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# A-LEVEL SOCIOLOGY 7192/1

Paper 1 Education with Theory and Methods

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**Mark scheme**

June 2021

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Version: 1.0 Final Mark Scheme



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> ways in which globalisation may have had an influence on educational policies in the UK.</p> <p><b>Two</b> marks for each of <b>two</b> appropriate ways clearly outlined, or <b>one</b> mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• involvement in international testing programmes such as PISA testing (1 mark); allow international comparison of standards (+1 mark)</li> <li>• traditional subjects such as STEM / EBacc subjects are prioritised in the curriculum (1 mark); these subjects equip pupils with the skills required for the global skills-based economy (+1 mark)</li> <li>• The UK has adopted marketisation / privatisation policies similar to those adopted in some other countries (1 mark); this has led to the emergence of global education companies involved in curriculum and assessment development (+1 mark)</li> <li>• growth of the Internet offers new ways of accessing information and testing (1 mark); some schools have policies on home-based learning (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No</b> marks for <b>no</b> relevant points.</p>	4
02	<p>Outline <b>three</b> reasons why some working-class boys join anti-school subcultures.</p> <p><b>Two</b> marks for each of <b>three</b> appropriate reasons clearly outlined, or <b>one</b> mark for each appropriate reason partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• status frustration (1 mark); some working-class boys may not achieve academically and join anti-school subcultures to gain status within their peer group (+1 mark)</li> <li>• fewer job opportunities for working-class boys (1 mark); this may lead them to express hegemonic masculinity through membership of anti-school subcultures (+1 mark)</li> <li>• working-class attitudes and values (1 mark); such as fatalism and immediate gratification may result in feelings of alienation for some working-class boys in school and membership of anti-school subcultures (+1 mark)</li> <li>• as an expression of class identity (1 mark); some groups of working-class boys deliberately choose to break school uniform rules by wearing branded clothing as a form of symbolic capital, a feature of anti-school subcultures (+1 mark)</li> <li>• working-class boys are less likely to be seen as 'ideal students' (1 mark); joining an anti-school subculture can be an expression of resistance to negative labelling (+1 mark).</li> </ul>	6

	<p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	
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<b>03</b>	Applying material from <b>Item A</b> , analyse <b>two</b> ways in which teaching and learning in schools may affect the educational experiences of minority ethnic groups.	<b>10</b>
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**Item A**

Some sociologists claim that the curriculum taught in schools today prioritises some cultures over others. Research also suggests that teacher expectations can be based on stereotypes.

Teaching and learning in schools may affect the educational experiences of minority ethnic groups.

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in the band will show good knowledge and understanding of relevant material on two ways in which teaching and learning in schools may affect the educational experience of minority ethnic groups.</p> <p>There will be two developed applications of material from the Item, eg the ethnocentric curriculum fails to provide as many positive role models for children of Black, Asian and minority ethnic groups; teacher labelling of pupils from Chinese backgrounds may lead to high expectations and increased pressure to succeed.</p> <p>There will be appropriate analysis / evaluation of the two effects, eg the extent to which teaching and learning in schools may affect the educational experiences of minority ethnic groups.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which teaching and learning in schools may affect the educational experience of minority ethnic groups.</p> <p>There will be some successful application of material from the Item, eg minority ethnic group pupils may develop a range of ways of coping with their teachers' expectations based on stereotypes of ethnicity.</p> <p>There will be some analysis / evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways in which teaching and learning in schools may affect the educational experience of minority ethnic groups.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg on educational experiences of the majority ethnic group.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

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

Archer; Driver; Evan; Fuller; Lupton; Mirza; Moynihan; Sewell; Wright.

<b>04</b>	Applying material from <b>Item B</b> and your knowledge, evaluate the view that the education system is meritocratic.	<b>30</b>
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**Item B**

Some sociologists, such as functionalists, claim that the education system is based on meritocratic principles and provides all pupils with the opportunity to succeed. Pupils, whatever their background, are objectively assessed through the examination process.

Other sociologists claim that meritocracy is a myth. The education system ensures that existing social inequalities are reproduced in each generation.

<b>Marks</b>	<b>Level descriptors</b>
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that the education system is meritocratic. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (functionalism, New Right, Marxism, feminisms), regarding the issue of meritocracy or through consideration of factors within the education system that may disadvantage some social groups. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of the extent to which the education system can be seen as meritocratic. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of the functionalist view of meritocracy 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 Marxist view of the myth of meritocracy. 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 explanations or one or 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 or three insubstantial points about differential attainment. 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 functions of education without reference to meritocracy.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–6	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about education in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Concepts and issues such as the following may appear:

Equal opportunity, merit, role allocation, social bridge, formal curriculum, hidden curriculum, role allocation, competition, cultural capital, correspondence principle, economic capital, private schools, teacher student relationships, labelling, educational triage, institutional racism, gender stereotypes.

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

Althusser; Becker; Bourdieu; Bowles and Gintis; Chubb and Moe; Coard; Cohen; Davis and Moore; Durkheim; Gilborn and Youdell; Leonard; Parsons; Willis.

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 secondary data to investigate the academic progress of pupils in schools.	20

### Item C

#### Investigating the academic progress of pupils in schools

There are differences in educational achievement between groups of pupils in schools. Sociologists seek to identify patterns of differential achievement and the reasons for these patterns. Academic progress is influenced by a range of factors, both external and internal to schools.

One way of studying the reasons for differences in academic progress between groups of pupils is to use secondary data. Schools collect and produce a range of quantitative secondary data, such as exam statistics, as well as qualitative secondary data, such as progress reports and pupils' work. One practical advantage of using secondary data is that it is often available in the public domain. However, access to some secondary data may be restricted. Data on pupil progress may also be presented in a selective way.

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 secondary data.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of the academic progress made by pupils.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using secondary data to research issues and characteristics relating to pupil academic progress in schools. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:</p> <ul style="list-style-type: none"> <li>• the research characteristics of potential research subjects, eg individual pupils, peer groups, teachers, support staff, parents/carers (eg class, ethnic and gender differences).</li> <li>• the research contexts and settings (eg schools, classrooms, staffrooms, or school premises).</li> <li>• the sensitivity of researching academic progress of pupils (eg issue of accessing sensitive material; schools' market and league table position; stigmatisation of schools; parental consent).</li> </ul> <p>Evaluation of the usefulness of secondary data 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 secondary data. 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 pupil academic progress in schools.</li> <li>• specific but undeveloped application to the role of pupil academic progress in schools.</li> <li>• a focus on the research characteristics of pupil academic achievement in schools, with implicit links to some features of secondary data.</li> </ul> <p>There will be some limited explicit evaluation, eg of one or two features of secondary data, and/or some appropriate analysis, eg clear explanations of some of the features of secondary data.</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 secondary data. 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 secondary data, but with very limited or non-existent application to either the study of the academic progress of pupils in schools or of education in general.</p> <p>Evaluation limited to briefly stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about some features of secondary data. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg perhaps drifting into an unfocused comparison of different methods.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about methods in general. Very little or no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material. Some material ineffectually recycled from the item, or some knowledge applied solely to the substantive issue of the academic progress of pupils in schools, with very little or no reference to secondary data.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative content**

Strengths and limitations of secondary data, as applied to the particular issue in education, may include: accessibility; ethical issues (eg informed consent, sensitivity, confidentiality, vulnerability); representativeness; manipulation of statistics; comparisons between groups; operationalisation of concepts; insights; validity; distortion; bias; time; cost; access; quantitative and qualitative secondary sources; patterns and trends.

Qu	Marking guidance	Total marks
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<b>06</b>	Outline and explain <b>two</b> arguments against the positivist view that sociology can be scientific.	<b>10</b>
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two arguments against the positivist view that sociology can be scientific.</p> <p>There will be two applications of relevant material, eg positivists wrongly assume that the subject matter of sociology is similar to the subject matter of the natural sciences; positivists claim that science is objective but interpretivists argue that science is socially constructed therefore subjective.</p> <p>There will be appropriate analysis, eg the extent to which sociology can be scientific.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two arguments against the positivist view that sociology can be scientific.</p> <p>There will be one or two applications of relevant material, eg human behaviour is unpredictable and unique to individuals.</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 features of science.</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:

- scientists work within paradigms, sociology has no shared paradigm
- science is based on causal explanations; human action is the product of free will
- feminists claim that science is patriarchal, reflecting the male need for control, this is inappropriate for sociology
- interpretivists argue against the view that society can be studied objectively
- science aims to falsify existing theories; much sociological theory is unfalsifiable.

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

Bloor; Comte; Foucault; Knorr-Cetina; Kuhn; Latour and Woolgar; Lynch; Lyotard; Popper; Rorty; Weber.

**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