



AS
SOCIOLOGY
7191/1

Paper 1 Education with Methods in Context

Mark scheme

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2 3 6 A 7 1 9 1 / 1 / M S

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.

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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 'material deprivation'.</p> <p>Two marks for a satisfactory definition such as: a lack of basic resources.</p> <p>One mark for a partial definition e.g. A definition of one of the two terms.</p> <p>No marks for no/an unsatisfactory definition.</p>	2
02	<p>Using one example, briefly explain how streaming may affect pupil achievement in schools.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example.</p> <p>Answers may include:</p> <ul style="list-style-type: none">• Pupils in higher streams may have increased self-esteem and confidence (1 mark); so they may invest more in their work and achieve at a higher level (+1 mark).• Pupils in lower streams may feel marginalised (1 mark); as a result may join anti-school subcultures and not succeed (+1 mark).• Pupils in lower streams may be disheartened (1 mark); they may see no point in working hard in school and so underachieve (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2

03	<p>Outline three criticisms of Marxist views of the role of education in capitalist society.</p> <p>Two marks for each of three appropriate criticisms clearly outlined or one mark for appropriate criticisms partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none">• Schools are meritocratic and do not discriminate against the working class (1 mark); according to functionalists, schools are meritocracies and so there is equality of opportunity (+1 mark).• Labelling as opposed to capitalism is responsible for the pattern of achievement in schools (1 mark); interactionists argue that it is teacher labels and not capitalism that leads to underachievement (+1 mark).• Government educational policies work to eliminate class inequality (1 mark); many government educational policies (Aimhigher, pupil premium) are directed towards working class students in order to help them achieve (+1 mark).• Some Marxists neglect the study of factors other than class (1 mark); factors such as gender and ethnicity may be under explained by Marxism (+1 mark).• Linguistic deprivation and not capitalism is responsible for the pattern of working class achievement in schools (1 mark); theorists, such as Bernstein, suggest speech codes and not the needs of capitalism are key to understanding pupil achievement (+1 mark).• Marxism is deterministic, leaves no room for free will (1 mark); some working-class students do succeed and achieve at a high level (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6
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04	Outline and explain two ways in which government educational policies may reflect the needs of the economy.	10
Marks	Level descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which educational policies may reflect the needs of the economy.</p> <p>There will be two applications of relevant material, eg the rise of vocational education to help close the skills gap; policies such as Aim higher to encourage the entry and uptake of places of less advantaged students into university and so increase the pool of talent.</p> <p>There will be appropriate analysis, eg the reasoned conclusion that educational policies put in place to reflect the needs of the economy may have a negative impact in other areas of education and the curriculum, for example the performing arts.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which educational policies may reflect the needs of the economy.</p> <p>There will be one or two applications of relevant material, eg the increase in the difficulty of GCSEs in order to strengthen the pool of talent.</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 general perspective on 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:

- Aimhigher
- marketisation of education
- privatisation of state education
- compensatory education
- reformed GCSEs 9-1 grading
- academisation
- free schools
- cola-isation of schools
- increase in school leaving age
- performance eight measures
- vocational education

- T Levels.

Sources may include the following or other relevant ones:
Allen; Ball; Bourdieu; Gerwitz; Hall; Molnar.

05	Applying material from Item A and your knowledge, evaluate the impact of external factors on gender differences in educational achievement.	20
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Item A
<p>There is a gap in educational achievement between girls and boys. This gap is present in primary school and carries on through to university. Some sociologists see factors outside of school as the main cause of gender differences in educational achievement. One factor is the change in the roles of men and women in society. Girls now have a wider range of female role models in society to aspire to than before.</p> <p>Other sociologists suggest that factors inside the school, such as the presence of laddish anti-school subcultures, may have a greater effect on gender differences in educational achievement.</p>

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the impact of external factors on gender differences in educational achievement. 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 discussion of the relative importance of external versus in-school factors and the relationship between the two. 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 external factors. 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 how external factors may have a different impact on girls and boys 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 external reasons for gender differences in educational achievement. 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 gender and achievement. 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: female role models; gender gap; division of labour; impact of feminism; gender domains; women’s employment; gender identities; crisis of masculinity; girls’ ambitions, pupil subcultures; conjugal roles; structure of families; feminisation of education; changes to pattern of marriage and childbirth.

Sources may include the following or other relevant ones:

Archer; Boaler; Browne and Ross; Conolly; Elwood; Evans; Fuller; Jackson; Mac an Ghail; McRobbie; Mitsos & Browne; Murphy; Read; Sewell; Sharpe.

06	Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using unstructured interviews to investigate pupils' experiences of bullying in schools.	20
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Item B

Investigating pupils' experiences of bullying in schools

Bullying is a sensitive problem for schools. Schools have procedures and policies in place to deal with bullying. If a school is perceived to have high levels of bullying, it could prove damaging to their reputation within the community. Bullying can take a number of different forms. When researching bullying, sociologists often look at pupil peer groups in school and at power differences between pupil groups.

Sociologists may use unstructured interviews to study bullying. Using unstructured interviews enables the researcher to build up a level of trust between themselves and the interviewee and as a result gain richer and more detailed responses. However, such interviews are often time consuming and can generate large amounts of data to analyse.

Marks	Level descriptors
17–20	<p>Answers in this band will show accurate, conceptually detailed knowledge and good understanding of a range of relevant material on using unstructured interviews to investigate the impact of pupils' experiences of bullying in schools.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of bullying.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using unstructured interviews to research issues and characteristics relating to pupils' experiences of bullying 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"> • the research characteristics of potential research subjects, eg pupils, teachers, parents (self-esteem, attitude to school) • the research contexts and settings, eg school, classroom, home environment. • the sensitivity of researching bullying (vulnerability of participants, parental consent, teacher reluctance, reputation of the school). <p>Evaluation of the usefulness of unstructured interviews 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 unstructured interviews. 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"> • applying the method to the study of education in general, not to the specifics of bullying. • specific but undeveloped application to bullying. • a focus on the research characteristics of bullying or the groups/context involved in it. <p>There will be some limited explicit evaluation, eg of one or two features of unstructured interviews as a method, and/or some appropriate analysis, eg clear explanations of some of the features of unstructured interviews.</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 unstructured interviews. 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 unstructured interviews, but with very limited or non-existent application to either the study of bullying in particular 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 unstructured interviews. 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 the question and of the presented material.</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 bullying, with very little or no reference to unstructured interviews.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Strengths and limitations of unstructured interviews, as applied to the particular issue in education, may include: validity; informed consent; protection of participants; confidentiality; time; cost; flexibility; qualitative data; representativeness; reliability; access; location of interviews; group interviews.

Assessment Objectives

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