

**A-LEVEL
SOCIOLOGY
7192/1**

Paper 1 Education with Theory and Methods

Mark scheme

June 2020

Version: 1.0 Final Mark Scheme

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.

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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 two factors external to schools that may affect social class differences in educational achievement.</p> <p>Two marks for each of two external factors clearly outlined or one mark for each external factor partially outlined, such as:</p> <ul style="list-style-type: none"> • Financial capital (1 mark); middle class parents may be able to afford the equipment and experiences that contribute to high levels of educational achievement (+1 mark). • Poor housing (1 mark); overcrowding in working class homes may mean there is no quiet place to study leading to lower levels of educational achievement (+1 mark). • Parental attitudes towards education (1 mark); middle class parents may be more likely to value educational achievement for their children (+1 mark). • Linguistic codes (1 mark); middle class children are more likely to use the elaborated speech code which contributes to high educational achievement (+1 mark). • Subcultural values (1 mark); working class subcultural values such as immediate gratification and fatalism may contribute to lower levels of educational achievement (+1 mark). • Cultural capital (1 mark); middle class children are more likely to have the knowledge and experiences that improve educational achievement (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	4
02	<p>Outline three functions that the education system performs for society.</p> <p>Two marks for each of three appropriate functions clearly outlined or one mark for each appropriate function partly outlined, such as:</p> <ul style="list-style-type: none"> • Social solidarity (1 mark); through the teaching of history and culture, school helps to create a shared sense of identity (+1 mark). • Teaching specialist work skills (1 mark); in a society with a complex division of labour this helps to meet the needs of the economy (+1 mark). • Secondary socialisation (1 mark); schools are focal socialising agencies teaching universalistic principles of behaviour to children (+1 mark). • Role allocation (1 mark); selecting children for the most appropriate occupations based on meritocratic principles (+1 mark). • To reproduce class inequality (1 mark); differences in cultural capital limits social mobility (+1 mark). • To reproduce patriarchy (1 mark); processes such as labelling and differences in subject choice perpetuate gender inequality in society (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6

03	Applying material from Item A , analyse two ways in which marketisation policies have led to schools being run like businesses.	10
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Item A

Businesses compete with each other to attract customers. Another route to success for businesses is to provide unique products for their customers.

The introduction of marketisation policies into the state education system means that schools are run like businesses.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways in which marketisation policies have led to schools being run more like businesses.</p> <p>There will be two developed applications of material from the Item, eg schools compete with each other to attract pupils by ensuring that they have a high position in the school league tables; schools may offer a unique specialism or faith based curriculum which allows school choice based on parental preference.</p> <p>There will be appropriate analysis / evaluation of the two ways, eg the supply and demand for school places reflects the New Right view that successful schools should expand; lack of demand for places leads to less revenue for schools lower in the league tables.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways in which marketisation policies have led to schools being run more like businesses.</p> <p>There will be some successful application of material from the Item, eg competition between schools means that they must spend a larger proportion of their budget on marketing activities.</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 marketisation policies have led to schools being run more like businesses.</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 achievement.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones:

Ball; Bartlett and Le Grand; Chubb and Moe; David; Gewirtz; Hall; Molnar; Whitty.

04	Applying material from Item B and your knowledge, evaluate sociological explanations of gender differences in educational achievement.	30
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Item B

The patterns of educational achievement by gender have changed over time. Some sociologists explain these patterns through factors external to schools, such as socialisation and parental attitudes towards education. Changes in wider society, such as employment opportunities, may also contribute to these patterns.

However, the way schools are organised and the social interactions that take place within schools are also likely to affect gender differences in educational achievement.

Marks	Level Descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant sociological explanations of gender differences in educational achievement. 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 discussion of the importance of factors external to schools on the patterns of gender differences in educational achievement, or by consideration of the relative importance of factors inside and outside the education system, or their interrelationship. 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 explanations for gender differences in educational achievement. 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 gender domains 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 explanations of gender differences in educational achievement. 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 gender differences in academic achievement. 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 reasons for differential educational achievement without reference to gender.</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 educational achievement 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:

Gender domains; gendered subject images; gender socialisation; changing priorities; impact of feminism; gender identities; crisis of masculinity; equal opportunities initiatives; role models; teachers' attitudes; labelling; feminisation of education; peer pressure.

Sources may include the following or other relevant ones:

Archer; Browne and Ross; Byrne; Colley; Francis; Mitsos and Browne; Kelly; Mac an Ghail; Norman; Oakley; Reay; Sewell; Sharpe; Spender; Stanworth; 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 non-participant observation to investigate pupil behaviour in schools.	20

Item C

Pupils behave in many different ways in schools. Some pupils conform to school rules, for example by wearing the correct uniform and completing tasks set, whilst others break school rules. Interactions between teachers and pupils, and between peers, are likely to influence behaviour. Sociologists are interested in researching in patterns of pupil behaviour, particularly disruptive behaviour.

One way of studying pupil behaviour in schools is to use non-participant observation. Pupils are often observed during the course of a school day. One advantage of non-participant observation is that the sociologist can observe behaviour both inside and outside classrooms. Non-participant observation allows behaviour categories to be decided before the observation begins. However behaviour may not be classified in the same way by different researchers.

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 non-participant observations.</p> <p>Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of pupil behaviour in schools.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using non-participant observation to research issues and characteristics relating to pupil behaviour 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 individual pupils, peer groups, teachers, support staff (eg class, ethnic and gender differences) • the research contexts and settings (eg classrooms, staffrooms, or school premises). • the sensitivity of researching differences in behaviour in schools (eg policy and resource implications for schools; schools' market and league table position; its impact on achievement or behaviour; stigmatisation; parental consent). <p>Evaluation of the usefulness of observations 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 non-participant observation. 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"> • applying the method to the study of education in general, not to the specifics of pupil behaviour in schools. • specific but undeveloped application to the role of pupil behaviour in schools. • a focus on the research characteristics of pupil behaviour in schools, with implicit links to some features of observation. <p>There will be some limited explicit evaluation, eg of one or two features of non-participant observation as a method, and/or some appropriate analysis, eg clear explanations of some of the features of non-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 non-participant observation. 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 non-participant observation, but with very limited or non-existent application to either the study of pupil behaviour 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 non-participant observation. 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 pupil behaviour in schools, with very little or no reference to non-participant observation.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative content

Strengths and limitations of non-participant observation, as applied to the particular issue in education, may include: time; cost; access; quantitative data; reliability; recording data; objectivity/observer bias; factual data; behaviour categories; sample size; representativeness, generalisability; the Hawthorne effect; narrow focus; ethical issues (eg informed consent, confidentiality, sensitivity, anonymity and vulnerability).

Qu	Marking guidance	Total marks
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06	Outline and explain two problems of using primary qualitative methods 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 problems of using primary qualitative methods in sociological research.</p> <p>There will be two applications of relevant material, eg it is not possible to measure trends and patterns using primary qualitative methods as description rather than measurement is the aim; difficulties in replicating research using primary qualitative methods.</p> <p>There will be appropriate analysis, eg of why understanding interpretations and meanings is so important to interpretivist sociologists.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two problems of using primary qualitative methods in sociological research.</p> <p>There will be one or two applications of relevant material, eg qualitative methods are highly subjective.</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 secondary or quantitative methods.</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:

- cannot make generalisations
- cannot isolate cause and effect
- difficulties analysing data
- low in reliability
- subjective
- the imposition problem
- unscientific
- cannot generate social laws.

Sources may include the following or other relevant ones:

Becker; Douglas; Holden; Mead; Oakley; Weber; Willis.

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