



---

A-LEVEL

SOCIOLOGY

7192/1

Paper 1 Education with Theory and Methods

---

Mark scheme

June 2019

---

Version: 1.0 Final

\*196a7192/1/MS\*

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](http://aqa.org.uk)

## Annotations Key

Display Name	Purpose Use
?	?
0	0
1+1	1+1
AN	Analysis
APP	Application
BOD	Benefit of the doubt
C	Concept
Cross	Incorrect
Descriptive	Descriptive
DEV	Developed
EVAL	Evaluation
H Line	Awardable Material
HA	Hook Application
H Wavy	Inaccurate Material
IRRL	Irrelevant
K	Knowledge
KU	Knowledge and understanding
L1	L1
L2	L2
L3	L3
L4	L4
L5	L5
LM	Item lift
NAQ	Not answering question
Not Relevant	Not Relevant
Off Page Comment	Off Page Comment
On Page Comment	On Page Comment
REP	Repeat
SEEN	SEEN
Tick	(Do not use!)
Tick Per	Different Perspectives
V Wavy	Vertical inaccurate
1+0	1+0
AdEv	Advanced Evaluation

## 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, i.e. 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> criticisms of schools selecting pupils by ability.</p> <p><b>Two</b> marks for each of <b>two</b> appropriate criticisms clearly outlined, or <b>one</b> mark for each appropriate criticism partially outlined such as:</p> <ul style="list-style-type: none"> <li>• Some pupils are late developers (1 mark); selecting by ability at age 11 means that students who develop academically at a later age are at a disadvantage (+1 mark).</li> <li>• Selection may benefit middle class children (1 mark); middle class parents can provide tutors and coaching for their children so that they do well in tests (+1 mark).</li> <li>• There are difficulties in measuring ability (1 mark); IQ tests only measure one aspect of ability.</li> <li>• Testing may result in lower self-esteem for children (1 mark); testing may stigmatise both children and the schools they attend (+1 mark).</li> <li>• Tests used to select pupils might be culturally biased (1 mark); the language used may be biased against working-class and minority ethnic groups (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p>	4

<p>02</p>	<p>Outline <b>three</b> ways in which the characteristics of schools may be similar to the characteristics of workplaces.</p> <p><b>Two</b> marks for each of <b>three</b> appropriate ways clearly outlined, or <b>one</b> mark for each appropriate criticism partially outlined such as:</p> <ul style="list-style-type: none"> <li>• Both are fragmented (1 mark); at school knowledge is fragmented into different subjects; at work labour is fragmented into small meaningless tasks (+1mark).</li> <li>• Both are based on extrinsic satisfaction (1 mark); at school students are rewarded by grades rather than the intrinsic satisfaction of the knowledge gained; at work employees are rewarded through pay rather than the intrinsic satisfaction of their work (+1 mark).</li> <li>• Both are based on competition (1 mark); at school students compete for high grades; at work, employees compete for high wages (+1 mark).</li> <li>• Both have a hierarchy of authority (1 mark); at school there are hierarchies between teachers and between teachers and students; at work there are hierarchies of management (+1 mark).</li> <li>• Both are based on alienation (1 mark); at school students have little control over their time or what they study; at work, employees have little control of the production process ( +1 mark).</li> </ul> <p>Other relevant material should be credited.</p>	<p>6</p>
-----------	---	----------

03	Applying material from <b>Item A</b> , analyse <b>two</b> ways in which processes within schools may affect pupils' identities.	10
----	---	----

**Item A**

Some sociologists suggest that pupils of different social classes have different experiences in schools. The curriculum may place a higher value on middle-class cultural capital and place some pupils at a disadvantage. Both teacher-pupil relationships and interactions within peer groups are likely to affect how pupils of different social classes see themselves.

Marks	Level descriptors
8-10	<p>Answers in the band will show good knowledge and understanding of relevant material on two effects that processes within schools have on pupils' social class identity.</p> <p>There will be two developed applications of material from the Item, e.g. the curriculum values the cultural capital of the middle class which may have positive effects on the identities of middle class children; interactions with peer groups of the same social class in schools might lead to a pro- or anti- school subculture.</p> <p>There will be appropriate analysis / evaluation of the two effects, e.g. working class children may feel that their culture is not valued in schools and find it difficult to engage with the curriculum; working class children tend to be placed in lower streams which may lead to feelings of failure and the development of an anti-school subculture as an alternative means of gaining status.</p>
4-7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two ways that processes within schools can affect pupils' social class identity.</p> <p>There will be some successful application of material from the Item, e.g. middle class teachers may view working class children negatively in comparison to their middle class view of ideal students based on speech, personality or demeanour; middle class children may form a pro-school subculture.</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 that processes within schools can affect pupils' social class identity.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, e.g. on external factors and 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> Archer, Becker, Bourdieu, Dunne and Gazeley, Evans, Hargreaves , Lacey, Sullivan, Woods</p>	

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

**Item B**

All levels of the education system show differences in achievement between ethnic groups. When explaining these patterns, some sociologists focus on the role of the home and family life in promoting educational achievement for some ethnic groups.

However, other sociologists suggest that factors within schools are more important in explaining differences in achievement between ethnic groups.

Marks	Level Descriptors
25- 30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the explanations of differences in educational achievement between ethnic groups. 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 relative importance of home background (e.g. cultural and material) versus school factors (e.g. ethnocentric curriculum, linguistic factors, labelling )or the interrelationships between them and wider social factors such as racism in society. 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 differences in educational achievement between ethnic groups. 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 some criticisms of the extent to which the National Curriculum is ethnocentric and/or some appropriate analysis, e.g. 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, e.g. a broadly accurate, if basic, account of the effects of cultural factors on the achievement of ethnic groups. 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. Evaluation will take the form of juxtaposition of competing explanations 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, e.g. two to three insubstantial points about ethnic groups and teacher labelling. 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, e.g. drifting into a discussion of social class and achievement without reference to ethnicity.</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, e.g. one to two very insubstantial points about ethnic groups and teacher labelling 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: cultural deprivation, material deprivation, labelling theory, ethnocentric curriculum, racism, prejudice, linguistic codes, extended families, lone parent families, social class, subcultures, pupil identity, locked –in inequality, marketisation, the ‘new IQism’,

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

Archer, Bereiter and Engelmann, Coard, Driver and Ballard, Evans, Fuller, Gillborn and Youdell, Lupton, Mac an Ghaill, Mirza, Moynihan, Murray, Pryce, Rex, Sewell, Wright, The Swann Report, Troyna and Williams, 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 written questionnaires to investigate the role of parents in their children’s achievement in school.	20

**Item C**

**Investigating the role of parents in pupils’ achievement**

Sociological research has shown how much parents can contribute, materially and culturally, to their children’s achievement in education. For example, parents can support their children by having regular contact with schools and teachers, and by helping them with their homework. However, parents’ own education and their attitudes to school may affect their ability or willingness to help.

One way of studying the role of parents in their children’s achievement is to use written questionnaires. One advantage of these is that they can be completed outside the school setting. However, operationalising concepts in questionnaires can be difficult. Furthermore, for a variety of reasons, some questionnaires may not be returned.

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 written questionnaires.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of the role of parents in pupil achievement.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using written questionnaires to research issues and characteristics relating to the role of parents in pupil achievement. 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, e.g. individual pupils, peer groups, parents (e.g. class, ethnic and gender differences), teachers.</li> <li>• the research contexts and settings, e.g. homes, school premises</li> <li>• the sensitivity of researching the role of parents in pupil achievement (e.g. parents perceiving schools negatively, sensitive questions about material factors such as income and cultural factors such as literacy and lack of confidence.)</li> </ul> <p>Evaluation of the usefulness of written 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 written 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 role of parents.</li> <li>• research characteristics relating to the role of parents.</li> </ul> <p>There will be some limited explicit evaluation, e.g. of one or two features of written questionnaires as a method, and/or some appropriate analysis, e.g. clear explanations of some of the features of written 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 written 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) on questionnaires, but with very limited or non-existent application to either the study of the role of parents in pupil achievement 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, e.g. two to three insubstantial points about some features of written 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, e.g. 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, e.g. 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 relating to the substantive issue of the role of parents in pupils' achievement with no reference to written questionnaires.</p> <p>No analysis or evaluation.</p>
0	No relevant points

**Indicative content**

Strengths and limitations of written questionnaires, as applied to the particular issue in education, may include: time; cost; access; quantitative data; reliability; hypothesis-testing; objectivity; cause and effect relationships, factual data, correlation, scientificity, sample size, flexibility, representativeness, generalisability; artificiality; the Hawthorne effect; narrow focus; ethical issues (e.g. informed consent, confidentiality; anonymity; psychological harm; deception and vulnerability); natural setting; control of variables; lack of validity; response rate.

Qu	Marking guidance	Total marks
06	Outline and explain <b>two</b> disadvantages of using personal documents in sociological research.	10

Marks	Level descriptors
8-10	<p>Answers in this band will show very good knowledge and understanding of two disadvantages of using personal documents in sociological research.</p> <p>There will be two applications of relevant material, e.g. it may be difficult to access personal documents because information within the personal documents may be of a sensitive nature; a personal document may be difficult to interpret without knowing its personal context.</p> <p>There will be appropriate analysis, e.g. the meaning of words may have changed over time.</p>
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two disadvantages of using personal documents in sociological research.</p> <p>There will be one or two applications of relevant material, e.g. some groups are more likely to produce personal documents than others, for example those with literacy skills are likely to be over - represented.</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, e.g. there may be some drift into an account of advantages of using personal documents in sociological research.</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:

- difficult to access or locate
- validity may depend on context in which they are produced
- manipulation or doctored of personal documents
- fragmented or limited in scope
- analysis is time consuming
- practical difficulties with interpretation of meanings
- may not fit the researcher's brief
- difficulties in establishing representativeness
- authenticity
- ethical issues of invasion of privacy

Sources may include the following or other relevant ones: Scott; Thomas and Znaniecki; Atkinson; Aries; Anderson.

**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