



Sociology

A Level | AQA | 7192



# Practice Papers for A Level AQA Sociology

Paper 1: Education with  
Theory and Methods

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# Teacher's Introduction

This resource has been created as a supplement for your delivery of the A Level AQA Sociology specification (7192) for **Paper 1: Education with Theory and Methods**. There are four complete practice examination papers.

The mark schemes have been written in as straightforward a manner as possible in order for students to be able to understand what will be required of them in the real examination. All areas of the specification for Paper 1 have been covered across the four papers.

The practice exam papers can be used in a number of ways. You may wish to use them to set mock examinations for your pupils, or you may wish to hand them out to pupils for practice and to reinforce their learning of the content. The time allowed for each paper is two hours.

Each paper is provided in a write-on format, just like the final AQA exam, and in a non-write-on format to reduce photocopying should you wish your students to answer on separate sheets of paper or in a workbook.

## **Remember!**

Always check the exam board website for new information, including changes to the specification and sample assessment material.

*January 2021*



# ZigZag Practice Exam

## Supporting A Level AQA Sociology

### Sociology

#### Paper 1: Education with Theory and Methods

#### Practice Paper A

Name

#### Time allowed

2 hours

#### Instructions

Answer all of the questions.

#### Information

The total number of marks available for this paper is 80.

The number of marks available for each question is shown in brackets.

Questions worth 10 marks or more should be answered in continuous prose.

Marks in these questions will be awarded for:

- good use of English
- clearly organised information
- appropriate use of specialist terminology

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## Education

Answer **all** questions.

- 01 Outline **two** criticisms of the purpose of education according to feminism.

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- 02 Outline **three** social policies that have aimed to achieve equality between genders.

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03 Read **Item A** and answer the question that follows.

**Item A**

Some sociologists argue that students form subcultures as a response to... Teachers may act more harshly towards students from working-class or ethnic minorities than towards boys. Further to this, other sociologists have suggested that students from working-class backgrounds may benefit from positive stereotypes and are placed in lower streams.

Applying material from **Item A**, explain the internal processes that may result in the formation of pupil subcultures.



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04 Read **Item B** and answer the question that follows.

**Item B**

The education system within contemporary society aims to provide equal opportunities for all. Some sociologists argue that the transfer of public assets to private companies for schools, as local councils may not be able to provide funding for development, is necessary. However, research has found that having a shared culture promotes social equality. However, some argue that schools are now being used as a commodity.

Applying material from **Item B** and your knowledge, evaluate the claim that the current policies have created a neo-liberal education system.



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05 Read **Item C** and answer the question that follows.

**Item C**

Sociological research has shown how teachers may impact a student's education. For example, they may give more attention to students who they believe are in higher grades. However, a teacher's own social characteristics may produce doubt about the validity of such research.

One way of studying the role of teacher labelling is through official statistics on educational achievement. One advantage of these is that they are easy to compare across multiple schools. However, one limitation may be that systematic labelling may be difficult to prove through secondary data as it may be skewed when comparing different types of school.

Apply your knowledge of research methods, evaluate the material from **Item C** and your knowledge of research methods, evaluate the limitations of using official statistics to investigate teacher labelling.

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06 Outline and explain **two** practical constraints of conducting sociological research

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# ZigZag Practice Exam

## Supporting A Level AQA Sociology

### Sociology

#### Paper 1: Education with Theory and Methods

#### Practice Paper B

Name

#### Time allowed

2 hours

#### Instructions

Answer all of the questions.

#### Information

The total number of marks available for this paper is 80.

The number of marks available for each question is shown in brackets.

Questions worth 10 marks or more should be answered in continuous prose.

Marks in these questions will be awarded for:

- good use of English
- clearly organised information
- appropriate use of specialist terminology

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## Education

Answer all questions.

01 Outline **two** ways in which the organisation of schooling may promote hierarchy.

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02 Outline **three** functions of the education system in British society today.

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03 Read Item A and answer the question that follows.

**Item A**

Some sociologists argue that the education system is skewed towards one students who are in the majority. Schools may unconsciously ignore certain unsophisticated. Further to this, some sociologists argue that this form of social policies.

Applying material from **Item A**, discuss two ways in which the education system is skewed towards one group of students.



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04 Read **Item B** and answer the question that follows.

**Item B**

Education can be used as a tool of oppression against students and may inhibit attainment. Some sociologists argue that the institution of education exists to reproduce class values. Furthermore, other conflict sociologists would suggest that education is a tool of oppression against women and sexism. However, some sociologists believe that the education system promotes progress through neoliberal values.

Applying material from **Item B** and your knowledge, evaluate sociological explanations of education according to two conflict theories.



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05 Read Item C and answer the question that follows.

**Item C**

Sociological research has shown that boys and girls tend to choose subjects differently. For example, girls may be socialised to read more at home and thereafter choose subjects such as English. However, this does not mean that boys are likely to gravitate towards subjects such as Science.

One way of studying gender differences in subject choice is through unstructured interviews. However, one limitation of these is that they provide in-depth information by highlighting gender domains. However, it is possible that some students may feel embarrassed to admit they chose a subject to please their parents. Furthermore, it can be difficult to access students as they are legally minors.

Applying material from **Item C** and your knowledge of research methods, evaluate the advantages and limitations of using unstructured interviews to investigate gender differences in subject choice.

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06 Outline and explain **two** ways in which sociological research may impact gov

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# ZigZag Practice Exam

## Supporting A Level AQA Sociology

### Sociology

#### Paper 1: Education with Theory and Methods

#### Practice Paper A

##### Time allowed

2 hours

##### Instructions

Answer **all** of the questions.

##### Information

The total number of marks available for this paper is **80**.

The number of marks available for each question is shown in brackets.

Questions worth 10 marks or more should be answered in continuous prose.

Marks in these questions will be awarded for:

- good use of Education theory
- clearly organised information
- appropriate use of specialist terminology

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## Education

Answer **all** questions.

- 01 Outline **two** criticisms of the purpose of education according to feminism.
- 02 Outline **three** social policies that have aimed to achieve equality between genders.
- 03 Read **Item A** and answer the question that follows.

### Item A

Some sociologists argue that pupil subcultures form as a response to negative teacher labelling. Teachers may be more harshly towards students from working-class or ethnic minorities. Further to this, other sociologists have suggested that students benefit from positive stereotypes and are placed in higher streams.

Applying material from **Item A**, analyse **two** internal processes that may result in pupil subcultures.

- 04 Read **Item B** and answer the question that follows.

### Item B

The education system within contemporary society aims to provide equal opportunities for all. Some sociologists argue that the transfer of public assets to private companies for schools, as local councils may not be able to provide funding for development, has led to a meritocratic system. However, research has found that having a shared culture promotes social solidarity. However, schools are now being used as a commodity.

Applying material from **Item B** and your knowledge of research methods, evaluate the claim that the education system has created a meritocratic educational system.

- 05 Read **Item C** and answer the question that follows.

### Item C

Sociological research has shown how teachers may impact a student's educational achievement. For example, they may give more attention to students who they believe are in higher grades. However, a teacher's own social characteristics may produce double standards.

One way of studying the role of teacher labelling in educational achievement is through official statistics. One advantage of these is that they are easy to compare across multiple schools. However, there may be that systematic labelling may be difficult to prove through secondary data as it may be skewed when comparing different types of school.

Applying material from **Item C** and your knowledge of research methods, evaluate the limitations of using official statistics to investigate teacher labelling.

- 06 Outline and explain **two** practical constraints of conducting sociological research.

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# ZigZag Practice Exam

## Supporting A Level AQA Sociology

### Sociology

#### Paper 1: Education with Theory and Methods

#### Practice Paper B

##### Time allowed

2 hours

##### Instructions

Answer **all** of the questions.

##### Information

The total number of marks available for this paper is **80**.

The number of marks available for each question is shown in brackets.

Questions worth 10 marks or more should be answered in continuous prose.

Marks in these questions are awarded for:

- good use of Education theory
- clearly organised information
- appropriate use of specialist terminology

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## **Preview of Questions Ends Here**

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This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

## Education

Answer **all** questions.

- 01 Outline **two** ways in which the organisation of schooling may promote hierarchy.
- 02 Outline **three** functions of the education system in British society today.
- 03 Read Item A and answer the question that follows.

### Item A

Some sociologists argue that the education system is skewed towards one type of student who is the majority. Schools may unconsciously ignore certain social policies. Further to this, some sociologists argue that this form of social policies.

Applying material from **Item A**, analyse **two** ways in which the education system promotes hierarchy.

- 04 Read **Item B** and answer the question that follows.

### Item B

Education can be used as a tool of oppression against students and may inhibit their attainment. Some sociologists argue that the institution of education exists to reproduce class values. Furthermore, other conflict sociologists would suggest that education is used to promote sexism. However, some sociologists believe the education system promotes equality through neoliberal values.

Applying material from **Item B** and your knowledge, evaluate sociological explanations of education according to conflict theories.

- 05 Read **Item C** and answer the question that follows.

### Item C

Sociological research has shown that boys and girls tend to choose subjects differently. For example, girls may be socialised to read more at home and thereafter choose to study English. However, this does not mean that boys are likely to gravitate towards science.

One way of studying gender differences in subject choice is through unstructured interviews. However, one limitation of these is that they provide in-depth data highlighting gender domains. However, one limitation of these is that some students may feel embarrassed to admit they chose a subject to study. Furthermore, it can be difficult to access students as they are legally minors.

Applying material from **Item C** and your knowledge of research methods, evaluate the limitations of using unstructured interviews to investigate gender differences in subject choice.

- 06 Outline and explain **two** ways in which sociological research may impact government policy on education.

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## Practice Paper C

	AO1	AO2	AO3
1–4 marks	4		
2–6 marks	3	3	
3–10 marks	3	4	3
4–30 marks	12	9	9
5–20 marks	8	8	4
6–10 marks	5	3	2

- 01 Outline **two** ways in which the education system promotes capitalist values. (4)  
2 marks each for two ways clearly outlined, or 1 mark for one criticism partially outlined.
- Meritocracy (1) encourages working-class students to feel as though so many middle-class students becoming successful due to their privileges (1).
  - Correspondence principle (1) promotes capitalist agenda of ensuring that work is rewarded, leading to low-paid jobs and subordinate positions in the workplace (1).
- Credit other relevant material.

- 02 Outline **three** factors outside school that may influence students who overachieve. (6)  
2 marks each for each of three relevant factors clearly outlined, or 1 mark for each factor partially outlined.
- Parental involvement (1) – middle-class and Chinese/Indian parents are more likely to be involved through attending parents' evenings and having high expectations (1). Or, girls' focus on work (canalisation) (1).
  - Cultural capital (1) – middle-class students may be exposed to culture that is less valued in school, such as Shakespeare in English or Mozart in Music.
  - Material capital (1) – middle-class students have access to resources such as textbooks, computers and internet, which gives them with additional advantages and exam practice.
- Credit other relevant material.

- 03 Applying material from **Item A**, analyse **two** ways in which the education system benefits from marketisation policies. (6)

Marks	Description
8–10	Answers show excellent knowledge and understanding of two ways in which the education system benefits from marketisation policies.  Two developed applications of the item, such as: a push for competition through Ofsted inspections. Parentocracy has provided freedom of choice and middle-class parents tend to be more selective of where to send their children, with parents being involved, resulting in higher grades. Cream skimming, which allows schools to select which pupils they want, and avoid pupils such as Bangladeshi students and working-class students.  Relevant evaluation and analysis of two ways in which the education system benefits from marketisation policies, such as: academies not receiving enough funding from their local authorities, leading to their pupils to better schools in the area, and an introduction of free school education provided.
4–7	Answers show suitable knowledge and understanding of two ways in which the education system benefits from marketisation policies.  One or two applications of the item.  Some relevant evaluation and analysis.
1–3	Answers show inadequate knowledge and understanding of two ways in which the education system benefits from marketisation policies.  Limited application from the item provided.  Limited or no evaluation and analysis.
0	No relevant understanding.

**Possible Content:** 1988 Education Reform Act, 2010 Conservative policies, academies, formula funding, parentocracy, increased tuition fees, league tables, Ofsted, cream skimming.

**Possible Sources:** Gerwitz, Ball, Chubb and Moe.

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- 04 Applying material from **Item B** and your knowledge, evaluate the view that gender achievement in Britain are the result of factors outside school. (30)

Marks	Description
25–30	<p>Answers show excellent, detailed and correct knowledge and understand differences in educational achievement in Britain are the result of factors. Clear and relevant links to the item, and a developed understanding of the question.</p> <p>Accurate content and sociological research applied throughout the essay such as the impact of feminism on families, the family, social policies such as girls' changing ambitions. There may be references to why girls do well and boys underachieve due to external factors, such as: boys and literacy levels, jobs discrimination, and a moral panic surrounding 'toxic masculinity'.</p> <p>Explicit evaluation, and clear analysis, which is developed; for example, arguments against sexism in schools, more female role models as teachers, schools where teachers focus their attention on boys who are disruptive, schools want to attract boys, schools not rewarding traits that encourage boys to be active and the intersectionality of multiple social characteristics.</p> <p>Suitable conclusions will be drawn.</p>
19–24	<p>Answers show good but partially incomplete knowledge and understand differences in educational achievement in Britain are the result of factors. Strong links to the item, and an established understanding of the question.</p> <p>Accurate content and sociological research applied in most of the essay but may be inaccurate.</p> <p>Some explicit evaluation, and clear analysis, which is developed; for instance, external and internal factors that affect girls and boys in their education.</p>
13–18	<p>Answers show broadly correct material, but may lack focus and completeness. Unfocused links to the item, and a shallow understanding of the question.</p> <p>Application is generalised, and list-like.</p> <p>Limited explicit evaluation and analysis, with a focus on knowledge.</p>
7–12	<p>Answers show one-dimensional and incomplete knowledge. Weak links to the item, and a shallow understanding of the question.</p> <p>Narrow application that is generalised, or veering away from the relevant question. Very limited or no evaluation and analysis.</p>
1–6	<p>Answers show one-dimensional and incomplete knowledge.</p> <p>No links to the item, and a shallow understanding of the question.</p> <p>Application is applied incorrectly, if at all.</p> <p>No evaluation and analysis.</p>
0	No relevant understanding.

**Possible Content:** 1970 Equal Pay Act, symbolic capital, liberal/radical feminism, co-breadwinner role, equal opportunities, GIST, WISE, coursework, selection and league tables, subcultures, moral panics.

**Possible Sources:** McRobbie, Archer, Sharon Lea, Giddart, Beck and Beck-Gernsheim, French, Weiner, Mitsos and Brown, Lewis, Francis.

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- 05 Applying material from **Item C** and your knowledge of research methods, evaluate the experiments to investigate ethnic minority pupil identities and responses. (20)

Marks	Description
17–20	<p>Answers show excellent, detailed and correct knowledge and understanding of the limitations of using experiments to investigate ethnic minority pupil identities and responses.</p> <p>Clear and relevant links to the item, and a developed understanding of the sociological research applied throughout the essay.</p> <p>Explicit evaluation of the usefulness of using experiments to investigate ethnic minority pupil identities and responses, with clear explanations. Detailed analysis of the practical advantages and limitations of using experiments to investigate ethnic minority pupil identities and responses.</p> <p>May include examples of how positivist sociologists prefer objective data collected from quantitative surveys; ethical strengths of keeping the privacy and confidentiality of Chinese/Bangladeshi/Pakistani students, who may respond negatively and the practical disadvantages of some ethnic minorities such as Chinese or Indian students; characteristics based on what they believe sociologists want to hear; social and cultural repercussions if identifying with an anti-school subculture; interpretivist approaches to collecting in-depth data for an understanding of why ethnic minorities identify with an anti-school subculture; an understanding of self-refuting prophecy – not all black girls will form an anti-school subculture against the school.</p> <p>Suitable conclusions will be drawn – triangulation.</p>
13–16	<p>Answers show good but partially incomplete knowledge and understanding of the limitations of using experiments to investigate ethnic minority pupil identities and responses.</p> <p>Strong links to the item, and an established understanding of the question.</p> <p>Accurate content and sociological research applied in most of the essay.</p> <p>Some explicit evaluation of the usefulness of using experiments to investigate ethnic minority pupil identities and responses, with clear explanations.</p>
9–12	<p>Answers show broadly correct knowledge, but may lack focus and completeness.</p> <p>Unfocused links to the item, and a shallow understanding of the question.</p> <p>Application is generalised, narrow and list-like.</p> <p>Limited evaluation and analysis, with a focus on knowledge.</p>
5–8	<p>Answers show one-dimensional and incomplete knowledge; for example, limited knowledge of research methods.</p> <p>Reuses material from the item, and a shallow understanding of the question.</p> <p>Narrow application that is generalised, or veering away from the relevant question.</p> <p>Very limited or no evaluation and analysis.</p>
1–4	<p>Answers show one-dimensional and incomplete knowledge.</p> <p>No links to the item, and a shallow understanding of the question.</p> <p>Application is applied incorrectly or omitted. No explicit link between the question and the application.</p> <p>No evaluation and analysis.</p>
0	No relevant understanding.

**Possible Content:** practical, ethical and theoretical limitations; positivism; interpretivism; validity; privacy; confidentiality; deception; protection from harm; right to withdraw; data; quantitative data; subjective; time-consuming; demand characteristics; funding and bias.

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06 Outline and explain **two** criticisms of the modernist view of society. (10)

Marks	Description
8–10	<p>Answers show excellent knowledge and understanding of two criticisms of society.</p> <p>Two developed applications, such as: the modernist theory is outdated being in complete control and people prioritising science; however, due to culture and many people are still religious in parts of the world; further, people adhere to clear 'metanarratives' and during the modernist time; postmodernism there are competing views.</p> <p>Relevant evaluation and analysis of two criticisms of the modernist view of society, such as being limited through capitalist values and a desire for individualism.</p>
4–7	<p>Answers show suitable knowledge and understanding of two criticisms of society.</p> <p>One or two applications.</p> <p>Some relevant evaluation and analysis.</p>
1–3	<p>Answers show inadequate knowledge and understanding of two criticisms of society.</p> <p>Limited application provided.</p> <p>Limited or no evaluation and analysis.</p>
0	No relevant understanding.

**Possible Content:** secularisation, metanarratives, political changes, capitalism, rationalisation, freedom of choice, subjectivity, simulacra.

**Possible Sources:** Beck, Harvey, Lyotard, Baudrillard, Foucault

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## Practice Paper D

	AO1	AO2	AO3
1–4 marks	4		
2–6 marks	3	3	
3–10 marks	3	4	3
4–30 marks	12	9	9
5–20 marks	8	8	4
6–10 marks	5	3	2

- 01 Outline **two** educational policies that may impact students' equal access to education. (2 marks)
- 2 marks for two policies clearly outlined, or 1 mark for one criticism partial.
- Modernisation policies such as league tables (1) allow schools to either cream-skin or shift those they would prefer to avoid, i.e. boys, ethnic minorities, and working class.
  - Privatisation policies such as head teachers working for businesses (1) may infringe on certain resources, allowing private schools to benefit from 'charitable' status of state schools.

Credit other relevant material.

- 02 Outline **three** ways in which teachers provide secondary socialisation. (6 marks)
- 2 marks each for each of three relevant ways clearly outlined, or 1 mark for each point.
- Norms – clear rules that are established which promote harmony (1), such as school uniform.
  - Values – understanding and respect for all students (1), such as British values of mutual tolerance.
  - Universalistic values promoted within the classroom (1), such as ensuring all students partake in school life.

Credit other relevant material.

- 03 Applying material from **Item A**, analyse **two** roles of education according to postmodernists.

Marks	Description
8–10	<p>Answers show excellent knowledge and understanding of two roles of education according to postmodernists.</p> <p>Two or three developed applications of the item, such as: a move away from the traditional education system exists to oppress students; modern education focuses on individualism and critical thinking; a post-Fordist era expects students to be good in many areas to be now highly competitive when hiring.</p> <p>Relevant evaluation and analysis of two roles of education according to postmodernists. Institution of education is still oppressive as it seeks to keep the bourgeoisie in power.</p>
4–7	<p>Answers show suitable knowledge and understanding of two roles of education according to postmodernists.</p> <p>One or two applications of the item, such as: adults now having the opportunity to work, through institutions such as the Open University; students now having access to vocational courses that suit their needs, or to do a T Level.</p> <p>Some relevant evaluation and analysis.</p>
1–3	<p>Answers show inadequate knowledge and understanding of two roles of education according to postmodernists.</p> <p>Limited application from the item provided.</p> <p>Limited or no evaluation and analysis.</p>
0	No relevant understanding.

**Possible Sources:** Usher; Bryant and Johnson; Morrow and Torres; Willis, Bowles and Goss; adult education; vocational courses, BTECs, apprenticeships, NVQs, Open University.

**Possible Sources:** Usher; Bryant and Johnson; Morrow and Torres; Willis, Bowles and Goss.

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- 04 Applying material from **Item B** and your knowledge, evaluate the view that factors within the education system have the biggest impact on educational achievement. (30)

Marks	Description
25–30	<p>Answers show excellent, detailed and correct knowledge and understanding of the view that factors within the education system have the biggest impact on educational achievement.</p> <p>Clear and relevant links to the item, and a developed understanding of the question.</p> <p>Accurate content and sociological research applied throughout the essay. A variety of internal factors such as labelling, streaming, self-fulfilling prophecies, school subcultures, pupil responses, habitus, symbolic capital, changes in the curriculum may focus on factors such as class, ethnicity and/or gender when discussing internal factors.</p> <p>Explicit evaluation, and clear analysis, which is developed; for example, cultural deprivation, cultural capital, educational capital, social policies, changes in the curriculum. Focus on factors outside the education system having the biggest impact on educational achievement.</p> <p>Suitable conclusions will be drawn – link between internal and external factors.</p>
19–24	<p>Answers show good but partially incomplete knowledge and understanding of the view that factors within the education system have the biggest impact on educational achievement.</p> <p>Strong links to the item, and an established understanding of the question.</p> <p>Accurate content and sociological research applied in most of the essay. Some may be inaccurate.</p> <p>Some explicit evaluation, and clear analysis, which is developed; for example, external factors may have a bigger impact than internal factors.</p>
13–18	<p>Answers show broadly correct material, but may lack focus and completeness.</p> <p>Unfocused links to the item, and a shallow understanding of the question.</p> <p>Application is generalised, narrow and list-like.</p> <p>Limited evaluation and analysis with a focus on knowledge.</p>
7–12	<p>Answers show one-dimensional and incomplete knowledge.</p> <p>No links to the item, and a shallow understanding of the question.</p> <p>Incorrect application that is generalised, or veering away from the relevant factors.</p> <p>Very limited or no evaluation and analysis.</p>
1–6	<p>Answers show one-dimensional and incomplete knowledge.</p> <p>No links to the item, and a shallow understanding of the question.</p> <p>Application is applied incorrectly, if at all.</p> <p>No evaluation and analysis.</p>
0	No relevant understanding.

**Possible Content:** internal factors, external factors, labelling, streaming, self-fulfilling prophecies, school subcultures, pupil responses, habitus, symbolic capital, changes in the curriculum, cultural deprivation, cultural capital, educational capital, social policies

**Possible Sources:** Bourdieu, Becker, Rosenthal and Jacobson, Willis, Hillborn and Youdell, Gazeley, Palmer, Osler, Jackson.

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- 05 Applying material from **Item C** and your knowledge of research methods, evaluate the documents to investigate how parental involvement may affect achievement. (20)

Marks	Description
17–20	<p>Answers show excellent, detailed and correct knowledge and understanding of the documents to investigate how parental involvement may affect achievement.</p> <p>Clear and relevant links to the item, and a developed understanding of sociological research applied throughout the essay.</p> <p>Explicit evaluation of the usefulness of the documents, with clear explanations. Detailed analysis of the limitations of using secondary data to investigate how parental involvement may affect achievement.</p> <p>May include examples of how researchers prefer the use of objective documents such as photographs to be extended; informed consent can be provided when accessing sensitive data; parents have signed weekly; practical strengths of secondary data means that it is easy to collect parental permission slips for trips. However, there may be difficulties with using emails from parents to teachers about students or response documents to school reports; working-class or ethnic minority parents may be made to feel that they are unable to attend parents' evening due to work or a lack of speaking English; subjective data that will explain why parents are able or unable to take their children to sports days or signing planners each week.</p> <p>Suitable conclusions will be drawn – triangulation.</p>
13–16	<p>Answers show good but partially incomplete knowledge and understanding of the documents to investigate how parental involvement may affect achievement.</p> <p>Strong links to the item, and an established understanding of the question.</p> <p>Accurate content and sociological research applied in most of the essay.</p> <p>Some explicit evaluation of the usefulness of the documents, with clear explanations. Suitable analysis of the limitations of using documents to investigate how parental involvement may affect achievement.</p>
9–12	<p>Answers show broadly correct knowledge, but may lack focus and complete understanding of the documents to investigate how parental involvement may affect achievement.</p> <p>Unfocused links to the item, and a shallow understanding of the question.</p> <p>Application is generalised, narrow and list-like.</p> <p>Limited evaluation and analysis, with a focus on knowledge.</p>
5–8	<p>Answers show one-dimensional and incomplete knowledge; for example, limited knowledge of research methods.</p> <p>Reuses material from the item, and a shallow understanding of the question.</p> <p>Narrow application that is generalised, or veering away from the relevant question.</p> <p>Very limited or no evaluation and analysis.</p>
1–4	<p>Answers show one-dimensional and incomplete knowledge.</p> <p>No links to the item, and a shallow understanding of the question.</p> <p>Application is applied incorrectly or omitted. No explicit link between the documents and the question.</p> <p>No evaluation and analysis.</p>
0	No relevant understanding.

**Possible Content:** practical, ethical and theoretical issues; limitations; positivism; interpretive research; validity; privacy; confidentiality; data protection; protection from harm; right to withdraw; data; quantitative data; reliability; validity; objective; time-consuming; demand characteristics; funding and bias.

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06 Outline and explain **two** ways in which sociology is a subjective discipline. (10)

Marks	Description
8–10	<p>Answers show excellent knowledge and understanding of two ways in which sociology is a subjective discipline.</p> <p>Two developed applications, such as: sociology is subjective as it is based on the personal situations of sociologists, e.g. historical contexts, funding opportunities, and interests, reflexivity and narratives. Students may discuss the alternative view which suggests not being objective but having guiding values that do not change.</p> <p>Relevant evaluation of two ways in which sociology is a subjective discipline. A positivist view of sociology should be an objective discipline, taking account of the existence, and the ability to use scientific research methods.</p>
4–7	<p>Answers show suitable knowledge and understanding of two ways in which sociology is a subjective discipline.</p> <p>One or two applications.</p> <p>Some relevant evaluation and analysis.</p>
1–3	<p>Answers show inadequate knowledge and understanding of two ways in which sociology is a subjective discipline.</p> <p>Limited application provided.</p> <p>Limited or no evaluation and analysis.</p>
0	No relevant understanding.

**Possible Content:** interpretivists, positivists, values, subjective, objective, reflexivity, commitment, relativism, postmodernism, science.

**Possible Sources:** Gouldner, Lyotard, Becker, Althusser, Habermas, Harsanyi, Marx, Weber

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## **Preview of Answers Ends Here**

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This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.