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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



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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