers must show:

- Limited knowledge and understanding: there is some good understanding of concepts and sociological terminology but there is only one perspective and there is a lack of detail.
- Limited application of theories/concepts: there is only one perspective (Becker) so limited application of theories.
- Limited attempt at analysis and evaluation: the answer lacks evaluation.

This answer lacks appropriate development and there isn't enough detail to reach Level 3. To reach Level 3 there needs to be two perspectives.

6 marks

Response C

Some sociologists, such as Becker, would agree that ethnic difference the educational achievement are mainly due to factors inside schools, specifically the process of labelling. This is where certain students, in this case ethnic minorities, are judged solely on this factor, and are stereotypical into labels that are unfair and wholly incorrect. Therefore, when students like this are labelled, motivation to do well can be depleted, leading to the self-fulfilling prophecy, where the student embodies the label they have been given. For example, an ethnic minority may be stereotyped into being a troublemaker, and by labelling from teachers within school, they believe they must embody that label, and therefore does become one. Therefore, these students are more likely to do worse than others as time during lesson is wasted by bad behaviour. Some sociologists may argue that this theory ignores that some ethnic minorities instead overachieve, due to overestimating labels that put pressure on these children to do well.

Some sociologists such as Bernstein may argue that this underachievement is actually due to outside of school factors such as language codes. Those in the working class are statistically more likely to be of an ethnic minority, and as a result, speak in the restricted code. This code refers to slang and grammatically incorrect sentences, which differs to the education system's elaborate code of sophisticated language. Therefore, these differences in language are able to put these ethnic minorities at a disadvantage as they are less likely to understand what is being asked in exams, for example. Some sociologists may argue that rather this ignores the upper class families who are of ethnic minorities, but manage to greatly overachieve.

Therefore, despite in school factors being very prominent as to why ethnic minorities underachieve, including labelling, outside of school factors such as language codes can also majorly impact the way in which students achieve.

This is a Level 4 response

This answer shows detailed knowledge and understanding and is well linked throughout to ethnic differences in educational achievement.

For Level 4 answers must show:

- Detailed knowledge and understanding: shown throughout with good use of sociologists and good use of sociological terms and concepts.
- Sustained application of theories/concepts: shown throughout.
- Detailed critical analysis and evaluation: shown throughout with a detailed and focused conclusion.

An excellent response, given the time available to respond to the question.

12 marks

Question 22

Discuss how far sociologists would agree that the main function of the education system is to prepare students for work.

[12 marks]**Mark scheme**

AO1 = 4 marks AO2 = 4 marks AO3 = 4 marks

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)

Level	Marks	Descriptor
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.

Student responses

Response A

Some sociologists, such as functionalists would agree. Functionalists say that school creates a bridge between education and workplace. Through the hidden curriculum, students learn to be Obedient workers, which prepares them for work.

Marxists would agree and say that school supports our capitalist society by producing a strong and obedient work force. The workers that are produced in schools work for the bourgeoisie. This means that the bourgeoisie will continue to exploit the workers made in education, which will result in the bourgeoisie getting richer and the proletariat getting poorer.

This is a Level 2 response

This answer shows limited knowledge and understanding and should be placed within Level 2.

For Level 2 answers must show:

- Limited knowledge and understanding: there is some understanding of both functionalism and Marxism but it isn't always used well. It does show some sociological understanding so it is more than 'fragments of knowledge' (Level 1).
- Limited application of theories/concepts: there are two perspectives here but they both lack detail.
- Limited attempt at analysis and evaluation: the answer lacks evaluation and there is no conclusion.

The answer is limited and lacks appropriate development.

5 marks

Response B

Some sociologists would agree to a substantial extent that the main function of the education system is to prepare students for work. School provides secondary socialisation where children learn norms and values expected of them as they go onto a working lifestyle. Paul Willis's investigation on 12 working class school boys highlights how through labelling, children prepare for work. Due to this labelling, students in lower-class sets are stereotypically expected to go into working-class, lower paid jobs as their negative labelling on education causes a lack of enthusiasm and determination to reach goals and achievements in working lifestyles.

The use of the labelling however prepares other students for work as they learn key knowledge in higher sets that prepares them for working environment. Also, due to secondary socialisation, students learn the expectation, disciplines of the working environment, with specific norms and values expected.

However, feminist sociologist disagree that the main function of the education is to prepare students for work. Throughout primary socialisation and secondary socialisation women are already forced into specific roles in society, e.g. expressive role, where their main function is to prepare them for childcare and household tasks rather than work related goals and achievements. This stereotypes force women and girls prove themselves within education; for example academic success to prove and break the stereotypes that they only conform to the expressive role.

This is a Level 3 response

This answer shows detailed knowledge and understanding and is well linked throughout to ethnic differences in educational achievement.

For Level 4 answers must show:

- Good knowledge and understanding: starts off well but the last part of the essay is quite weak.
- Good application of theories/concepts: different perspectives used and explained but not always focussed on the question.
- Good evidence of analysis and evaluation: some evaluation shown but lacks detail required for Level 4.

The answer lacks the appropriate development needed for Level 4 but is more than limited (Level 2).

8 marks

Response C

Marxists would agree that the main function of education system is to prepare students for work. This is because they believe schools reinforce class inequalities by prioritising middle class students. This prepares working class students for exploitation because it is harder for them to get qualifications for a better job. As well as this, Bowles and Gintis believed in the 'correspondence principle', a term used to describe how the structure of school mirrored the structure of work. For example, there is a hierarchy present in schools that give power to teachers and headteachers to create rules to control students. This is like the manager at work who has the power to control workers.

Other sociologists would also agree that the main function of education is to prepare students for work because functionalists believe it is a source of secondary socialisation. They argue that through the hidden curriculum, students learn values such as punctuality, which is vital for work. They also believe that schools prepare students how to work together and maintain social cohesion. As well as this, Talcott Parsons believed the education system acted as a bridge between family life and work, as it teaches young people that they don't just get rewarded for minor successes and they have to put in more work.

However, feminists believe that the main function of education is to reinforce the patriarchy. They believe that girls have unequal opportunities in school because their male peers take over the teachers' attention. For example, Francis observed boys dominated most classroom interactions as they were louder and more disruptive in lessons. This puts girls at a disadvantage because they may not be able to ask for help in class. This shows that schools help suppress women, which reflects women being oppressed in wider society.

In conclusion, most sociologists would agree that the education system is used mostly to prepare students for work because it teaches them how to behave and follow authority.

This is a Level 4 response

This answer shows detailed knowledge and understanding and is well linked throughout to main functions of education.

For Level 4, answers must show:

- Detailed knowledge and understanding: shown throughout with good use of sociologists and good use of sociological terms and concepts.
- Sustained application of theories/concepts: shown throughout.
- Detailed critical analysis and evaluation: shown throughout with a detailed and focused conclusion.

This response includes more than is needed to reach 12 marks (could be a lot tighter) but there is a lot of sociological understanding, evidence and evaluation which should be credited. A splendid response.

12 marks

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