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# A-Level Sociology

7192/1 Education With Theory And Methods (New)  
Final Mark Scheme

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7192  
June 2017

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Version/Stage: v1.0

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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 Assessment Writer.

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)

## 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.

Examiners are required to assign each of the students' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training and standardisation.

Qu	Part	Marking guidance	Total marks
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**Education**

01		<p>Outline <b>two</b> cultural factors that may affect ethnic differences in educational achievement.</p> <p><b>Two marks</b> for each of two appropriate factors clearly outlined or <b>one mark</b> for each appropriate factor partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• language (1 mark); for some pupils English may be a second language and so they may have difficulty in understanding class work (+1 mark)</li> <li>• parental attitudes to education (1 mark); Indian and Chinese parents are more likely to be pro-school and encourage their children to be successful in education (+1 mark)</li> <li>• pupil subcultures (1 mark); black pupils are more likely to be subjected to anti-educational peer group pressure, leading to them rejecting school (+1 mark)</li> <li>• ethnocentric curriculum (1 mark); the school curriculum reflects the dominant culture and this benefits White British students (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	4
02		<p>Outline <b>three</b> ways in which factors within schools may shape gender differences in subject choice.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate ways clearly outlined or <b>one mark</b> for each appropriate way partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• peer group pressure (1 mark); leads to girls and boys choosing subjects which reflect stereotypical gender identities (+1 mark)</li> <li>• career advice (1 mark); for example, girls are more likely to choose childcare courses, because childcare jobs are seen as female (+1 mark)</li> <li>• subject counselling (1 mark); teachers may channel boys and girls into different subject choices in relation to their own gender stereotypes (+1 mark)</li> <li>• learning resources may include gender stereotypes (1 mark); for example, science may be represented as a mainly male activity</li> <li>• gender of teachers (1 mark); for example, males may pick science as a subject because the teachers are more likely to be men (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

03		Applying material from <b>Item A</b> , analyse <b>two</b> effects of increased parental choice on pupils' experience of education.	10
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**Item A**

Since the 1980s, a major aim of government policy has been to increase parental choice in education. There is now a wider range of school types, and league tables on school performance are also publicly available.

Increased parental choice has had many effects on pupils' experience of education.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two effects of increased parental choice on pupils' experience of education.</p> <p>There will be two developed applications of material from the item, eg increased pressure on pupils to improve the school's league table position; different types of school offer a different curriculum to their pupils.</p> <p>There will be appropriate analysis/evaluation of two effects, eg existence of different types of school may accentuate social class differences in opportunities available to pupils; not all parents are equally able to exercise choice of school and how this affects pupils' experience.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two effects of increased parental choice on pupils' experience of education.</p> <p>There will be some successful application of material from the item, eg how parents can choose a school for their children that reflects their religious or cultural preference; how league tables may force pupils to study particular subjects.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one to two effects of increased parental choice on pupils' experience of education.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg on schools selecting pupils.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.
<p><b>Sources may include the following or other relevant ones:</b> Chubb and Moe, Ball, Whitty, David, Gewirtz, Thompson, Trowler, Bartlett.</p>	

04		Applying material from <b>Item B</b> and your knowledge, evaluate sociological explanations of the role of education in transmitting ideas and values.	30
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**Item B**

Sociologists agree that education transmits ideas and values. However, they disagree about the nature of these ideas and values, and who benefits from this process. For example, feminists argue that education transmits patriarchal ideology, and that this benefits men.

Other sociologists argue that the education system has become fragmented and transmits a diverse range of ideas and values.

Marks	Level Descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the role of education in transmitting ideas and values. 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 (eg Marxism, functionalism, feminism, the New Right, postmodernism), through consideration of the different ideas and values that education may transmit (eg patriarchal, capitalist, meritocratic, social solidarity, ethnocentric). 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 role of education in transmitting ideas and values. 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 explanation, 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 a Marxist view of the role of education. 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>

	Evaluation will take the form of juxtaposition of competing positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about the functionalist view of education. 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 on the economic function of education without reference to transmitting ideas and values.</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 to 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: patriarchy; male gaze; double standards; ethnocentricity; symbolic violence; capitalism; proletariat; bourgeoisie; class conflict; reproduction of inequality; legitimisation of inequality; false consciousness, exploitation; ideological state apparatus; correspondence principle; hidden curriculum, myth of meritocracy; meritocracy; alienation; hierarchy; indoctrination, counter-culture; resistance; hegemony; habitus; cultural capital; social solidarity; value consensus; fragmentation and diversity.

**Sources may include the following or other relevant ones:** Marx; Althusser; Bowles and Gintis; Willis; Illich; Freire; Bourdieu; Durkheim; Parsons; Davis and Moore; Chubb and Moe; Schultz; Morrow and Torres; Macdonald; Ferguson; McRobbie; Archer.



**Methods in Context**

05	Applying material from <b>Item C</b> and your knowledge of research methods, evaluate the strengths and limitations of using field experiments to investigate the effects of teachers' labelling of pupils.	20
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**Item C****Investigating the effects of teachers' labelling of pupils**

Labelling is the process of defining a group or person positively or negatively, based on perceived characteristics. For example, in the course of their classroom interactions, teachers make judgements based on stereotypical assumptions about pupils' social class, gender or ethnicity. However, teachers may be unaware that they are doing so. Teachers label pupils in different ways, and this may lead to a variety of responses, such as misbehaviour or truancy.

One way of studying the effects of teachers' labelling of pupils is to use field experiments. One advantage is that these can be conducted in a natural setting. However, field experiments tend to be small in scale. Furthermore, for a variety of reasons, some pupils, teachers and parents may refuse to participate in a field experiment.

<b>Marks</b>	<b>Level Descriptors</b>
17–20	<p>Answers in this band will show accurate, conceptually detailed knowledge and sound understanding of a range of relevant material on field experiments.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of the effects of teachers' labelling of pupils.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using field experiments to research issues and characteristics relating to the effects of teachers' labelling of pupils. 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 (eg class, ethnic and gender differences; teachers' professionalism, self-interest or stereotypes of pupils)</li> <li>the research contexts and settings, eg classrooms, staffrooms or school premises</li> <li>the sensitivity of researching the effects of teachers' labelling of pupils (eg policy and resource implications for schools; schools' market and league table positions; its impact on achievement or behaviour; stigmatisation; parental consent).</li> </ul> <p>Evaluation of the usefulness of field experiments 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 field experiments. 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</p>

	<p>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 the effects of teachers' labelling of pupils, or</li> <li>• specific but undeveloped application to the effects of teachers' labelling of pupils, or</li> <li>• a focus on the research characteristics of the effects of teachers' labelling of pupils, or groups/contexts etc involved in it, with implicit links to some features of field experiments.</li> </ul> <p>There will be some limited explicit evaluation, eg of one or two features of field experiments as a method, and/or some appropriate analysis, eg clear explanations of some of the features of field experiments.</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 field experiments. 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 field experiments, but with very limited or non-existent application to either the study of the effects of teachers' labelling of pupils in particular 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 to three insubstantial points about some features of field experiments. 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 to 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 effects of teachers' labelling of pupils, with very little or no reference to field experiments.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Indicative Content for the strengths and limitations of the method**

Strengths and limitations of field experiments, as applied to the particular issue in education, may include: time; cost; access; quantitative data; reliability; hypothesis-testing; objectivity; cause and effect relationships, factual data, correlation, scientificity, sample size, flexibility, representativeness, generalisability; artificiality; the Hawthorne effect; narrow focus; ethical issues (eg informed consent, confidentiality; anonymity; psychological harm; deception and vulnerability); natural setting; control of variables.

**Theory and Methods**

06		Outline and explain <b>two</b> practical disadvantages of using documents in sociological research.	10
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Marks	Level Descriptors
8-10	<p>Answers in this band will show very good knowledge and understanding of two practical disadvantages of using documents in sociological research.</p> <p>There will be two applications of relevant material, eg it may be difficult to access personal documents because information within the documents may be of a sensitive nature; the language within a document may be difficult to interpret.</p> <p>There will be appropriate analysis, eg the meaning of words may have changed over time.</p>
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two practical disadvantages of using documents in sociological research.</p> <p>There will be one or two applications of relevant material, eg analysis of large scale government documents may be time consuming.</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 theoretical or ethical disadvantages of using documents in sociological research.</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:

- difficult to access or locate
- manipulation or doctoring of documents
- fragmented or limited in scope
- analysis is time consuming
- practical difficulties with interpretation of meanings
- may not fit the researcher's brief
- difficulties in establishing representativeness
- authenticity

**Sources may include the following or other relevant ones:** Scott; Thomas and Znaniecki; Atkinson; Aries; Anderson.

**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