



AS SOCIOLOGY 7191/1

Paper 1 Education with Methods in Context

Mark scheme

June 2025

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
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01	Define the term 'globalisation'. 2 marks for a satisfactory definition such as: an increase in interconnectedness/interactions of economic, cultural, social, and political spheres of societies. 1 mark for a partial definition such as: one aspect of globalisation such as McDonaldisation, or only an example given. 0 marks for no/an unsatisfactory definition.	2
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Qu	Marking guidance	Total marks
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02	Using one example, briefly explain how pupil subcultures may form in schools. 2 marks for a clearly explained example or 1 mark for a partially explained example. Answers may include: • teachers may label pupils (1 mark); labelling by a teacher may push the student to mix with other students with the same label, such as troublemaker, or rebel, or ideal pupil (+1 mark) • some pupils may fail at school (1 mark); academic underachievement experienced by pupils may lead to them to mix with other students who have "failed" (+1 mark) • pupils may already belong to subcultures (1 mark); pupils may belong to pre-existing subcultures relating to their class, ethnicity, gender, the pupils bring these subcultures into the school (+1 mark). Other relevant material should be credited. 0 marks for no relevant points.	2
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Qu	Marking guidance	Total marks
03	Outline three features of the functionalist theory of education. 2 marks for each of three appropriate ways clearly outlined or 1 mark for appropriate ways partially outlined such as: • education and schools operate to create social solidarity (1 mark); social solidarity is a functional pre-requisite and necessary for the continuation of society (+1 mark) • education and schools teach the skills necessary for work (1 mark); education and schools teach skills such as literacy and numeracy alongside vocational skills which are necessary for work and the smooth running of the economy (+1 mark) • education and schools are meritocratic (1 mark); educational success is based on individual ability and effort. Or education is fair and gives everyone the same opportunity (+1 mark) • education and schools act as an agency of secondary socialisation (1 mark); education and schools teach pupils the core values of society (+1 mark) • education and schools enable role allocation to take place (1 mark); through assessments and public examinations education and schools are able to identify pupil ability which can then be matched to suitable roles in wider society (+1 mark) • education and schools act to replace particularistic standards with universalistic ones (1 mark); within the family children are judged by particularistic standards education helps replace these with universalistic standards which apply in wider society (+1 mark). Other relevant material should be credited. 0 marks for no relevant points.	6

Qu	Marking guidance	Total marks
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04	Outline and explain two ways in which material deprivation may impact on social class differences in educational achievement.	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 material deprivation may impact on social class differences in educational achievement. There will be two applications of relevant material, eg the role that diet may have on pupils' educational achievement, diets deficient in nutrition may lead to poor concentration levels in school; the impact of different types of housing (which may include references to space, heating, noise and lighting) may affect pupils ability to complete homework and so maximise their educational potential. There will be appropriate analysis, eg the reasoned conclusion of the possibility that factors in addition to those of material deprivation (such as in-school factors) may also help explain differences of pupil achievement.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which material deprivation may impact on social class differences in educational achievement. There will be one or two applications of relevant material, eg the parents of middle socio-economic status are better placed to be able to afford extra educational provision for their children (textbooks, revision materials, personal tutors etc) when compared to parents of low socio-economic status. 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 a general discussion of educational theory across different social groups. There will be little or no analysis.
0	No relevant points.

Indicative content

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

- role of diet
- impact of housing
- role of income/affluence
- poverty/poverty line
- selection by mortgage/post code “hopping”
- tuition fees
- private schools
- poverty
- class inequality
- cultural deprivation
- in school factors explaining achievement.

Sources may include the following or other relevant ones:

Ball; Bernstein; Burrows & Goldman; Connor; Douglas; Feinstein; Forsyth and Furlong; Gibson and Asthana; Sugarman.

Qu	Marking guidance	Total marks
05	Applying material from Item A and your knowledge, evaluate the view that government educational policies have successfully improved the educational achievement of pupils.	20

Item A

Factors such as income, gender and ethnicity can have a significant impact on the educational achievement of pupils. Governments have tried to reduce these differences through initiatives to encourage more pupils from low socio-economic backgrounds to enter higher education and through Pupil Premium to support such pupils. They have also set up programmes to encourage girls to participate in 'male-dominated' subjects.

Some sociologists believe educational policies can be successful in reducing differences in educational achievement between pupils. Others argue that inequalities are deeply ingrained in society and that educational policies may have a limited impact.

Marks	Level descriptors
17–20	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 improving the educational achievement of pupils. Good understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately to the issues raised by the question. 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 the educational achievement of pupils or through a consideration of the impact of policies against other explanations of pupil achievement in education. Analysis will show clear explanation and may draw appropriate conclusions.
13–16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. 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.

9–12	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 Aim Higher or increases in scholarships/bursaries for disadvantaged pupils and their effect on improving their educational achievement. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about pupils achievement. Understands only very 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. Minimal 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 education in general. Very little/no understanding of the question and of the presented material. Significant errors, omissions, and/or incoherence in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:

Pupil Premium; Aim Higher; scholarships/bursaries; Sure Start; vocational education, academisation of education: free schools; marketisation policies: introduction of GCSEs/league tables/national curriculum; GIST; anti-school subcultures; material deprivation; cultural deprivation; compensatory education; exogenous privatisation & co-optation (private sector involvement in schools)

Sources may include the following or other relevant ones:

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

Qu	Marking guidance	Total marks
06	Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using documents to investigate teacher–pupil relationships in schools.	20

Item B

Investigating teacher–pupil relationships

There are many teacher–pupil relationships in schools; for example, between pupils and their classroom teacher, senior staff such as heads of year, and the headteacher. These relationships are seen to be important influences in shaping pupil achievement, pupil behaviour and well-being.

One way of studying teacher–pupil relationships is through documents. Schools produce many documents, such as reports and letters sent home to parents about pupils. Pupils can also create documents through text messaging or posting on media platforms like Snapchat or Instagram, as well as through more traditional documents such as exercise books.

Documents may have the advantage of presenting genuine accounts of teacher–pupil relationships which might be high in validity. However, there can be issues of access and representativeness associated with the use of documents.

Marks	Level descriptors
17–20	Answers in this band will show accurate, conceptually detailed knowledge and good understanding of a range of relevant material on documents. Appropriate material will be applied accurately and with sensitivity to the investigation of the specific issue of teacher-pupil relationships. Students will apply knowledge of a range of relevant strengths and limitations of using documents to research issues and characteristics relating to teacher-pupil relationships. 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 pupils, teachers, parents (attitude to school, literacy, self-esteem) • the research contexts and settings (eg schools, playground, classrooms, corridors) • the sensitivity of researching teacher-pupil relationships behaviour (negative publicity, vulnerability of participants, parental consent, alteration of self-image). Evaluation of the usefulness of documents will be explicit and relevant. Analysis will show clear explanation and may draw appropriate conclusions.

13–16	Answers in this band will show broad or deep, accurate but incomplete knowledge of the strengths and/or limitations of documents. Understands a number of significant aspects of the question; reasonable understanding of the presented material. Application of knowledge will be broadly appropriate but will 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 teacher-pupil relationships • specific but undeveloped application to teacher-pupil relationships • a focus on the research characteristics of teacher-pupil relationships/the context it takes place in. There will be some limited explicit evaluation, eg of one or two features of documents as a method, and/or some appropriate analysis, eg clear explanations of some of the features of documents.
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 documents. Understands some limited but significant aspects of the question; superficial understanding of the presented material. Applying material (possibly in a list-like fashion) on documents, but with very limited or non-existent application to either the study of teacher-pupil relationships in particular or of education in general. Evaluation limited at most 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 documents. Understands only very limited aspects of the question; simplistic understanding of the presented material. 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. Minimal/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/no understanding of the question and of the presented material. 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 teacher-pupil relationships, with very little or no reference to documents. No analysis or evaluation.
0	No relevant points.

Indicative content

Strengths and limitations of documents, as applied to the particular issue in education, may include: representativeness; validity; reliability; sampling techniques; issues of authenticity, credibility, generalisability; qualitative data; interpretivism; Verstehen; access; cost; time; ethical issues such as informed consent, anonymity, confidentiality.

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