



AS
SOCIOLOGY
7191/1

Paper 1 Education with Methods in Context

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme



2 2 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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

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 'comprehensive school'.</p> <p>Two marks for two accurate statements about comprehensive schools. Such as: non-selective schools, accepting students within a catchment area.</p> <p>One mark for one accurate statement about comprehensive schools.</p> <p>No marks for no/an unsatisfactory definition.</p>	2

Qu	Marking guidance	Total marks
02	<p>Using one example, briefly explain how schools can be seen to prepare pupils for the world of work.</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"> • School discipline codes (1 mark); mirror the discipline codes of the workplace which focus on attendance, time keeping and obedience (+1 mark). • Schools are based on competition (1 mark); competition for jobs, promotion, contracts - is a major feature of the world of work (+1 mark). • Many activities in schools are repetitive and tedious (1 mark); this prepares pupils for the alienation of the workplace (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2

Qu	Marking guidance	Total marks
03	<p>Outline three criticisms that can be made of teacher labelling as an explanation of differences in pupil achievement.</p> <p>Two marks for each of three appropriate criticisms that can be made of teacher labelling clearly outlined or one mark for appropriate criticisms partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Too deterministic (1 mark); pupils are able to reject or not be influenced by labels (+1 mark). • Innate ability (1 mark); functionalists claim schools are meritocratic, achievement is not dependent on labelling, but student ability (+1 mark). • Cultural factors (1 mark); cultural deprivation theorists view the influence of the home as being more important than the impact of labelling on achievement (+1 mark). • Modern teacher training (1 mark); teachers are now trained to be aware of and to avoid labelling and stereotyping pupils (+1 mark). • Reproduction of the workforce (1 mark); Marxists state that capitalism's need to reproduce the next generation of workers dictates the success or failure of pupils, not labelling (+1 mark). • Material factors (1 mark); recent research reveals that material factors such as diet may play a more significant part in explaining achievement than labelling (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6

04	Outline and explain two ways in which changes in the labour market may influence the educational achievement of girls and boys.	10
Marks	Level descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which changes in the labour market may influence the educational achievement of girls and/ or boys.</p> <p>There will be two applications of relevant material, eg the increase in the number of women at all levels in the workplace may have given girls more role models to aspire to and so may serve as motivation to do well in education; the decline of manual jobs may contribute to a crisis of masculinity and so increase a reliance on “laddish” anti-school subcultures in school amongst boys so leading to underachievement.</p> <p>There will be appropriate analysis, eg the reasoned conclusion that changes in the gendered division of labour may explain improvements in attainment of girls in school and boys’ underachievement at school.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which changes in the labour market may influence the educational achievement of either girls or boys.</p> <p>There will be one or two applications of relevant material, eg jobs traditionally performed by women increasingly require degree qualifications – eg teaching and nursing and how this could affect pupils differently.</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 educational achievement across different social groups.</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:

- anti/pro–school subcultures
- changes in employment/ equality legislation
- gender gaps in achievement between girls and boys
- glass ceiling
- division of labour
- division of domestic labour
- labelling
- stereotypes

- decline in manual jobs/crisis of masculinity
- increasing participation of women in the labour market
- changing ambitions of girls.

Sources may include the following or other relevant ones:

Beck and Beck-Gernsheim; Francis; Carol Fuller; Mitsos and Browne; Sharpe; Sewell

05	Applying material from Item A and your knowledge, evaluate the view that government educational policies are effective in reducing social class inequalities in education.	20
-----------	---	-----------

Item A
<p>Social class differences can have an impact on pupil achievement. One way of trying to reduce such differences is to put into place educational policies that directly focus on reducing the gap in achievement between social classes. Some sociologists believe that educational policies can change the level of support working-class students receive in education. They think educational policies like “pupil premium” and compensatory education can effectively reduce class inequalities in educational achievement.</p> <p>Other sociologists see social class differences in educational achievement as a reflection of wider inequalities between classes. They believe that educational policies are only likely to have a temporary short-term effect.</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 view that government educational policies are effective in reducing social class inequalities in education. 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 impact of different policies on social class differences in achievement or through a consideration of the impact of policies against other explanations of social class differences in education. 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 the successes and limitations of different policies 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 policies like Aimhigher or pupil premium and their effect on reducing social class inequalities in education. 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> <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.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about social class 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: pupil premium; aim higher; sure start; vocational education, academisation of education: free schools; marketization; anti school subcultures; material deprivation; cultural deprivation; cola-isation of schools.

Sources may include the following or other relevant ones:

Allen; Ball; Benn; Bernstein; Bourdieu; Bowles and Gintis; Douglas; Gewirtz; Hall; Molnar.

06	Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using covert participant observation to investigate gendered behaviour in schools.	20
-----------	---	-----------

<p>Item B</p> <p>Investigating gendered behaviour in schools</p> <p>Gendered behaviour refers to the different ways that the gender identities of girls and boys can often lead to different ways of acting. In education, gendered behaviour is often studied to gain a better understanding of how such behaviour might explain different outcomes in achievement between girls and boys. Gendered behaviour may be seen in schools, in particular in classrooms, corridors and the playground.</p> <p>One way of studying gendered behaviour is through covert participant observation. Participant observation has the advantage of placing the researcher very close to the behaviour being studied. This may be the case, in particular, with covert participant observation. However, there can be ethical issues with using covert participant observation as well as issues of gaining entry into the group to be studied.</p>

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 covert participant observation.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of gendered behaviour.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using covert participant observation to research issues and characteristics relating to gendered behaviour. 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 (attitude to school, literacy, self-esteem) • the research contexts and settings, eg school, classroom, home environment • the sensitivity of researching gendered behaviour (negative publicity, vulnerability of participants, parental consent, alteration of self-image). <p>Evaluation of the usefulness of covert participant observation 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 covert participant observation. 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 gendered behaviour • specific but undeveloped application to gendered behaviour • a focus on the research characteristics of gendered behaviour / the context it takes place in. <p>There will be some limited explicit evaluation, eg of one or two features of covert participant observation as a method, and/or some appropriate analysis, eg clear explanations of some of the features of covert participant observation.</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 covert participant observation. 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 covert participant observation, but with very limited or non-existent application to either the study of gendered behaviour 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 covert participant observation. 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 gendered behaviour, with very little or no reference to covert participant observation.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Strengths and limitations of covert participant observation, as applied to the particular issue in education, may include: time; cost; inflexibility; hypothesis testing; qualitative data; representativeness; access; issues of entry and exit from the group; reliability; validity; sampling techniques; informed consent; anonymity; confidentiality; verstehen.

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