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Centre number

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Candidate number

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Surname

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Forename(s)

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Candidate signature

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I declare this is my own work.

# AS SOCIOLOGY

## Paper 1 Education with Methods in Context

Tuesday 12 May 2020

Morning

Time allowed: 1 hour 30 minutes

### Materials

You will need no other materials.

### Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
<b>TOTAL</b>	

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- Questions carrying 10 marks or more should be answered in continuous prose. In these questions you will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.



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IB/M/Jun20/E6

**7191/1**

**Education**

Answer **all** questions.

**0 1**

Define the term 'secondary socialisation'.

**[2 marks]**

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**2**

**0 2**

Using **one** example, briefly explain how schools might respond to increased diversity caused by patterns of migration.

**[2 marks]**

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**2**





















**Methods in Context**

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**0 6**

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

**Item B**

**Investigating working-class pupils' experiences of school through the use of documents.**

Sociologists may use documents to examine the experiences of working-class pupils in school. For example, they may analyse such documents to investigate whether there is a system of class bias in schools, as Marxists suggest. Working-class pupils may feel that the language and culture of the school does not reflect that of their community.

Schools are a rich source of documents. Schools create documents such as: statements explaining school exclusions, after school detentions, letters home to parents and school reports. There are also documents that are created by the pupils, for example: work completed in exercise books and homework planners. Other types of student-authored documents can be found online, for example comments on social media that give insight into pupils' experiences of school. However, some documents may be seen as unrepresentative and lacking in validity.

Applying material from **Item B** and your knowledge of research methods, evaluate the strengths and limitations of using documents to investigate working-class pupils' experiences of school.

**[20 marks]**

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IB/M/Jun20/7191/1