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AS  
**SOCIOLOGY**  
**(7191/1)**

Paper 1 Education with Methods in Context

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**Mark scheme**

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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.

### Education

<b>0</b>	<b>1</b>
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Define the term 'self-fulfilling prophecy'.

**[2 marks]**

**Two marks** for a satisfactory definition such as: a prediction that comes true simply as a result of being made, an individual living up to a label that they've been given or similar.

**One mark** for partial definition such as: labelling by teachers or only an example given.

**0 marks** for no/an unsatisfactory definition.

<b>0</b>	<b>2</b>
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Using **one** example, briefly explain how cultural deprivation may affect educational achievement.

**[2 marks]**

**Two marks** for a clearly explained example or **one mark** for a partially explained example, such as:

- valuing immediate gratification (1 mark) may lead to pupils leaving school early with fewer qualifications (+1 mark)
- having a restricted speech code (1 mark) may prevent pupils understanding teachers, textbooks or exam questions (+1 mark)
- fatalistic subcultural values (1 mark) may lead to pupils not trying hard to achieve (+1 mark).

Other relevant material should be credited.

**No marks** for **no** relevant points.

<b>0</b>	<b>3</b>
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Outline **three** ways in which the organisation of schooling may be ethnocentric.

**[6 marks]**

**Two marks** for each of **three** appropriate reasons clearly outlined or **one mark** for appropriate reasons partially outlined, such as:

- uniform or dress requirements (1 mark) may conflict with cultural norms of some minorities (+1 mark)
- timing of holidays (1 mark) may reflect Christian festivals rather than those of other faiths (+1 mark)
- teaching only European languages (1 mark) devalues linguistic heritage of some minorities (+1 mark)
- arrangements for PE/games (showers, changing etc) (1 mark) may conflict with cultural requirements for modesty (+1 mark)
- teaching history from a British perspective (1 mark) may produce a biased view of other cultures' contributions (+1 mark).

Other relevant material should be credited.

**No marks** for **no** relevant points.

**0 4**

Outline and explain **two** reasons for gender differences in subject choice.

**[10 marks]**

<b>Marks</b>	<b>Level descriptors</b>
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons for gender differences in subject choice.</p> <p>There will be two applications of relevant material, eg the role of gender domains in making boys and girls feel at home in different subjects; the impact of ‘laddist’ subcultures on boys’ subject choices.</p> <p>There will be appropriate analysis, eg the reasoned conclusion that gender differences in subject choice are often wider in vocational subjects because of the impact of the gendered occupational structure in shaping pupils’ ideas about career options.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons for gender differences in subject choice.</p> <p>There will be one or two applications of relevant material, eg peer groups exerting pressure to conform to gendered expectations about subject choice.</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 reasons for gender differences in subject choice.</p> <p>There will be limited focus on the question, eg there may be some drift into outlining gender differences in achievement rather than subject choice.</p> <p>There will be little or no analysis.</p>
0	No relevant points.

**Indicative content**

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

- peer pressure
- pupils’ gender identities
- primary socialisation
- gender domains
- school organisation and type (mixed vs. single-sex classes/schools)
- teacher influence/teaching styles
- gendered subject images
- stereotyping in learning materials
- career preferences/gender segregation in the labour market.

**0 5**

Applying material from **Item A** and your knowledge, evaluate the view that differences in educational achievement between social groups are the result of factors and processes within schools.

**[20 marks]**

**Item A**

There are important differences in the educational achievements of different social groups. In the view of some sociologists, these differences in achievement are the result of factors and processes within schools.

For example, how teachers perceive and treat pupils from different backgrounds can have a major positive or negative effect on their achievement. Similarly, interactions and relationships among pupils themselves can shape their identities. This can have an important effect on their chances of educational failure or success.

<b>Marks</b>	<b>Level descriptors</b>
17–20	<p>Sound, conceptually detailed knowledge of a range of relevant material on the factors and processes in schools in relation to differences in achievement between social groups. Good understanding of the question and of the presented material.</p> <p>Appropriate material applied accurately to the issues raised by the question.</p> <p>Evaluation will be explicit and relevant. Evaluation may be developed, eg through a discussion of the relative importance of internal and external factors or of the interrelationships between them. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Broad or deep, accurate but incomplete knowledge. Understands a number of significant aspects of the question; reasonable 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, eg of whether/how far the self-fulfilling prophecy is inevitable, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the effects of the labelling process. Understands some aspects of the question; superficial understanding of the presented material.</p> <p>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.</p> <p>Evaluation limited at most to juxtaposition of competing positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>

5-8	<p>Limited undeveloped knowledge, eg two to three insubstantial points about factors in school. Understands only very 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.</p> <p>Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1-4	<p>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, omissions, and/or incoherence 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: teachers' labelling; stereotyping; self-fulfilling prophecy; pupil identities; the ethnocentric curriculum; institutional racism; peer group pressure; laddism; pupil subcultures; streaming; differentiation; polarisation.

**Methods in Context**

**0 6**

Applying material from **Item B** and your knowledge of research methods, evaluate the strengths and limitations of using self-completion written questionnaires to investigate unauthorised absences from school.

**[20 marks]**

**Item B**

**Investigating unauthorised absences from school**

There is a close correlation between frequent unauthorised absence from school and educational underachievement. Those pupils who are not doing well at school are more likely to truant. Similarly, those who truant regularly are likely to finish their school career with poor qualifications. Pupils may be absent without authorisation for many reasons, from caring responsibilities at home or dislike of school, to parents arranging family holidays in term time.

Sociologists may use self-completion written questionnaires to study unauthorised absences. These can be distributed easily to large numbers of pupils, parents or teachers. The findings of the questionnaires can also be used to establish patterns and trends in relation to unauthorised absences. However, self-completion questionnaires often have very low response rates, especially when they ask about sensitive issues.

<b>Marks</b>	<b>Level descriptors</b>
17–20	<p>Accurate, conceptually detailed knowledge and good understanding of a range of relevant material on self-completion written questionnaires.</p> <p>Material will be applied accurately to the investigation of the specific issue of unauthorised absences from school.</p> <p>Evaluation of the usefulness of self-completion written questionnaires will be explicit and relevant. Analysis will show clear explanation and may draw appropriate conclusions.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using self-completion written questionnaires to research issues and characteristics relating to unauthorised absences from school. 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, parents, teachers (eg class, ethnic and gender differences; parental literacy skills; teachers' professionalism, self-interest or stereotypes of pupils)</li> </ul>

	<ul style="list-style-type: none"> <li>the research contexts and settings (eg classrooms; staffrooms)</li> <li>the sensitivity of researching unauthorised absences from school (eg policy and resource implications for schools; schools' market and league table position; its impact on achievement or behaviour; stigmatisation; parental consent).</li> </ul>
13–16	<p>Broad or deep, accurate but incomplete knowledge of the strengths and/or limitations of self-completion written questionnaires. Understands a number of significant aspects of the question; reasonable understanding of the presented material.</p> <p>Application of knowledge will be broadly appropriate but will be applied 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 studying unauthorised absences from school, or</li> <li>specific but undeveloped application to unauthorised absences from school, or</li> <li>a focus on the research characteristics of unauthorised absences from school, or groups/contexts etc involved in it.</li> </ul> <p>There may be some limited explicit evaluation, eg of one to two features of self-completion written questionnaires as a method, and/or some appropriate analysis, eg clear explanations of some of the features of self-completion questionnaires.</p>
9–12	<p>Largely accurate knowledge but limited range and depth, including a broadly accurate, if basic, account of some of the strengths and/or limitations of self-completion written questionnaires. Understands some limited aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) on self-completion written questionnaires, but with very limited or non-existent application to either the study of unauthorised absences from school in particular or of education in general.</p> <p>Evaluation limited at most to briefly stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Limited undeveloped knowledge, eg two to three insubstantial points about some features of self-completion written questionnaires. Understands only very limited aspects of the question; simplistic understanding of the presented material.</p> <p>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.</p> <p>Minimal/no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Very limited knowledge, eg one to two very insubstantial points about methods in general. Very little/no understanding of the question and of the presented material.</p> <p>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 unauthorised absences from school, with very little or no reference to self-completion written questionnaires.</p>

	No analysis or evaluation.
0	No relevant points.

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

Strengths and limitations of self-completion written questionnaires, as applied to the particular issue in education, may include: time; cost; access; inflexibility; hypothesis-testing; factual data; quantitative data; superficiality; lack of validity; reliability; large sample size; representativeness; response rates; generalizability; ethical issues.

**Assessment objectives**

Paper 1	AO1	AO2	AO3	Total
<b>Education</b>				
<b>Q01</b>	2			2
<b>Q02</b>		2	0	2
<b>Q03</b>	3	3		6
<b>Q04</b>	5	3	2	10
<b>Q05</b>	8	6	6	20
<b>Q06 MIC</b>	8	8	4	20
<b>Totals</b>	<b>26</b>	<b>22</b>	<b>12</b>	<b>60</b>

