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# A-LEVEL SOCIOLOGY 7192/1

Paper 1 Education with Theory and Methods

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**Mark scheme**

June 2020

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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 Assessment Writer.

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.

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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.

### 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.

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

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> factors external to schools that may affect social class differences in educational achievement.</p> <p><b>Two</b> marks for each of <b>two</b> external factors clearly outlined or <b>one</b> mark for each external factor partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• Financial capital (1 mark); middle class parents may be able to afford the equipment and experiences that contribute to high levels of educational achievement (+1 mark).</li> <li>• Poor housing (1 mark); overcrowding in working class homes may mean there is no quiet place to study leading to lower levels of educational achievement (+1 mark).</li> <li>• Parental attitudes towards education (1 mark); middle class parents may be more likely to value educational achievement for their children (+1 mark).</li> <li>• Linguistic codes (1 mark); middle class children are more likely to use the elaborated speech code which contributes to high educational achievement (+1 mark).</li> <li>• Subcultural values (1 mark); working class subcultural values such as immediate gratification and fatalism may contribute to lower levels of educational achievement (+1 mark).</li> <li>• Cultural capital (1 mark); middle class children are more likely to have the knowledge and experiences that improve educational achievement (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	4
02	<p>Outline <b>three</b> functions that the education system performs for society.</p> <p><b>Two</b> marks for each of <b>three</b> appropriate functions clearly outlined or <b>one</b> mark for each appropriate function partly outlined, such as:</p> <ul style="list-style-type: none"> <li>• Social solidarity (1 mark); through the teaching of history and culture, school helps to create a shared sense of identity (+1 mark).</li> <li>• Teaching specialist work skills (1 mark); in a society with a complex division of labour this helps to meet the needs of the economy (+1 mark).</li> <li>• Secondary socialisation (1 mark); schools are focal socialising agencies teaching universalistic principles of behaviour to children (+1 mark).</li> <li>• Role allocation (1 mark); selecting children for the most appropriate occupations based on meritocratic principles (+1 mark).</li> <li>• To reproduce class inequality (1 mark); differences in cultural capital limits social mobility (+1 mark).</li> <li>• To reproduce patriarchy (1 mark); processes such as labelling and differences in subject choice perpetuate gender inequality in society (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

<b>03</b>	Applying material from <b>Item A</b> , analyse <b>two</b> ways in which marketisation policies have led to schools being run like businesses.	<b>10</b>
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**Item A**

Businesses compete with each other to attract customers. Another route to success for businesses is to provide unique products for their customers.

The introduction of marketisation policies into the state education system means that schools are run like businesses.

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which marketisation policies have led to schools being run more like businesses.</p> <p>There will be two developed applications of material from the Item, eg schools compete with each other to attract pupils by ensuring that they have a high position in the school league tables; schools may offer a unique specialism or faith based curriculum which allows school choice based on parental preference.</p> <p>There will be appropriate analysis / evaluation of the two ways, eg the supply and demand for school places reflects the New Right view that successful schools should expand; lack of demand for places leads to less revenue for schools lower in the league tables.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which marketisation policies have led to schools being run more like businesses.</p> <p>There will be some successful application of material from the Item, eg competition between schools means that they must spend a larger proportion of their budget on marketing activities.</p> <p>There will be some analysis / evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which marketisation policies have led to schools being run more like businesses.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg on educational achievement.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**Sources may include the following or other relevant ones:**

Ball; Bartlett and Le Grand; Chubb and Moe; David; Gewirtz; Hall; Molnar; Whitty.

<b>04</b>	Applying material from <b>Item B</b> and your knowledge, evaluate sociological explanations of gender differences in educational achievement.	<b>30</b>
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**Item B**

The patterns of educational achievement by gender have changed over time. Some sociologists explain these patterns through factors external to schools, such as socialisation and parental attitudes towards education. Changes in wider society, such as employment opportunities, may also contribute to these patterns.

However, the way schools are organised and the social interactions that take place within schools are also likely to affect gender differences in educational achievement.

<b>Marks</b>	<b>Level Descriptors</b>
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant sociological explanations of gender differences in educational achievement. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a discussion of the importance of factors external to schools on the patterns of gender differences in educational achievement, or by consideration of the relative importance of factors inside and outside the education system, or their interrelationship. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of explanations for gender differences in educational achievement. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of gender domains and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of explanations of gender differences in educational achievement. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing explanations or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about gender differences in academic achievement. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into a discussion of reasons for differential educational achievement without reference to gender.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–6	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about educational achievement in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear:

Gender domains; gendered subject images; gender socialisation; changing priorities; impact of feminism; gender identities; crisis of masculinity; equal opportunities initiatives; role models; teachers' attitudes; labelling; feminisation of education; peer pressure.

**Sources may include the following or other relevant ones:**

Archer; Browne and Ross; Byrne; Colley; Francis; Mitsos and Browne; Kelly; Mac an Ghail; Norman; Oakley; Reay; Sewell; Sharpe; Spender; Stanworth; Willis.

Qu	Marking guidance	Total marks
05	Applying material from <b>Item C</b> and your knowledge of research methods, evaluate the strengths and limitations of using non-participant observation to investigate pupil behaviour in schools.	20

**Item C**

Pupils behave in many different ways in schools. Some pupils conform to school rules, for example by wearing the correct uniform and completing tasks set, whilst others break school rules. Interactions between teachers and pupils, and between peers, are likely to influence behaviour. Sociologists are interested in researching in patterns of pupil behaviour, particularly disruptive behaviour.

One way of studying pupil behaviour in schools is to use non-participant observation. Pupils are often observed during the course of a school day. One advantage of non-participant observation is that the sociologist can observe behaviour both inside and outside classrooms. Non-participant observation allows behaviour categories to be decided before the observation begins. However behaviour may not be classified in the same way by different researchers.

Marks	Level descriptors
17–20	<p>Answers in this band will show accurate, conceptually detailed knowledge and sound understanding of a range of relevant material on non-participant observations.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of pupil behaviour in schools.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using non-participant observation to research issues and characteristics relating to pupil behaviour in schools. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:</p> <ul style="list-style-type: none"> <li>• the research characteristics of potential research subjects, eg individual pupils, peer groups, teachers, support staff (eg class, ethnic and gender differences)</li> <li>• the research contexts and settings (eg classrooms, staffrooms, or school premises).</li> <li>• the sensitivity of researching differences in behaviour in schools (eg policy and resource implications for schools; schools' market and league table position; its impact on achievement or behaviour; stigmatisation; parental consent).</li> </ul> <p>Evaluation of the usefulness of observations will be explicit and relevant. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>

13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the strengths and limitations of non-participant observation. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of knowledge will be broadly appropriate but will tend to be applied in a more generalised way or a more restricted way; for example:</p> <ul style="list-style-type: none"> <li>• applying the method to the study of education in general, not to the specifics of pupil behaviour in schools.</li> <li>• specific but undeveloped application to the role of pupil behaviour in schools.</li> <li>• a focus on the research characteristics of pupil behaviour in schools, with implicit links to some features of observation.</li> </ul> <p>There will be some limited explicit evaluation, eg of one or two features of non-participant observation as a method, and/or some appropriate analysis, eg clear explanations of some of the features of non-participant observation.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, including a broadly accurate, if basic, account of some of the strengths and/or limitations of non-participant observation. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in list-like fashion) on non-participant observation, but with very limited or non-existent application to either the study of pupil behaviour in schools or of education in general.</p> <p>Evaluation limited to briefly stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about some features of non-participant observation. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg perhaps drifting into an unfocused comparison of different methods.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about methods in general. Very little or no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material. Some material ineffectually recycled from the item, or some knowledge applied solely to the substantive issue of pupil behaviour in schools, with very little or no reference to non-participant observation.</p> <p>No analysis or evaluation.</p>
0	<p>No relevant points.</p>

**Indicative content**

Strengths and limitations of non-participant observation, as applied to the particular issue in education, may include: time; cost; access; quantitative data; reliability; recording data; objectivity/observer bias; factual data; behaviour categories; sample size; representativeness, generalisability; the Hawthorne effect; narrow focus; ethical issues (eg informed consent, confidentiality, sensitivity, anonymity and vulnerability).

Qu	Marking guidance	Total marks
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<b>06</b>	Outline and explain <b>two</b> problems of using primary qualitative methods in sociological research.	<b>10</b>
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two problems of using primary qualitative methods in sociological research.</p> <p>There will be two applications of relevant material, eg it is not possible to measure trends and patterns using primary qualitative methods as description rather than measurement is the aim; difficulties in replicating research using primary qualitative methods.</p> <p>There will be appropriate analysis, eg of why understanding interpretations and meanings is so important to interpretivist sociologists.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two problems of using primary qualitative methods in sociological research.</p> <p>There will be one or two applications of relevant material, eg qualitative methods are highly subjective.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into an account of secondary or quantitative methods.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

### Indicative content

Answers may include the following and/or other relevant points:

- cannot make generalisations
- cannot isolate cause and effect
- difficulties analysing data
- low in reliability
- subjective
- the imposition problem
- unscientific
- cannot generate social laws.

**Sources may include the following or other relevant ones:**

Becker; Douglas; Holden; Mead; Oakley; Weber; Willis.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 1</b>				
<b>Education</b>				
<b>Q01</b>	4			4
<b>Q02</b>	3	3		6
<b>Q03</b>	3	4	3	10
<b>Q04</b>	12	9	9	30
<b>Q05 MIC</b>	8	8	4	20
<b>Q06 Theory and Methods</b>	5	3	2	10
<b>Totals</b>	35	27	18	80



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Paper 1 Education with Theory and Methods

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**Mark scheme**

June 2021

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Version: 1.0 Final Mark Scheme



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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.

### 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.

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

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> ways in which globalisation may have had an influence on educational policies in the UK.</p> <p><b>Two</b> marks for each of <b>two</b> appropriate ways clearly outlined, or <b>one</b> mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• involvement in international testing programmes such as PISA testing (1 mark); allow international comparison of standards (+1 mark)</li> <li>• traditional subjects such as STEM / EBacc subjects are prioritised in the curriculum (1 mark); these subjects equip pupils with the skills required for the global skills-based economy (+1 mark)</li> <li>• The UK has adopted marketisation / privatisation policies similar to those adopted in some other countries (1 mark); this has led to the emergence of global education companies involved in curriculum and assessment development (+1 mark)</li> <li>• growth of the Internet offers new ways of accessing information and testing (1 mark); some schools have policies on home-based learning (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No</b> marks for <b>no</b> relevant points.</p>	4
02	<p>Outline <b>three</b> reasons why some working-class boys join anti-school subcultures.</p> <p><b>Two</b> marks for each of <b>three</b> appropriate reasons clearly outlined, or <b>one</b> mark for each appropriate reason partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• status frustration (1 mark); some working-class boys may not achieve academically and join anti-school subcultures to gain status within their peer group (+1 mark)</li> <li>• fewer job opportunities for working-class boys (1 mark); this may lead them to express hegemonic masculinity through membership of anti-school subcultures (+1 mark)</li> <li>• working-class attitudes and values (1 mark); such as fatalism and immediate gratification may result in feelings of alienation for some working-class boys in school and membership of anti-school subcultures (+1 mark)</li> <li>• as an expression of class identity (1 mark); some groups of working-class boys deliberately choose to break school uniform rules by wearing branded clothing as a form of symbolic capital, a feature of anti-school subcultures (+1 mark)</li> <li>• working-class boys are less likely to be seen as ‘ideal students’ (1 mark); joining an anti-school subculture can be an expression of resistance to negative labelling (+1 mark).</li> </ul>	6

	<p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	
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<b>03</b>	Applying material from <b>Item A</b> , analyse <b>two</b> ways in which teaching and learning in schools may affect the educational experiences of minority ethnic groups.	<b>10</b>
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**Item A**

Some sociologists claim that the curriculum taught in schools today prioritises some cultures over others. Research also suggests that teacher expectations can be based on stereotypes.

Teaching and learning in schools may affect the educational experiences of minority ethnic groups.

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in the band will show good knowledge and understanding of relevant material on two ways in which teaching and learning in schools may affect the educational experience of minority ethnic groups.</p> <p>There will be two developed applications of material from the Item, eg the ethnocentric curriculum fails to provide as many positive role models for children of Black, Asian and minority ethnic groups; teacher labelling of pupils from Chinese backgrounds may lead to high expectations and increased pressure to succeed.</p> <p>There will be appropriate analysis / evaluation of the two effects, eg the extent to which teaching and learning in schools may affect the educational experiences of minority ethnic groups.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which teaching and learning in schools may affect the educational experience of minority ethnic groups.</p> <p>There will be some successful application of material from the Item, eg minority ethnic group pupils may develop a range of ways of coping with their teachers' expectations based on stereotypes of ethnicity.</p> <p>There will be some analysis / evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which teaching and learning in schools may affect the educational experience of minority ethnic groups.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg on educational experiences of the majority ethnic group.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**Sources may include the following or other relevant ones:**

Archer; Driver; Evan; Fuller; Lupton; Mirza; Moynihan; Sewell; Wright.

<b>04</b>	Applying material from <b>Item B</b> and your knowledge, evaluate the view that the education system is meritocratic.	<b>30</b>
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**Item B**

Some sociologists, such as functionalists, claim that the education system is based on meritocratic principles and provides all pupils with the opportunity to succeed. Pupils, whatever their background, are objectively assessed through the examination process.

Other sociologists claim that meritocracy is a myth. The education system ensures that existing social inequalities are reproduced in each generation.

<b>Marks</b>	<b>Level descriptors</b>
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that the education system is meritocratic. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (functionalism, New Right, Marxism, feminisms), regarding the issue of meritocracy or through consideration of factors within the education system that may disadvantage some social groups. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the extent to which the education system can be seen as meritocratic. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of the functionalist view of meritocracy and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the Marxist view of the myth of meritocracy. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing explanations or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about differential attainment. Understands only limited aspects of the question; simplistic understanding of the presented material.</p>

	<p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into a discussion of functions of education without reference to meritocracy.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–6	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about education in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear:

Equal opportunity, merit, role allocation, social bridge, formal curriculum, hidden curriculum, role allocation, competition, cultural capital, correspondence principle, economic capital, private schools, teacher student relationships, labelling, educational triage, institutional racism, gender stereotypes.

**Sources may include the following or other relevant ones:**

Althusser; Becker; Bourdieu; Bowles and Gintis; Chubb and Moe; Coard; Cohen; Davis and Moore; Durkheim; Gilborn and Youdell; Leonard; Parsons; Willis.

Qu	Marking guidance	Total marks
<b>05</b>	Applying material from <b>Item C</b> and your knowledge of research methods, evaluate the strengths and limitations of using secondary data to investigate the academic progress of pupils in schools.	<b>20</b>

### Item C

#### Investigating the academic progress of pupils in schools

There are differences in educational achievement between groups of pupils in schools. Sociologists seek to identify patterns of differential achievement and the reasons for these patterns. Academic progress is influenced by a range of factors, both external and internal to schools.

One way of studying the reasons for differences in academic progress between groups of pupils is to use secondary data. Schools collect and produce a range of quantitative secondary data, such as exam statistics, as well as qualitative secondary data, such as progress reports and pupils' work. One practical advantage of using secondary data is that it is often available in the public domain. However, access to some secondary data may be restricted. Data on pupil progress may also be presented in a selective way.

Marks	Level descriptors
17–20	<p>Answers in this band will show accurate, conceptually detailed knowledge and sound understanding of a range of relevant material on secondary data.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of the academic progress made by pupils.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using secondary data to research issues and characteristics relating to pupil academic progress in schools. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:</p> <ul style="list-style-type: none"> <li>• the research characteristics of potential research subjects, eg individual pupils, peer groups, teachers, support staff, parents/carers (eg class, ethnic and gender differences).</li> <li>• the research contexts and settings (eg schools, classrooms, staffrooms, or school premises).</li> <li>• the sensitivity of researching academic progress of pupils (eg issue of accessing sensitive material; schools' market and league table position; stigmatisation of schools; parental consent).</li> </ul> <p>Evaluation of the usefulness of secondary data will be explicit and relevant. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the strengths and limitations of secondary data. Understands a number of significant aspects of the question; good understanding of the presented material.</p>

	<p>Application of knowledge will be broadly appropriate but will tend to be applied in a more generalised way or a more restricted way; for example:</p> <ul style="list-style-type: none"> <li>• applying the method to the study of education in general, not to the specifics of pupil academic progress in schools.</li> <li>• specific but undeveloped application to the role of pupil academic progress in schools.</li> <li>• a focus on the research characteristics of pupil academic achievement in schools, with implicit links to some features of secondary data.</li> </ul> <p>There will be some limited explicit evaluation, eg of one or two features of secondary data, and/or some appropriate analysis, eg clear explanations of some of the features of secondary data.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, including a broadly accurate, if basic, account of some of the strengths and/or limitations of secondary data. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in list-like fashion) on secondary data, but with very limited or non-existent application to either the study of the academic progress of pupils in schools or of education in general.</p> <p>Evaluation limited to briefly stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about some features of secondary data. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg perhaps drifting into an unfocused comparison of different methods.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about methods in general. Very little or no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material. Some material ineffectually recycled from the item, or some knowledge applied solely to the substantive issue of the academic progress of pupils in schools, with very little or no reference to secondary data.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Strengths and limitations of secondary data, as applied to the particular issue in education, may include: accessibility; ethical issues (eg informed consent, sensitivity, confidentiality, vulnerability); representativeness; manipulation of statistics; comparisons between groups; operationalisation of concepts; insights; validity; distortion; bias; time; cost; access; quantitative and qualitative secondary sources; patterns and trends.

Qu	Marking guidance	Total marks
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<b>06</b>	Outline and explain <b>two</b> arguments against the positivist view that sociology can be scientific.	<b>10</b>
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two arguments against the positivist view that sociology can be scientific.</p> <p>There will be two applications of relevant material, eg positivists wrongly assume that the subject matter of sociology is similar to the subject matter of the natural sciences; positivists claim that science is objective but interpretivists argue that science is socially constructed therefore subjective.</p> <p>There will be appropriate analysis, eg the extent to which sociology can be scientific.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two arguments against the positivist view that sociology can be scientific.</p> <p>There will be one or two applications of relevant material, eg human behaviour is unpredictable and unique to individuals.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into an account of features of science.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

### Indicative content

Answers may include the following and/or other relevant points:

- scientists work within paradigms, sociology has no shared paradigm
- science is based on causal explanations; human action is the product of free will
- feminists claim that science is patriarchal, reflecting the male need for control, this is inappropriate for sociology
- interpretivists argue against the view that society can be studied objectively
- science aims to falsify existing theories; much sociological theory is unfalsifiable.

### Sources may include the following or other relevant ones:

Bloor; Comte; Foucault; Knorr-Cetina; Kuhn; Latour and Woolgar; Lynch; Lyotard; Popper; Rorty; Weber.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 1</b>				
<b>Education</b>				
<b>Q01</b>	4			4
<b>Q02</b>	3	3		6
<b>Q03</b>	3	4	3	10
<b>Q04</b>	12	9	9	30
<b>Q05 MIC</b>	8	8	4	20
<b>Q06 Theory and Methods</b>	5	3	2	10
<b>Totals</b>	35	27	18	80



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# A-LEVEL SOCIOLOGY 7192/1

Paper 1 Education with Theory and Methods

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**Mark scheme**

June 2022

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Version: 1.0 Final



2 2 6 A 7 1 9 2 / 1 / M S

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

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

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

### 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.

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

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> ways in which schools may promote competition between pupils.</p> <p><b>Two</b> marks for each of <b>two</b> appropriate ways clearly outlined, or <b>one</b> mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• ranking pupils by ability (1 mark); tests and examinations emphasise individual achievement (+1 mark)</li> <li>• setting, banding or streaming (1 mark); pupils are divided by perceived ability and compete to get into higher sets, bands or streams (+1 mark)</li> <li>• pupils are encouraged to compete with each other for rewards (1 mark); through behaviour reward systems such as merits (+1 mark)</li> <li>• the value placed on competitive teams (1 mark); pupils compete to be chosen for eg sports or quiz teams (+1 mark)</li> <li>• school entrance exams or criteria (1 mark); creating competition for places at the desirable schools (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No</b> marks for <b>no</b> relevant points.</p>	4
02	<p>Outline <b>three</b> ways in which the education system may be seen as patriarchal.</p> <p><b>Two</b> marks for each of <b>three</b> appropriate ways clearly outlined, or <b>one</b> mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• the curriculum can be seen as patriarchal (1 mark); there are more examples of males in some subject content (+1 mark)</li> <li>• there may be bias in careers advice and/or in allocating work placements (1 mark); girls and boys may be encouraged to consider different career paths based on gender stereotypes (+1 mark)</li> <li>• gendered subject images lead to boys taking higher status subjects (1 mark); girls do not take more prestigious subjects because of a male-dominated classroom environment (+1 mark)</li> <li>• double standards (1 mark); teachers may give more of their time to boys (+1 mark)</li> <li>• patriarchal hierarchies of power in schools (1 mark); males are more likely to be in senior positions in schools (+1 mark)</li> <li>• the male gaze (1 mark); girls may be seen as sexual objects (+1 mark)</li> </ul>	6

	<ul style="list-style-type: none"><li>• the use of assessment (1 mark); reduction of coursework could be perceived to be for the benefit of boys (+1 mark).</li></ul> <p>Other relevant material should be credited.</p> <p><b>No</b> marks for <b>no</b> relevant points.</p>	
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<b>03</b>	Applying material from <b>Item A</b> , analyse <b>two</b> ways in which relationships and processes within schools may lead to anti-school subcultures.	<b>10</b>
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**Item A**

Teachers may label and treat some groups of pupils differently from others. Schools and staff will have views about appropriate pupil behaviour and attitudes to school.

Relationships and processes within schools may lead to anti-school subcultures.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which relationships and processes within schools may lead to anti-school subcultures.</p> <p>There will be two developed applications of material from the Item, eg negative teacher labelling of pupils may lead to status frustration which then leads to the formation of anti-school subcultures as an alternative way of gaining status; the clash between the habitus of schools and staff and that of some pupils results in anti-school subcultures as a response to alienation.</p> <p>There will be appropriate analysis / evaluation of the two ways, eg the extent to which factors outside school interact with processes within schools in the formation of anti-school subcultures.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which relationships and processes within schools may lead to anti-school subcultures.</p> <p>There will be some successful application of material from the Item, eg labelling by teachers leads to the polarisation of students and the development of anti-school subcultures.</p> <p>There will be some analysis / evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one to two ways in which relationships and processes within schools lead to anti-school subcultures.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg causes of differential educational achievement.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.
<p><b>Sources may include the following or other relevant ones:</b> Allan; Archer; Ball; Becker; Bourdieu; Coard; Gillborn and Youdell; Lacey; Mac an Ghail; Reay; Sewell; Willis; Young.</p>	

<b>04</b>	Applying material from <b>Item B</b> and your knowledge, evaluate the view that marketisation policies have increased diversity and choice in the education system.	<b>30</b>
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**Item B**

Since the introduction of marketisation policies to education, over 30 years ago, competition has grown between increasingly diverse types of schools. New Right theorists argue that every parent is free to choose the best school for their child. They also claim that this efficiently drives up standards and ensures that schools are responsive to the needs of parents and pupils.

However, some sociologists argue that there are limits to these choices. They also argue that marketisation policies may reinforce existing inequalities in educational achievement.

<b>Marks</b>	<b>Level Descriptors</b>
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that marketisation policies have increased diversity and choice in the education system. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (eg New Right, neoliberalism, social democratic approach, Marxism and postmodernism), regarding the impact of marketisation on diversity and choice, or through consideration of the extent to which both diversity and parental choice can be limited by existing social inequalities. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the extent to which marketisation policies have increased diversity and choice in the education system. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of the New Right view of marketisation, diversity and choice and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of marketisation policies as they relate to diversity and choice. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing explanations or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about marketisation policies. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into a discussion of education policies before marketisation without reference to diversity and choice.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–6	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about education in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear:

open enrolment; league tables; cultural reproduction; consumer choice; specialist schools; academies; free schools; opting out; per-capita funding; parentocracy; myth of parentocracy; privatisation; business sponsorship; cream skimming; silt shifting; privileged/skilled choosers; disconnected choosers; selection policies; faith schools; fragmented centralisation; educational triage; formula funding; cultural capital; social capital.

**Sources may include the following or other relevant ones:**

Ball; Bartlett & Le Grand; Chubb & Moe; Gewirtz; Hall; Jackson; McKnight; Mirza; Molnar; Phillips; Reay; Tomlinson; Trowler; Whitty.

Qu	Marking guidance	Total marks
05	Applying material from <b>Item C</b> and your knowledge of research methods, evaluate the strengths and limitations of using group interviews to investigate the reasons for subject choices made by pupils.	20

### Item C

#### Investigating the reasons for subject choices made by pupils

As well as compulsory subjects at school, pupils can often choose optional ones. Pupils may choose different subjects for a variety of reasons. They may have a personal interest or talent in a subject or act on the basis of advice given by parents, professionals working within schools or others. However, there are patterns in subject choices linked to class, gender and ethnicity which could result from factors external to schools.

One way of studying differences in the subject choices made by pupils is to use group interviews. This type of interview can encourage deeper thought as participants can develop ideas put forward by other group members. However, participants may be influenced by peer pressure. Furthermore, some pupils, teachers and parents may find it difficult to find a time to meet as a group.

Marks	Level descriptors
17–20	<p>Answers in this band will show accurate, conceptually detailed knowledge and sound understanding of a range of relevant material on group interviews.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of the reasons for subject choices made by pupils.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using group interviews to investigate the reasons for subject choices made by pupils. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:</p> <ul style="list-style-type: none"> <li>• the research characteristics of potential research subjects, eg individual pupils, parents, peer groups, teachers, support staff</li> <li>• the research contexts and settings eg classrooms, staffrooms, or school premises</li> <li>• the sensitivity of researching reasons for subject choices made by pupils eg policy and resource implications for schools; impact on achievement or behaviour; stigmatisation.</li> </ul> <p>Evaluation of the usefulness of group interviews will be explicit and relevant. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the strengths and limitations of group interviews. Understands a number of significant aspects of the question; good understanding of the presented material.</p>

	<p>Application of knowledge will be broadly appropriate but will tend to be applied in a more generalised way or a more restricted way; for example:</p> <ul style="list-style-type: none"> <li>• applying the method to the study of education in general, not to the specifics of reasons for subject choices made by pupils.</li> <li>• specific but undeveloped application to the reasons for subject choices made by pupils.</li> <li>• a focus on the research characteristics of the reasons for subject choices made by pupils in schools, with implicit links to some features of group interviews.</li> </ul> <p>There will be some limited explicit evaluation, eg of one or two features of group interviews as a method, and/or some appropriate analysis, eg clear explanations of some of the features of group interviews.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, including a broadly accurate, if basic, account of some of the strengths and/or limitations of group interviews. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in list-like fashion) on group interviews, but with very limited or non-existent application to either the study of the reasons for subject choices made by pupils in schools in particular or of education in general.</p> <p>Evaluation limited to briefly stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about some features of group interviews. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg perhaps drifting into an unfocused comparison of different methods.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about methods in general. Very little or no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material. Some material ineffectually recycled from the item, or some knowledge applied solely to the substantive issue of reasons for subject choices made by pupils, with very little or no reference to group interviews.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Strengths and limitations of group interviews, as applied to the particular issue in education, may include: time; cost; access; qualitative data; validity; recording data; objectivity; interviewer bias; rapport; power and status differences; impression management; sample size; sample composition, representativeness, generalisability; narrow focus; ethical issues (eg consent, confidentiality, sensitivity, anonymity and vulnerability); peer pressure; reliability; researcher as facilitator; group dynamics.

Qu	Marking guidance	Total marks
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<b>06</b>	Outline and explain <b>two</b> reasons why official statistics should <b>not</b> be seen as social facts.	<b>10</b>
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why official statistics should not be seen as social facts.</p> <p>There will be two applications of relevant material, eg official statistics do not reflect reality as they are second order constructs resulting from labelling of acts and events by social actors; the criteria used for recording and categorising information in official statistics change over time.</p> <p>There will be appropriate analysis, eg of why interpretivists see official statistics as a topic for study in themselves rather than a valid measurement of social behaviour.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why official statistics should not be seen as social facts.</p> <p>There will be one or two applications of relevant material, eg ideological bias within official statistics.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into an account of quantitative evidence more generally.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

**Indicative content**

Answers may include the following and/or other relevant points:

- official statistics are socially constructed
- official statistics may be low in validity
- official statistics may be ideologically biased
- there may be errors in interpreting data
- there may be errors in recording data
- critique of the view that there is an external reality.

**Sources may include the following or other relevant ones:**

Anderson; Atkinson; Collier; Durkheim; Palmer; Shaw; Wilkinson and Pickett.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 1</b>				
<b>Education</b>				
<b>Q01</b>	4			4
<b>Q02</b>	3	3		6
<b>Q03</b>	3	4	3	10
<b>Q04</b>	12	9	9	30
<b>Q05 MIC</b>	8	8	4	20
<b>Q06 Theory and Methods</b>	5	3	2	10
<b>Totals</b>	35	27	18	80



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# A-LEVEL SOCIOLOGY 7192/1

Paper 1 Education with Theory and Methods

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**Mark scheme**

June 2023

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Version: 1.0 Final



2 3 6 A 7 1 9 2 / 1 / M S

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

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

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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.

### 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.

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

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> similarities between the functionalist and Marxist views of education.</p> <p><b>Two</b> marks for each of <b>two</b> appropriate similarities clearly outlined, or <b>one</b> mark for each appropriate similarity partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>● both see education as an agency of secondary socialisation (1 mark); for example functionalists argue that education teaches pupils norms and values (+1 mark)</li> <li>● education has a selective role (1 mark); both theories see schools as a way of filtering people into different jobs (+1 mark)</li> <li>● both are structural theories (1 mark); education is seen as a key social institution within a larger social system (+1 mark)</li> <li>● both focus on inequality in educational outcomes (1 mark); the process of education teaches pupils that inequality is necessary (+1 mark)</li> <li>● education performs an economic role (1 mark); students learn skills that may be needed in the workplace (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No</b> marks for <b>no</b> relevant points.</p>	4

Qu	Marking guidance	Total marks
02	<p>Outline <b>three</b> criticisms of marketisation policies in education.</p> <p><b>Two</b> marks for each of <b>three</b> appropriate criticisms clearly outlined, or <b>one</b> mark for each appropriate criticism partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• marketisation policies assume that league tables can measure school performance (1 mark); league tables use a narrow range of data ignoring the wider context (+1 mark)</li> <li>• assume competition between schools is desirable (1 mark); it may discourage co-operation between schools in an area (+1 mark)</li> <li>• increased testing can have negative effects (1 mark); it can lead to labelling and the creation of self-fulfilling prophecies (+1 mark)</li> <li>• marketisation policies may lead to unfair selection practices (1 mark); leads to less popular schools going into a spiral of decline which adversely affects their pupils (+1 mark)</li> <li>• assume competition between schools creates a meritocracy (1 mark); middle- class parents can use their cultural capital to ensure their children succeed (+1 mark)</li> <li>• fewer resources are available for supporting learning directly (1 mark); due to time and money spent on marketing and publicity (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No</b> marks for <b>no</b> relevant points.</p>	6

Qu	Marking guidance	Total marks
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<b>03</b>	Applying material from <b>Item A</b> , analyse <b>two</b> ways that the hidden curriculum may help to reproduce the social class structure.	<b>10</b>
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Item A
<p>Throughout their schooling pupils are told that everyone has the same opportunity to succeed. Schools prepare pupils for the workplace.</p> <p>Sociologists suggest that the hidden curriculum may help to reproduce the social class structure.</p>

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that the hidden curriculum may help to reproduce the social class structure.</p> <p>There will be two developed applications of material from the item, eg the hidden curriculum reinforces the myth of meritocracy and therefore working-class pupils blame themselves for their failure and accept their place in the social class structure; working-class pupils learn to obey authority and accept their position in the workplace and in the social class structure.</p> <p>There will be appropriate analysis/evaluation of two ways in which the class structure is reproduced through the hidden curriculum in schools, eg the extent to which working-class pupils accept the myth of meritocracy.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that the hidden curriculum may help to reproduce the social class structure.</p> <p>There will be some successful application of material from the item, eg the hidden curriculum teaches working-class pupils to accept alienation therefore not challenge the social class structure.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways that the hidden curriculum may help to reproduce the social class structure.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg the formal curriculum.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

<p><b>Sources may include the following or other relevant ones:</b></p> <p>Althusser; Archer; Arnot; Bowles and Gintis; Giroux; Gordon; Jackson; Swartz; Willis.</p>
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Qu	Marking guidance	Total marks
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<b>04</b>	Applying material from <b>Item B</b> and your knowledge, evaluate the importance of cultural factors in explaining patterns of educational achievement.	<b>30</b>
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**Item B**

There are differences in patterns of educational achievement between groups of pupils. These differences can be based on class, gender or ethnicity, or a combination of these. Some sociologists argue that cultural factors are the main explanation for differences in educational achievement. Differences in primary socialisation may mean that some groups find it easier to engage with the culture of the school.

However, other sociologists argue that material factors, such as access to resources, are also important.

Marks	Level descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the importance of cultural factors in explaining patterns of educational achievement. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (eg functionalism, Marxism, feminisms, interactionism, New Right) or through consideration of the relative importance of cultural and material factors and/or their interrelationship in explaining patterns of educational achievement. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the importance of cultural factors in explaining patterns of educational achievement. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example how cultural factors can be a positive resource to some groups who experience material deprivation, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of some ways that cultural factors explain patterns of educational achievement. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about cultural factors or educational underachievement. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into a generalised account of differences in patterns of educational achievement.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–6	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about education in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear: Class; gender; ethnicity; subcultures; cultural deprivation; material deprivation; marginalisation; cycle of poverty; culture of poverty; compensatory education; pupil subcultures; parental attitudes; cultural capital; linguistic codes; habitus; hidden curriculum; marketisation; peer groups; labelling; self-fulfilling prophecy; streaming; ethnocentric curriculum; patriarchy; racism; subject choice; socialisation; parenting styles; secondary effects of stratification.

**Sources may include the following or other relevant ones:**

Archer; Ball; Becker; Bernstein; Boudon; Bourdieu; Bowles and Gintis; Coard; Douglas; Francis; Hargreaves; Hollingworth and Williams; Jackson; Keddie; Lacey; Mac an Ghaill; Mitsos and Browne; Modood; Norman; Reay; Sewell; Smith and Noble; Sugarman; Willis; Wright.

Qu	Marking guidance	Total marks
05	Applying material from <b>Item C</b> and your knowledge of research methods, evaluate the strengths and limitations of using self-completion questionnaires to investigate the pressure on pupils to achieve high grades.	20

<p><b>Item C</b></p> <p><b>Investigating the pressure on pupils to achieve high grades</b></p> <p>Pressure on pupils to achieve high grades can come from a range of sources. Schools and teachers are keen for their pupils to achieve high grades. Parents and peers can also be sources of pressure. High grades are often required by employers and universities.</p> <p>One way of studying the pressure on pupils to achieve high grades is by using self-completion questionnaires. This type of questionnaire can be completed anonymously in private. However, operationalising concepts such as pressure can be difficult for the researcher. There is also no interviewer present to explain what the questions mean.</p>	
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Marks	Level descriptors
17–20	<p>Answers in this band will show accurate, conceptually detailed knowledge and sound understanding of a range of relevant material of using self-completion questionnaires.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of the pressure on pupils to achieve high grades.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using self-completion questionnaires to investigate the pressure on pupils to achieve high grades.</p> <p>These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:</p> <ul style="list-style-type: none"> <li>● the research characteristics of potential research subjects, eg individual pupils, parents, peer groups, teachers, support staff</li> <li>● the research contexts and settings, eg classrooms, staffrooms, school premises, or the home</li> <li>● the sensitivity of researching the pressure faced by pupils, eg policy implications and resource implications for schools, impact on achievement or behaviour, effects of research on pupils.</li> </ul> <p>Evaluation of the usefulness of self-completion questionnaires will be explicit and relevant. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>

13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the strengths and limitations of using self-completion questionnaires. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of knowledge will be broadly appropriate but will tend to be applied in a more generalised way or a more restricted way; for example:</p> <ul style="list-style-type: none"> <li>• applying the method to the study of education in general, not to the specifics of the pressure on pupils to achieve high grades</li> <li>• specific but undeveloped application to the pressure on pupils to achieve high grades</li> <li>• a focus on the research characteristics of the pressure on pupils to achieve high grades, with implicit links to some features of self-completion questionnaires.</li> </ul> <p>There will be some limited explicit evaluation, eg of one or two features of self-completion questionnaires as a method, and/or some appropriate analysis, eg clear explanations of some of the features of self-completion questionnaires.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, including a broadly accurate, if basic, account of some of the strengths and/or limitations of using self-completion questionnaires. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in list-like fashion) of self-completion questionnaires, but with very limited or non-existent application to either the study of the pressure on pupils to achieve high grades in particular or of education in general.</p> <p>Evaluation limited to briefly stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about some features of self-completion questionnaires. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg perhaps drifting into an unfocused comparison of different methods.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about methods in general. Very little or no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material. Some material ineffectually recycled from the item, or some knowledge applied solely to the substantive issue of pressure on pupils to achieve high grades, with very little or no reference to self-completion questionnaires.</p> <p>No analysis or evaluation.</p>
0	<p>No relevant points.</p>

**Indicative content**

Strengths and limitations of self-completion questionnaires as applied to the particular issue in education, may include: time; cost; access; quantitative data; reliability; objectivity; social facts; hypothesis testing; operationalising concepts; open and closed questions; response rate; literacy issues; validity; sample size/representativeness and generalisability; ethical issues (eg informed consent, confidentiality, deception, vulnerability/psychological harm); difference between modes of delivery (eg postal or electronic).

Qu	Marking guidance	Total marks
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<b>06</b>	Outline and explain <b>two</b> reasons why sociologists may choose to use research methods that produce quantitative data.	<b>10</b>
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why sociologists may choose to use research methods that produce quantitative data.</p> <p>There will be two applications of relevant material, eg quantitative research methods are standardised which means that research can be replicated and the findings checked by other researchers; quantitative methods can be designed to test a hypothesis using scientific procedures.</p> <p>There will be appropriate analysis, eg of the links between positivism, social facts and quantitative research methods.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why sociologists may choose to use research methods that produce quantitative data.</p> <p>There will be one or two applications of relevant material, eg the ability to study a representative sample using quantitative methods.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into an account of the disadvantages of quantitative research methods.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

### Indicative content

Answers may include the following and/or other relevant points:

- quantitative methods are higher in reliability
- quantitative methods are seen as more objective
- quantitative methods are more useful for hypothesis testing
- larger representative samples are more likely with quantitative methods
- quantitative data is useful for measuring trends and patterns of behaviour
- methodological perspective of the sociologist; positivists prefer quantitative methods.

**Sources may include the following or other relevant ones:**

Alon and Tienda; Bruce; Comte; Douglas; Durkheim; Hite; Marx; Milgram; Rosenhan; Rosenthal and Jacobson; Slack; Townsend; Young and Willmott.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 1</b>				
<b>Education</b>				
<b>Q01</b>	4			4
<b>Q02</b>	3	3		6
<b>Q03</b>	3	4	3	10
<b>Q04</b>	12	9	9	30
<b>Q05 MIC</b>	8	8	4	20
<b>Q06 Theory and Methods</b>	5	3	2	10
<b>Totals</b>	35	27	18	80