



A-LEVEL **Sociology**

7192/1 - Paper 1 - Education with Theory and Methods

Mark scheme

7192

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Version/Stage: 1.0 Final

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.

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

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 reasons why marketisation policies may produce inequality of educational achievement between social classes.</p> <p>Two marks for each of two appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> • cream-skimming (1 mark); successful schools can attract higher achievers, who are more likely to be middle-class (+ 1 mark). • silt-shifting (1 mark); successful schools can avoid taking less able, largely working-class pupils, who thus end up in low-achieving schools (+ 1 mark). • schools can establish their own catchment areas (1 mark); middle-class parents can afford to move into the catchment areas of successful schools (+ 1 mark). • parental choice of school (1 mark); middle-class parents can use their cultural capital/knowledge of the education system to make more successful choices of school (+ 1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	4
02	<p>Outline three reasons for gender differences in educational achievement.</p> <p>Two marks for each of three appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> • laddish subcultures (1 mark); boys are more likely to join anti-school subcultures that prevent them from achieving (+ 1 mark). • changes in the job market (1 mark): more jobs for women/decline in traditional men's jobs increase girls'/reduce boys' motivation to achieve (+1 mark). • feminisation of education (1 mark); more female teachers as role models today gives girls an advantage over boys (+1 mark). • leisure pursuits (1 mark); for example, girls' leisure often involves a 'bedroom culture' of talking with friends, which develops their communication skills (+ 1 mark). • reduction of coursework (1 mark); this reduces the advantage in achievement that girls had through being better organised and taking care of their work (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6

03	Applying material from Item A , analyse two ways in which the education system might serve the needs of capitalism.	10
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Item A

According to Marx, capitalism is based on the ownership of the means of production by a wealthy minority. Capitalism continues to exist because each new generation of workers is forced to undertake low-paid, alienating work to survive. This makes capitalism potentially unstable, since it depends on the proletariat not seeking to overthrow this unequal system.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which the education system might serve the needs of capitalism.</p> <p>There will be two developed applications of material from the item, eg the proletariat do not seek to overthrow capitalism because the education system acts as an ideological state apparatus; the education system reproduces capitalism by preparing each generation of working-class children to fill their future roles as alienated, exploited workers.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the education system meets capitalism's need by legitimating class inequality through ideologies such as the myth of meritocracy, thus preventing its overthrow; the education system meets capitalism's need to continue through the correspondence principle, whereby the schooling of working-class children mirrors the capitalist workplace in terms of hierarchy, alienation, extrinsic rewards, fragmentation and competition.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways in which the education system might serve the needs of capitalism.</p> <p>There will be some successful application of material from the item, eg the education system justifies workers accepting inequality and low-paid, alienating work because their underachievement at school shows they are only capable of menial jobs.</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 the education system might serve the needs of capitalism.</p> <p>There will be limited application of material from the item. Some material maybe at a tangent to the question, eg causes of working-class underachievement.</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: Althusser; Bowles and Gintis; Ferguson; Davis and Moore; MacDonald; Willis.</p>	

04	Applying material from Item B and your knowledge, evaluate sociological explanations of social class differences in educational achievement.	30
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Item B

Social class differences in achievement are found at all stages of the education system and sociologists have put forward several explanations for these differences. Some sociologists focus on factors outside school, such as the material circumstances of pupils' families or the ways in which parents socialise their children. Other sociologists see factors internal to the education system itself as responsible.

However, it can be argued that it is the interaction between these external and internal factors that produces class differences in educational achievement.

Marks	Level Descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on explanations of social class 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 maybe developed, for example through a discussion of the relative importance of material or cultural factors and/or internal or external factors, 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 of social class 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 maybe inadequately focused.</p> <p>Some limited explicit evaluation, for example of cultural deprivation as a victim-blaming approach, 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 role of home background factors. 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 to 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 to three insubstantial points about material deprivation and 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 discussion of ethnic differences in 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 to 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: material deprivation; cultural deprivation; cultural capital; educational capital; economic capital; speech codes; parental education; parental attitudes; working-class subculture; A-to-C economy; educational triage; labelling; self-fulfilling prophecy; streaming; differentiation; polarisation; pupil subcultures; symbolic capital; Nike identities; symbolic violence; habitus; self-exclusion; selection.

Sources may include the following or other relevant ones: Archer et al; Ball; Becker; Bernstein; Bourdieu; Douglas; Dunne and Gazeley; Evans; Feinstein; Gillborn and Youdell; Hargreaves; Hempel-Jorgensen; Hubbs-Tait et al; Hyman; Ingram; Lacey; Leech and Campos; Reay; Rist; Rosenthal and Jacobson; Sugarman; Sullivan; Woods.

Qu	Marking guidance	Total marks
05	Applying material from Item C and your knowledge of research methods, evaluate the strengths and limitations of using participant observation to investigate pupil exclusions.	20

<p>Item C</p> <p>Investigating pupil exclusions</p> <p>Pupil exclusions take many forms. Permanent exclusions from school are rare, but about 1 pupil in 20 is excluded for a fixed period, often for physical assaults against staff. There are no reliable figures for pupils sent out of individual lessons. Pupils may also self-exclude by truanting or simply by ‘switching off’ in class.</p> <p>Boys, pupils with special educational needs, poorer pupils and Gypsy, Roma and Traveller pupils are much more likely to be excluded.</p> <p>One way of studying pupil exclusions is to use participant observation. By adopting an appropriate role, the researcher may be able to get close to pupils. However, participant observers usually can only study fairly small groups. Furthermore, success greatly depends on the researcher’s ability to establish a good relationship with those being studied.</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 on participant observation.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of pupil exclusions.</p> <p>Students will apply knowledge of arrange of relevant strengths and limitations of using participant observation to research issues and characteristics relating to pupil exclusions. 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, peer groups, teachers, welfare/truancy officers (eg class, ethnic and gender differences; teachers’ professionalism, self-interest or stereotypes of pupils) • the research contexts and settings, eg classrooms, staffrooms, school premises, the street, pupil referral units • the sensitivity of researching pupil exclusions (eg policy and resource implications for schools, local authorities etc.; schools’ market and league table position; its impact on achievement or behaviour; stigmatisation; parental consent). <p>Evaluation of the usefulness of participant observation 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 participant observation. Understands a number of significant aspects of the question; good understanding of the presented material. 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 pupil exclusions, or • specific but undeveloped application to pupil exclusions or • a focus on the research characteristics of pupil exclusions, or groups/contexts etc involved in it, with implicit links to some features of participant observation. <p>There will be some limited explicit evaluation, eg of one or two features of participant observation as a method, and/or some appropriate analysis, eg clear explanations of some of the features of participant observation.</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 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 participant observation, but with very limited or non-existent application to either the study of pupil exclusions 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 to three insubstantial points about some features of 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>
<p>1–4</p>	<p>Answers in this band will show very limited knowledge, eg one to 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 exclusions from school, with very little or no reference to participant observation.</p> <p>No analysis or evaluation.</p>
<p>0</p>	<p>No relevant points.</p>

Indicative content

Strengths and limitations of participant observation, as applied to the particular issue in education, may include: time; cost; access; qualitative data; validity; insight; empathy/verstehen; flexibility; natural setting; lack of reliability; small sample size/lack of representativeness and generalisability; lack of objectivity/observer bias; ethical issues (eg siding with the underdog; guilty knowledge; informed consent, confidentiality; deception; vulnerability/psychological harm); differences between covert and overt participant observation.

Qu	Marking guidance	Total marks
06	Outline and explain two problems of using the functionalist perspective to study today's society.	10
Marks	Level Descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two problems of using the functionalist perspective to study today's society.</p> <p>There will be two applications of relevant material, eg functionalism cannot provide scientific explanations of social phenomena; functionalism fails to recognise and explain the conflict-ridden nature of today's postmodern society.</p> <p>There will be appropriate analysis, eg functionalism explains all social institutions in terms of their functions or effects, whereas science explains phenomena in terms of their causes.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two problems of using the functionalist perspective to study today's society.</p> <p>There will be one or two applications of relevant material, eg functionalism's conservative ideological bias prevents a proper understanding of social change today.</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, how functionalists explain a particular social phenomenon such as crime.</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:

- conservative ideological bias/legitimises inequality/lack of value freedom
- inadequate explanation of conflict and/or change
- functionalism as out-dated perspective/no value consensus in postmodernity
- explains away social problems by identifying their positive functions, e.g. crime, poverty.
- determinism/over-socialised view
- over-integrated/'functional unity' view of social system
- ignores actor's perspective
- lacks a preferred research methodology
- teleological explanation (not causal).

Sources may include the following or other relevant ones: Althusser; Durkheim; Gouldner; Marx; Merton; Parsons; Wrong.

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