
A-LEVEL SOCIOLOGY 7192/1

Paper 1 Education with Theory and Methods

Mark scheme

June 2024

Version: 1.0 Final



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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.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	Outline two advantages of vocational education. Two marks for each of two appropriate advantages clearly outlined, or one mark for each appropriate advantage partially outlined. Answers may include: • may lead to a more skilled workforce (1 mark); making the UK economy more competitive (+1 mark) • offers an alternative to traditional qualifications (1 mark); different methods of assessment allow pupils to demonstrate practical skills as part of their qualifications (+1 mark) • learning is made relevant to work (1 mark); vocational qualifications are designed to meet the specific needs of employers in different employment sectors (+1 mark) • higher levels of achievement for some pupils (1 mark); those who know which industry they want to work in may be more engaged in their learning (+1 mark) • offers increased choice of courses for pupils (1 mark); contributing to a diverse curriculum offer to meet pupils' interests (+1 mark). Other relevant material should be credited. No marks for no relevant points.	4

Qu	Marking guidance	Total marks
02	Outline three reasons why parental choice may be limited when selecting a school for their child. Two marks for each of three appropriate reasons clearly outlined, or one mark for each appropriate reason partially outlined. Answers may include: • some schools may be oversubscribed (1 mark); parental choice may be limited by those who can afford to live in catchment areas (+1 mark) • limited availability of schools (1 mark); those who live in more rural settings may have restricted choice of schools (+1 mark) • final decision is taken by local councils (1 mark); parents can list their preferred schools in order but are not guaranteed them (+1 mark) • school selection policies (1 mark); schools may be less likely to admit pupils who do not meet entrance requirements eg with specific talents or who practise a particular religion (+1 mark) • lack of cultural capital (1 mark); semi-skilled choosers are less likely to have knowledge about how to access high performing schools (+1 mark) • transport costs (1 mark); some parents have limited access to private transport which may prevent them from getting their child into their desired school (+1 mark). Other relevant material should be credited. No marks for no relevant points.	6

Qu	Marking guidance	Total marks
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03	Applying material from Item A , analyse two problems girls may experience as a result of relationships and processes in schools.	10
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Item A

Pupils may be able to choose what subjects to study at GCSE and beyond. Pupils can express their identities in a variety of ways, some of which may lead to conflict.

Girls may experience problems as a result of relationships and processes in schools.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two problems girls may experience as a result of relationships and processes in schools. There will be two developed applications of material from the item, eg girls may be encouraged to choose subjects which may restrict access to well paid jobs; the identity of girls may be policed through the male gaze within schools. There will be appropriate analysis/evaluation of two problems for girls arising from relationships and processes in schools, eg the extent to which girls experience problems.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one or two problems girls may experience as a result of relationships and processes in schools. There will be some successful application of material from the item, eg girls may experience negative peer pressure as a result of picking subjects not considered 'feminine'. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one or two problems girls may experience as a result of relationships and processes in schools. There will be limited application of material from the item. Some material may be at a tangent to the question, eg boys' underachievement. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Archer; Askew and Ross; Connell; Epstein; Francis; Kelly; Lees; Mac an Ghail; Paetcher; Parker; Sharpe; Skelton; Stanworth; Willis.

Qu	Marking guidance	Total marks
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04	Applying material from Item B and your knowledge, evaluate the usefulness of Marxist perspectives in understanding the role of education.	30
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Item B

From a Marxist perspective, the education system supports capitalism. Marxists claim that schools transmit ideology that benefits the ruling class. Schools also reproduce existing class inequalities in the next generation. Marxists generally see pupils as passive in this process.

However, functionalists argue that the education system is meritocratic and schools provide all pupils with opportunities to succeed. They also claim that the values taught in schools benefit all members of society.

Marks	Level descriptors
25–30	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the usefulness of Marxist perspectives in understanding the role of education. 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 by locating the discussion within a debate between perspectives (eg Marxisms, functionalism, feminisms, New Right, interactionism), or considering the different attitudes and values that education may transmit (eg capitalist, patriarchal, meritocratic, ethnocentric). Analysis will show clear explanation. Appropriate conclusions will be drawn.
19–24	Answers in this band will show accurate, broad or deep but incomplete knowledge. 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 some criticisms of the extent to which schools reproduce class inequalities, and/or some appropriate analysis, eg clear explanations of some of the presented material.

13–18	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the usefulness of Marxist perspectives in understanding the role of education. 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 or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
7–12	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about Marxism and education. 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 description of the role of education in general. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–6	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. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

Anti-school subculture; Neo-marxism; hidden curriculum; ideology; ideological state apparatus; mug and jug; myth of meritocracy; false class consciousness; correspondence principle; hierarchy; alienation; extrinsic and intrinsic rewards; competition; conflict; shop floor culture; postmodernism; capitalism; New Right; functionalism; feminisms; cultural capital; labelling; globalisation; educational policy e.g. privatisation.

Sources may include the following or other relevant ones:

Althusser; Becker; Bernstein; Boudon; Bourdieu; Bowles and Gintis; Davis and Moore; Durkheim; Giroux; Murray; Parsons; Reay; Willis.

Qu	Marking guidance	Total marks
05	Applying material from Item C and your knowledge of research methods, evaluate the strengths and limitations of using overt participant observation to investigate pupil subcultures in schools.	20

Item C

Investigating pupil subcultures in schools

Pupil subcultures in schools may be pro-school or anti-school. Pupil subcultures can be based on class, gender, ethnicity or other factors. They may be a way that pupils assert their identity or express their frustration. Sociologists are interested in understanding reasons for the formation of these subcultures and the functions they fulfil for their members.

One way of studying pupil subcultures is to use overt participant observation. This type of observation allows researchers to be honest with the group and also avoid taking part in any rule-breaking behaviour. However, participants might change their behaviour as they know they are being observed.

Marks	Level descriptors
17–20	Answers in this band will show accurate, conceptually detailed knowledge and sound understanding of a range of relevant material on overt participant observation. Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of pupil subcultures in schools. Students will apply knowledge of a range of relevant strengths and limitations of using overt participant observation to investigate pupil subcultures 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: • the research characteristics of potential research subjects, eg individual pupils, peer groups, parents, teachers, support staff • the research contexts and settings, eg classrooms, school premises • the sensitivity of researching subcultures in schools, eg stigmatisation, impact on behaviour or achievement, policy implications for schools. Evaluation of the usefulness of overt participant observation will be explicit and relevant. Analysis will show clear explanation. Appropriate conclusions will be drawn.

13–16	Answers in this band will show accurate, broad or deep but incomplete knowledge of the strengths and limitations of using overt participant observation. 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 pupil subcultures in schools • specific but undeveloped application to pupil subcultures • a focus on the research characteristics of pupil subcultures, with implicit links to some features of overt participant observation. There will be some limited explicit evaluation, eg of one or two features of overt participant observation as a method, and/or some appropriate analysis eg clear explanations of some of the features of overt participant observation.
9–12	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 overt participant observation. Understands some limited but significant aspects of the question; superficial understanding of the presented material. Applying material (possibly in list-like fashion) on overt participant observation, but with very limited or non-existent application to either the study of pupil subcultures in schools in particular or of education in general. Evaluation limited to briefly stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about some features of overt participant observation. 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.
1–4	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. 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 pupil subcultures in schools, with very little or no reference to overt participant observation. No analysis or evaluation.
0	No relevant points.

Indicative content

Strengths and limitations of overt participant observation as applied to the particular issue in education, may include: time; cost; access; qualitative data; validity; insight; empathy/verstehen; flexibility; natural setting; lack of reliability; small sample size/lack of representativeness and generalisability; lack of objectivity/observer bias; the Hawthorne effect; taking notes; asking questions; ethical issues (eg guilty knowledge, informed consent, confidentiality, deception, vulnerability/psychological harm); differences between covert and overt participant observation.

Qu	Marking guidance	Total marks
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06	Outline and explain two ways in which research design may be influenced by feminism.	10
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Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ways in which research design may be influenced by feminism. There will be two applications of relevant material, eg feminists may aim to research topics that have been neglected in sociology such as housework; feminists may see research as an equal partnership between the researcher and those being researched leading to a preference for qualitative methods. There will be appropriate analysis, eg the extent to which research design may be influenced by feminism.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which research design may be influenced by feminism. There will be one or two applications of relevant material, eg the focus on gender inequalities may lead to limited research into other areas of inequality. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg there may be some drift into an account of feminism in general without reference to research design. There will be limited or no analysis.
0	No relevant points.

Indicative content

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

- feminism assumes that there is gender inequality which may lead to bias in research design
- feminist preference for research as collaborative and non-directive may influence method choice
- many feminists reject the view that sociology should be scientific which may lead to a preference for qualitative research methods
- feminist views of sociology as malestream may influence topic choice
- some feminists express a commitment to conducting research by women, for women, and about women
- feminists may choose to use small samples because this helps to gain detailed insight into women's experiences.

Sources may include the following or other relevant ones:

Brownmiller; Butler and Scott; Connell; Daly; Dobash and Dobash; Graham; Greer; Harding; Hartsock; Mies; Oakley; Pollert; Rose; Rich; Sharpe; Smart; Walby; Walter.

Assessment Objectives

	AO1	AO2	AO3	Total
Paper 1				
Education				
Q01	4			4
Q02	3	3		6
Q03	3	4	3	10
Q04	12	9	9	30
Q05 MIC	8	8	4	20
Q06 Theory and Methods	5	3	2	10
Totals	35	27	18	80