

Sociology

Answers and commentaries

A-level (7192)

Paper 1: Education with Theory and Methods

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

30 mark question

This 30 mark extended writing question is the final of 4 questions on Education.

12 marks are available for knowledge and understanding (AO1), 9 marks for application (AO2) and a further 9 marks for analysis and evaluation (AO3).

The stem for the 30 mark question begins: 'Applying material from Item B and your knowledge, evaluate...'

Question 4

Read **Item B** below and answer the question that follows.

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.

Applying material from **Item B** and your knowledge, evaluate the view that marketisation policies have increased diversity and choice in the educational system.

[30 marks]

Mark scheme

Level 5: 25–20 marks

- Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on gender differences in achievement and subject choice. Sophisticated understanding of the question and of the presented material will be shown.
- Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.
- Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives (eg New Right, postmodernism, feminism) or different varieties of feminism, or through consideration of the impact of class or ethnicity upon gender differences in 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.

Level 4: 19–24 marks

- Answers in this band will show accurate, broad and/or deep but incomplete knowledge both of gender differences in achievement and in subject choice. Understands a number of significant aspects of the question; good understanding of the presented material.
- Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.
- Some limited explicit evaluation, for example of the impact of equality legislation and/or some appropriate analysis, eg clear explanations of some of the presented material.

Level 3: 13–18 marks

- Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate if basic account of two or three reasons why girls do better than boys.
- Understands some limited but significant aspects of the question; superficial understanding of the presented material.
- 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 positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.

Level 2: 17–12 marks

- Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about gender differences in subject choice and/or achievement.
- Understands only limited aspects of the question; simplistic understanding of the presented material.
- Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into a 'class and achievement' answer.
- Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.

Level 1: 1–6 marks

- 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.
- Significant errors and/or omissions in application of material.
- No analysis or evaluation.

0 mark

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; slit shifting; privileged/skilled choosers; disconnected choosers; selector 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
- Chub & Moe
- Gewirtz
- Hall
- Jackson
- McKnight
- Mirza
- Molnar
- Philips
- Reay
- Tomlinson
- Trowler
- Whitty.

Student responses

Response A

One policy introduced under the 1988 Education Reform Act is the policy of 'league tables', this is where schools' exam results are ranked in order, with the highest achieving schools at the top of league tables and lowest at the bottom. These tables were made available to the public, through newspapers and online. This marketisation policy aimed to increase choice by allowing parents to easily access information on the educational standards of schools. This policy as expected, saw more parents wanting their children to go to the highest achieving schools. Therefore, in order to attract as many pupils as possible, this policy aimed to "drive up standards" within schools, as

Schools had incentive to create higher exam results, in order to attract more funding. This being due to the policy of formula funding (1988 Education Reform Act), where schools are allocated funding per pupil.

However, this policy has been criticised for reinforcing "existing inequalities in educational achievement" (item).

This is because according to Gillborn and Youdell, league tables have encouraged a process of educational triage. This is where in order to have as many students pass as possible, schools categorise pupils; those who can pass without help, those who ~~can~~ need help to pass and hopeless cases. They found that due to internalised expectations and stereotypes, working-class and black pupils were most likely to be seen as lacking ability and were labelled as hopeless cases, who saw no chance of passing. Therefore, these pupils are left to fail, whilst the schools time and resources goes to students they see as ensuring them a higher position within league tables. Therefore, this policy can

be seen as decreasing diversity in achievement in the education system, as minority groups are left to underachieve.

Another policy introduced under the 1988 Education Reform Act was open enrolment. This policy aimed to increase parental choice by allowing parents to select several schools on their admission form, with only one specified as their first choice. This being different to the previous tripartite and comprehensive system, where parents were given ^{no} ~~little~~ choice as local authorities would fill up spaces in schools even if a space was available in the parent's preferred choice. Therefore, ~~this~~

Extra space the policy of open enrolment gave parents the freedom "to choose the best school for their child" (item). This aimed to drive up standards as schools had to improve in order to attract more consumers, as parents would want to send their children to the highest achieving and best quality schools. This operating on market principles, of the parent (consumer) having the power, what David refers to as a parents.

crazy, as the parents are able to choose where to allocate their consumption through the schools they choose. therefore, the power is in the hands of the consumer rather than the producer (educational institutions)

However, Ball argues that the increased choice this model pushes only benefits some, in his view, parentocracy is a myth. This is highlighted by Gewirtz, who identifies 'skilled choosers' as middle-class^(MC) parents, who are best equipped to navigate a marketised education system and gain their children access to the best schools. Gewirtz emphasises that it is not that working-class (WC) parents do not care but they do not maintain the cultural capital and economic capital that MC parents do. For example, as highlighted by Leach and Campos, MC parents have the economic capital to move within expensive catchment areas of the best schools. As well as this, they have the cultural capital to know where to access league tables, the details of the admission process and where to find leaflets. therefore, the increased choice

a marketised education system provides, can only be utilised by MC parents.

Another policy that aimed to marketise education is the free schools policy, passed by the Coalition government in 2010. This policy allowed for groups independent of the ~~state~~ ^{local authority}, to set up schools which received funding directly from central government. These schools could be set up by parents, businesses and charities, they ~~were~~ ^{are} overseen by an education provider. These ~~schools~~ schools aimed to increase choice by filling gaps in consumer demand ~~in the~~ within communities. For example, if parents wanted to have a school specialising in sports, parents in the community could come together and create a school that did this. Therefore, this policy actively increases choice by giving parents the freedom to fill their perceived gaps in the market.

However, again this policy is intended to only increase choice amongst MC parents. This is because

ME parents are likely to be the only parents with the time or capital to set up free schools. Therefore, these schools are more likely to be set up in ME areas and take on more ME students. This is due to a process of cream-skimming (Bartlett), where schools take on mainly ME students, for example, by advertising for the school in mainly ME areas. This is highlighted in ²⁰¹¹ Bristol free school, where 6.4% of pupils were eligible for FSM despite 22.5% of Bristol's population as a whole being eligible for FSM.

Therefore, this policy has contributed to a two-tier system, where ME students fill up the best schools and WC students fill up the poorer quality schools.

Therefore, parental choice is only a privilege of ME parents and WC parents are unable to utilise the system in the same way.

Overall, marketisation policies can be seen to have increased ~~choice~~ ^{and diversity} choice for ~~ME parents~~ and diversity of education available e.g. free schools, but only for ME parents. WC parents

do not experience a marketised system in the same way. Furthermore, a marketised system has increased class and ethnic equality in achievement. Therefore, a marketised system can be seen as actively disadvantaging the minority groups.

This is a Level 5 response

This response showed sound, conceptually detailed knowledge of a range of marketisation policies all of which related to the material presented: performance league tables, formula funding, more open enrolment and Free schools. More over the student was able to explain clearly how these policies were intended to increase both diversity and choice.

“(League tables) increased choice by allowing parents to access information...parents wanting to send their child to the highest performing school.” (paragraph 1)

Appropriate material was applied from their own knowledge of a range of appropriate studies, including those of Gillborn & Youdell, Leech & Campos and Ball and Bartlett.

Evaluation was developed by a critical assessment of how successful each policy had been in promoting both diversity and choice. For example, Free school legislation was criticised “...for only creating more choice for middle class parents because they are likely to be the only ones with the time or capital to set up new Free schools.” (paragraph 5)

The student also clearly and appropriately analysed the extent to which diversity and parental choice were limited by social inequalities.

30 marks

Response B

Marketization refers to the process wherein a once privately owned sector opens up to the free market. Two examples of this in education are the introduction of substitute teaching agencies and catering companies for school meals - before ~~private~~ the marketization of education these would have both been handled by local councils and governments. This means schools now have more say and choice in how they are run and by extension parents have more say and choice in where to send their children.

Before the introduction of marketization ~~the first thing~~ schooling was based on ability rather than giving everyone

the same opportunities to succeed in the same manner. The tripartite system introduced by Butler (1944) was designed based on ability through taking the '11+' exam. Those who were the most successful went to grammar schools, the average school scorers to a upper modern and the least successful to technical schools. In idea it seems as if it is a perfect system based on ability but in reality became a competition with most grammar school places going to middle class children and very few technical ~~schools~~ ^{schools} being built. This issue of practicality is continuously seen with the marketization of the education system.

Whilst the comprehensive system ~~was~~ was introduced in the 1960's, marketization of this system did not ~~so~~ widely begin until the 1988 Education Reform Act introduced by the conservative government under Margaret Thatcher. The main policies - this act introduced were the ^{national} curriculum (which is still largely in place today), as well as an end to selection policies. However, you could

argue schools still had the ability to be selective such as with their catchment area, and were able to attract skilled choosers. Gerwitz (1995) proposed the idea of skilled, semi-skilled and ~~un~~ unskilled choosers. Skilled choosers were almost always middle class and had the cultural and educational capital to get their children into the best ~~st~~ ~~st~~ schools. This, paired with having the economic capital (Bourdieu 1983) allows parents to even move into the catchment areas of better schools.

Marketization policies such as those Extra space introduced in 1988 aimed to give students equal opportunity of outcome. Functionalists ^{such as Parsons} view this as beneficial to society as it means all children are being socialised as a collective and learning shared skills such as time management that will aid them when they become an adult and join the workforce. However, Marxists such as Bowles and Gintis argue that ~~for~~ this education system simply

reproduces ~~dep~~ lower-class deprivation due to the fact that these policies only benefit those who have the language and knowledge to succeed in a middle class environment. Other policies that the 1988 Education Reform Act introduced such as ~~pub~~ publishing league tables and Ofsted inspections are of little use to parents who lack the necessary cultural and economic capital to understand them.

Another negative aspect of an education system ~~→~~ such as this one is that it is based on meritocracy. However, if a student lacks the cultural capital that they need in the education system which is rarely ^{directly} taught and instead part of the 'hidden curriculum' they may fail to succeed no matter how hard they try. However, sociologists such as Keddie (1973) argue the myth of cultural deprivation and ~~that~~ argue you cannot be deprived of your own culture. This falls short of explaining why working class students underachieve but ~~can~~ explain that it could be because

they lack knowledge they are assumed to have by a middle class system.

An example of this is Bernstein's ~~###~~ In more recent years, educational policy has still been linked to marketization but has now been influenced by globalisation. An example of this is the Labour government

(1971) concept of restricted and elaborated codes. Schools use an elaborated code system and whilst they do teach language, if you use the restricted code at home such as the working class do, you are placed in the position of learning the elaborated code that middle class peers already use.

Marketization is still in place today, and now also introduced by globalization. An example of this is that the Labour Government, under Tony Blair (2009) introduced free schools which are originally

originated in Sweden and placed further emphasis on schools being powered by the free market with many being sponsored by large businesses. However, these schools may not be beneficial. Since free schools were ~~re~~ introduced in Sweden (where 20% of schools are free schools) their ranking internationally for schooling has dropped significantly (Allen 2010).

~~It~~ In conclusion, marketization policies within education only ~~can~~ further the educational failure of ~~the~~ working class students and reproduce ^{inequality} ~~inequality~~. However, with the introduction of the ~~govt~~ government's 2022 white paper that announced all schools should be part of an academy trust by 2030, it is unlikely to be the end. The choice and diversity that marketization offers is only beneficial to those who have the skills, knowledge and ability to choose.

This is a Level 3 response

This student has shown an understanding of some limited but significant aspects of the question by drawing material on education policies but not always identifying those policies that could be seen as more directly related to diversity and choice. For example, they show understanding of policies related to the privatisation of education, such as competitive tendering of school meals services, and to the education acts introducing the tri-partite system and comprehensive schooling, but do not clearly show how these apply to diversity and choice. They do however show a significant understanding of marketisation policies, specifying performance league tables and the introduction of OfSTED inspections, and showing implicit understanding of their purpose.

There is however only a superficial understanding of Item B, with material listed from the education policies topic area with limited regard to their relevance to diversity and choice.

The essay is generally descriptive with limited analysis. There is some attempt however to evaluate; for example in the conclusion where awareness is shown of the benefits of choice being limited only to those with the knowledge and ability to choose.

16 marks

20 mark question

This is a **20 mark** extended writing question based on Methods in Context.

The assessment objectives here are: 8 marks for AO1, 8 marks for AO2 and 4 marks for AO3.

The stem for the Methods in Context question reads: 'Applying material from Item C and your knowledge of research methods, evaluate...'

Question 5

Read **Item C** below and answer the question that follows.

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.

Applying material from **Item C** 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 marks]

Mark scheme

Level 5: 17–20 marks

- Answers in this band will show accurate, conceptually detailed knowledge and sound understanding of a range of relevant material on unstructured interviews.
- Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of streaming.
- Students will apply knowledge of a range of relevant strengths and limitations of using unstructured interviews to research issues and characteristics relating to streaming. 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:
- the research characteristics of potential research subjects, eg individual pupils, peer groups, parents, teachers (eg class, ethnic and gender differences; parental literacy skills; teachers' professionalism, self-interest or stereotypes of pupils)
 - the research contexts and settings, eg classrooms; staffrooms
 - the sensitivity of researching streaming, eg policy and resource implications for schools; schools' market and league table position; its impact on achievement or behaviour; stigmatisation; parental consent).
- Evaluation of the usefulness of unstructured interviews will be explicit and relevant. Analysis will show clear explanation. Appropriate conclusions will be drawn.

Level 4: 13–16 marks

- Answers in this band will show accurate, broad and/or deep but incomplete knowledge of the strengths and limitations of unstructured interviews.
- 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:
 - applying the method to the study of education in general, not to the specifics of studying streaming, or
 - specific but undeveloped application to streaming, or
 - a focus on the research characteristics of streaming, or groups/contexts etc involved in it, with implicit links to some features of unstructured interviews
 - there will be some limited explicit evaluation, eg of one to two features of unstructured interviews as a method, and/or some appropriate analysis, eg clear explanations of some of the features of unstructured interviews.

Level 3: 9–12 marks

- 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 unstructured interviews.
- Understands some limited but significant aspects of the question; superficial understanding of the presented material.
- Applying material (possibly in list-like fashion) on unstructured interviews, but with very limited or non-existent application to either the study of streaming in particular or of education in general.
- Evaluation limited to briefly stated points. Analysis will be limited, with answers tending towards the descriptive.

Level 2: 5-8 marks

- Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about some features of unstructured interviews.
- Understands only limited aspects of the question; simplistic understanding of the presented material.
- 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.
- Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.

Level 1: 1-4 marks

- 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.
- 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 streaming, with very little or no reference to unstructured interviews.
- There will be no analysis or evaluation.

0 mark

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.

Student responses

Response A

One strength of using group interviews to investigate the reasons for subject choices made by pupils is that they can "encourage deeper thought as participants can develop ideas put forward by other group members". Due to the nature of this method, an open discussion means that pupils can ~~listen~~ listen to other pupils about what factors influenced them to pick their subjects, and possibly realise that this factor also influenced them too. This is helpful to the researcher as they can gather information that ~~may require~~ is built up through the discussion of a number of pupils, allowing stronger conclusions to be made and increase in validity, as ~~the~~ pupils are more likely to remember their reasons for their choices if they listen to other pupils' choices. However, if a pupil listens to other pupils' opinions of their subject choice, they may agree to fit in with their peers, rather than truly think about this for themselves.

Another advantage when ~~studying~~ using group interviews when studying reasons for subject choice is that the group ~~work~~ form of it may reduce the power differences felt by the pupils towards the interviewer, meaning that pupils may feel more relaxed ~~when~~ and feel they can be more ~~forth~~ honest about what truly influenced them to pick these subjects. For example, girls may feel deterred from picking certain subjects like ~~STEM~~ sciences or maths as they feel like these STEM subjects are not inclusive for girls and largely leave out images of girls in textbooks or demonstrations. As this feeling of discrimination may feel heavy or difficult to talk about, the group format of this method means that pupils are more comfortable to talk about their feelings to the researcher who is clearly ~~not~~ has a higher status to them. However, it can be argued that the researcher's characteristics may be important in this case as if girls have a male researcher when talking about topics like

Extra space ~~Sexism~~ they may feel misunderstood.

One disadvantage of group interviews when investigating reasons for subject choice may be that "some pupils, teachers and parents may find it difficult to find a time to meet as a group". It may be especially hard for parents, as they are not a homogeneous group and have different schedules, language abilities and opinions of the school. When it comes to subject choice, some parents may have had no involvement whatsoever whereas others may have ~~not~~ had a large say in their ~~pro~~ children's choices. This is a disadvantage as firstly the practical issue of not being able to find a time to meet, but also representativeness as parents who had little say in their children's choices may not want to participate as they feel like they have nothing to say in the group; if they do agree to participate they may feel overpowered by other parents who are very vocal in their attitudes.

This is a Level 5 response

This student has shown an accurate and conceptually detailed knowledge of a range of strengths and limitations of using group interviews to investigate the reasons given by pupils for subject choice. They have shown sound understanding by, for example, explaining how group interviews can readdress the power imbalance between interviewer and interviewee by empowering pupils, and in so doing enable them to respond more freely and with higher validity.

The student has applied knowledge of a range of strengths and limitations accurately and sensitively, including those taken from Item C, such as the advantage of encouraging deeper thoughts and the influence of peer pressure (paragraph 1), and the practicalities of finding an appropriate time to carry out the group interview (paragraph 3).

Explicit and relevant evaluation is shown for strengths and limitations identified, for example the benefits of empowering a group of girl interviewees to speak freely about their reasons for subject choice could be significantly undermined if the interviewer were male and perceived by the girl pupils as more likely to misunderstand their views (paragraph 2).

17 marks

Response B

Group interviews are where groups of people engage with each other, where there's an interviewer present. They can be used when investigating these topics as they it enables comparative thoughts and ideas. *Δ

A strength of group interviews is that they are predominantly can be unstructured, which means the interviewer can gain a sense of rapport with the interviewees. When investigating the reasons for subject choices made by pupils, group interviews enable an opportunity for interviewees to compare their views and ideas comfortably. Subject choice can link to gender class and ethnicity. After the 1989 Education Act was introduced, academies and free schools began to take over regular secondary schools. Hall (2011) saw academies as a way of handing over state ^{companies} to private capitalists. These academies meant that sometimes were solely based on one subject specialised subject and which meant students were able to do the subject they preferred. However academies were usually only accessible for middle class, or those with ~~cultural~~ economic capital. This means

that, in ~~a~~ group interviews, ~~participa~~ p
interviewees may feel uncomfortable discussing
it as it ~~is~~ ^{can be} a socially sensitive subject.

A further strength of group interviews is that
interviewees are able to develop their answers,
~~or ask questions~~ if they're unsure. A lot of
traditional schools have a wide range of
subject choices, which could provoke
unsurety, as certain pupils didn't get the
same opportunities given to some. In some

Extra space cases, ~~there's~~ teachers can ^{affect} ~~limit~~ subject
choice, and can even have an impact on a
child's future. For example, Mirza (1992) found that
racist teachers discouraged black pupils from
being ambitious through the advice they
gave to them on careers. This ~~links~~ shows
that it's important to develop answers in
group interviews, as there could be sociologically
significant points that get brought up.

Item C says that, 'participants may be influenced
by peer pressure'. Group interviews can bring
up ethical issues such as confidentiality
(as participants may be asked developing,
personal questions) and protection from harm.

as they may feel as if they're being pressured to answer questions they're either unsure of or don't feel comfortable answering), as subject choice can be interpreted in socially sensitive ways.

In conclusion, group interviews can be studied to investigate subject choice as it could help interviewees open up more about themselves, however it can bring up certain issues, such as ethical and practical issues (time consuming as interviewers need to be trained).

Group interviews aren't reliable however, as they are impossible to replicate due to the fact that they're entirely unique to one another, due to the open, unstructured questions.

As well as this, they're not very representative due to the sample size being relatively small, so it's not generalisable to the wider population.

Item C states that, 'this type of interview can encourage deeper thought' which is due to the questions being unstructured, however participants may alter their answers due to wanting to fit in, which incorporates the issue of social desirability and limits the validity. An interactionist would favour group interviews as they

like to explore the interactions between people. as

Interpretivists favour these interviews as ^{they mainly} it achieves their main goals of validity as it obtains primary data.

This is a Level 3 response

This response shows largely accurate knowledge although with limited range and depth. A broadly accurate, basic account is given of some of the strengths and limitations of group interviews. Understanding is shown that this method can be seen as appropriate to an investigation into the reasons for subject choice but without clearly explaining why. An indication is given that the interviewer could compare responses made within the group but without clarification of what it is that could be compared. An appropriate point is made that pupils may feel uncomfortable in a group interview setting relating to what could be considered a socially sensitive investigation, however these issues were not developed (paragraph 2).

The student applied material within Item C that subject choice can be linked to race, class and ethnicity but does this superficially without showing understanding of the material in Item C. They also applied a point from Item C that pupils may be subject to peer pressure and added that this raised ethical problems, but without explicitly relating these to the investigation in the question.

The response tends to give a descriptive account of the general strengths and limitations of group interviews with limited evaluation and analysis which is insufficiently focused on the question.

11 marks

4 mark question

This is a 4 mark short answer question on Education.

The assessment objective is all 4 marks for AO1, and the stem 'Outline two ...'

Question 1

Outline two ways in which schools may promote competition between pupils.

[4 marks]

Mark scheme

Outline **two** ways in which schools may promote competition between pupils.

1 marks for each of **two** appropriate ways clearly outlined, or **1 mark** for each appropriate way partially outlined.

Answers may include:

- ranking pupils by ability (1 mark); tests and examinations emphasise individual achievement (+1 mark)
- setting, branding or streaming (1 mark); pupils are divided by perceived ability and compete to get into higher sets, bands or streams (+1 mark)
- pupils are encouraged to compete with each other for rewards (1 mark); through behaviour reward systems such as merits (+1 mark)
- the value placed on competitive teams (1 mark); pupils compete to be chosen for eg sports or quiz teams (+1 mark)
- school entrance exams or criteria (1 mark); creating competition for places at the desirable schools (+1 mark).

Other relevant material should be credited.

No marks for no relevant points.

Student responses

Response A

- One way in which schools may promote competition between pupils is through rewards. This is due to the fact that schools reward the best children and ~~insure~~ the other children to become the best.
- Another way in which schools may promote competition between pupils is through ~~top marks~~ setting. This promotes competition as each student wants to become ^{Extra space} better by getting into the higher sets so therefore they try their hardest to get into them sets.

This is a Level 2 response

This response received full marks as knowledge and understanding was shown by giving two appropriate ways (1 mark for each) and both ways clearly outlined how competition between pupils would be promoted (+1 mark for each way).

4 marks

Response B

one way in which schools may promote competition between pupils is by doing exams as this ~~and the~~ results decide which sets you are going to be in.

Another way in which schools may promote competition between pupils is ~~because~~ by setting certain grades to be able
 Extra space to a particular subject and if you don't have those grades you cannot do that subject.

This is a Level 1 response

In this response while two appropriate ways were identified (1 mark for each) neither way was sufficiently outlined to clarify how competition between pupils would be promoted.

2 marks

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