



A-LEVEL SOCIOLOGY 7192/1

Paper 1 Education with Theory and Methods

Mark scheme

June 2023

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.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

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

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

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

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

Qu	Marking guidance	Total marks
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03	Applying material from Item A , analyse two ways that the hidden curriculum may help to reproduce the social class structure.	10
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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>Sources may include the following or other relevant ones:</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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04	Applying material from Item B and your knowledge, evaluate the importance of cultural factors in explaining patterns of educational achievement.	30
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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 Item C 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>Item C</p> <p>Investigating the pressure on pupils to achieve high grades</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"> ● the research characteristics of potential research subjects, eg individual pupils, parents, peer groups, teachers, support staff ● the research contexts and settings, eg classrooms, staffrooms, school premises, or the home ● 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. <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>

<p>13–16</p>	<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"> • applying the method to the study of education in general, not to the specifics of the pressure on pupils to achieve high grades • specific but undeveloped application to the pressure on pupils to achieve high grades • 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. <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>
<p>9–12</p>	<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>
<p>5–8</p>	<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>
<p>1–4</p>	<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>
<p>0</p>	<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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06	Outline and explain two reasons why sociologists may choose to use research methods that produce quantitative data.	10
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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

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