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**AS**  
**SOCIOLOGY**  
**7191/1**

Paper 1 Education with Methods in Context

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**Mark scheme**

June 2020

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Version: 1.0 Final Mark Scheme

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>Define the term 'secondary socialisation'.</p> <p><b>Two marks</b> for a satisfactory definition such as: the way that agencies other than the family transmit the norms, values and culture of a society.</p> <p><b>One mark</b> for a partial definition such as: the transmission of norms or the identification of education, the media / religion as sources of secondary socialisation.</p> <p><b>No marks</b> for no/an unsatisfactory definition.</p>	2
02	<p>Using <b>one</b> example, briefly explain how schools might respond to increased diversity caused by patterns of migration.</p> <p><b>Two marks</b> for a clearly explained example, or <b>one mark</b> for a partially explained example, such as:</p> <ul style="list-style-type: none"> <li>• Increased recruitment of teachers may be needed (1 mark); to make sure there are sufficient teachers competent in teaching students with English as an additional language (+1 mark).</li> <li>• The organisation of the school day may need to be altered (1 mark); to allow for observance of religious and cultural obligations (+1 mark).</li> <li>• The nature of school meals may need to be altered (1 mark); for example menus that offer more culturally diverse lunch options (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	2

<b>03</b>	<p>Outline <b>three</b> reasons why girls may be more successful in schools than boys.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate reasons clearly outlined or <b>one mark</b> for appropriate reasons partially outlined, such as:</p> <ul style="list-style-type: none"><li>• Motivation of girls to succeed (1 mark); girls use the increased presence of women in the world of work as an incentive to succeed (+1 mark).</li><li>• Teacher expectations (1 mark); teachers may have more positive and higher expectations of girls than boys – so linking to self-fulfilling prophecies (+1 mark).</li><li>• Feminisation of education (1 mark); the curriculum is delivered in a way that might suit 'feminine traits'/girls rather than boys eg passive reading, writing and listening (+1 mark).</li><li>• Higher standards of literacy (1 mark); higher standards of literacy in girls allows them to achieve more highly than boys (+1 mark).</li><li>• Crisis of masculinity (1 mark); boys try and assert their masculinity through the rejection of school (+1 mark).</li></ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	<b>6</b>
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<b>04</b>	Outline and explain <b>two</b> ways in which teacher-pupil interactions may affect the educational achievement of pupils from minority ethnic groups.	<b>10</b>
<b>Marks</b>	<b>Level Descriptors</b>	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways where teacher-pupil interactions may affect the educational achievement of pupils from minority ethnic groups.</p> <p>There will be two applications of relevant material, eg teacher labelling of some ethnic minority pupils may result in a negative experience in lessons.</p> <p>Ethnic minority pupils' educational achievement may be negatively affected by the impact of setting and streaming. Racism and discrimination could lead to higher rates of exclusion and so may reinforce educational underachievement.</p> <p>There will be appropriate analysis, eg the linking of negative experiences to levels of achievement.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which teacher-pupil interactions may affect the experience of pupils from minority ethnic groups.</p> <p>There will be one or two applications of relevant material, eg the response of pupils from minority ethnic groups to the school's inability to meet their cultural needs.</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 a discussion of class and education.</p> <p>There will be little or no analysis.</p>	
0	No relevant points.	

**Indicative Content**

Answers may include the following and/or other relevant points:

- Teacher labelling of some pupils from minority ethnic groups may result in a negative experience in lessons.
- Some members of ethnic minorities may respond to teacher labelling by forming anti-school subcultures or pro-education / anti-school responses as found by Fuller.
- The result of the teacher-pupil interactions could lead to a self-fulfilling prophecy, in which students may either exceed expectations or perform poorly.
- Teacher-pupil relationships may lead to the student receiving a master status, which in turn could affect other interactions in the school.
- Exclusions & the impact of the school disciplinary system alongside, streaming and setting could all lead to educational underachievement.

<b>Sources may include the following or other relevant ones:</b>
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Coard, Foster, Fuller, Gillborn and Youdell; Mac an Ghail; Mirza, Moore and Davenport; Sewell, Troyna and Williams.

<b>05</b>	Applying material from <b>Item A</b> and your knowledge, evaluate the functionalist approach to the education system.	<b>20</b>
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**Item A**

From a functionalist perspective, one role of the education system is to help create a value consensus. Functionalists also believe education contributes to role allocation in a variety of ways, for example through the use of examinations and assessments.

However, other sociologists are critical of the functionalist approach to the education system. For example, Marxists and feminists would challenge the idea that the education system is meritocratic.

<b>Marks</b>	<b>Level Descriptors</b>
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the functionalist approach to the education system. Good understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately 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 functionalist, feminist, interactionist and postmodernist) on the education system. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable 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, eg of the differences between Marxist and functionalist views and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of one or two reasons explaining the functionalist approach to the education system. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) 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 limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about the education system. Understands only very 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.</p> <p>Minimal 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 education in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors, omissions, and/or incoherence 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: socialisation, consensus and value consensus, functional pre-requisites, myth of meritocracy, goals, roles, role allocation, norms, ideological state apparatus; repressive state apparatus, the correspondence principle; hidden curriculum; counter culture; subculture; class reproduction; banding; streaming; marketisation; private schools; material deprivation; cultural deprivation; habitus, labelling, self-fulfilling prophecy, universalistic values, particularistic values, social solidarity, vocational education.

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

Althusser; Ball; Becker; Bernstein; Bourdieu, Bowles and Gintis; Davis and Moore; Durkheim; Lacey; Parsons; Willis.

<b>06</b>	Applying material from <b>Item B</b> and your knowledge of research methods, evaluate the strengths and limitations of using documents to investigate working-class pupils' experiences of school.	<b>20</b>
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**Item B**

**Investigating working-class pupils' experiences of school through the use of documents.**

Sociologists may use documents to examine the experiences of working-class pupils in school. For example, they may analyse such documents to investigate whether there is a system of class bias in schools, as Marxists suggest. Working-class pupils may feel that the language and culture of the school does not reflect that of their community.

Schools are a rich source of documents. Schools create documents such as: statements explaining school exclusions, after school detentions, letters home to parents and school reports. There are also documents that are created by the pupils, for example: work completed in exercise books and homework planners. Other types of student-authored documents can be found online, for example comments on social media that give insight into pupils' experiences of school. However, some documents may be seen as unrepresentative and lacking in validity.

<b>Marks</b>	<b>Level Descriptors</b>
17–20	<p>Answers in this band will show accurate, conceptually detailed knowledge and good understanding of a range of relevant material on documents.</p> <p>Appropriate material will be applied accurately to the investigation of the specific issue of working-class pupils' experiences of school.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using documents to research issues and characteristics relating to working-class pupils' experiences of school. 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 pupils, teachers, parents, teaching/learning assistants)</li> <li>• the research contexts and settings (eg schools, playground, classrooms, corridors, staff rooms, pupils' homes)</li> <li>• the sensitivity of researching working-class pupils' experiences (eg confidentiality, unintentional labelling of students, school's market position).</li> </ul> <p>Evaluation of the usefulness of documents will be explicit and relevant. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge of the strengths and/or limitations of documents. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p>

	<p>Application of knowledge will be broadly appropriate but will 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 working-class pupils' experiences</li> <li>• specific but undeveloped application to working-class pupils' experiences</li> <li>• a focus on the research characteristics of working-class pupils, or groups/context etc involved in them.</li> </ul> <p>There may be some limited explicit evaluation, eg one or two features of documents as a method, and/or some appropriate analysis, eg clear explanations of some of the features of documents.</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 documents. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) on documents, but with very limited or non-existent application to either the issue of working class pupil experience or of education in general.</p> <p>Evaluation limited at most 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 documents. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>Very 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>Minimal/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/no understanding of working-class pupils' experiences.</p> <p>Significant errors, omissions, and/or incoherence in application of material. Some material ineffectually recycled from the Item, or some knowledge applied solely to the substantive issue of investigating the impact of working-class pupils' experiences of school, with very little or no reference to documents.</p> <p>No analysis or evaluation.</p>
0	<p>No relevant points.</p>

### **Indicative Content**

Strengths and limitations of documents, as applied to the particular issue in education, may include: time; cost; access; flexibility; validity; lack of reliability; issues of authenticity, credibility, representativeness and generalisability, Verstehen, insight, ethical issues - informed consent, meaning and interpretation.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 1</b>				
<b>Education</b>				
<b>Q01</b>	2			2
<b>Q02</b>		2	0	2
<b>Q03</b>	3	3		6
<b>Q04</b>	5	3	2	10
<b>Q05</b>	8	6	6	20
<b>Q06 MIC</b>	8	8	4	20
<b>Totals</b>	26	22	12	60