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# AS Sociology

7191/1 - Paper 1 - Education with Methods in Context

Mark scheme

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7191

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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.

Qu	Marking guidance	Total marks
01	<p>Define the term 'social solidarity'.</p> <p><b>Two marks</b> for a satisfactory definition such as: ties that bind a group together.</p> <p><b>One mark</b> for a partial definition such as: an example given, eg belonging to the school community.</p> <p><b>No marks</b> for no/an unsatisfactory definition.</p>	2
02	<p>Using <b>one</b> example, briefly explain how boys' behaviour in school may make it difficult for them to do well in the education system.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example, such as boys:</p> <ul style="list-style-type: none"> <li>• disrupting lessons (1 mark); making it difficult to learn (+1 mark)</li> <li>• truanting (1 mark); meaning it is difficult to keep up with work (+1 mark)</li> <li>• prioritising 'having a laugh' (1 mark); so not concentrating in lessons (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	2
03	<p>Outline <b>three</b> examples of how the education system could be seen as fair to everyone.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate examples clearly outlined or <b>one mark</b> for an appropriate example partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• education is free and available to everyone (1 mark) so income is no barrier (+1 mark)</li> <li>• everyone is measured against the same standards (1 mark); educational success is measured against external national standards (ie exams) (+1 mark)</li> <li>• open enrolment (1 mark); gives parents right to identify a preferred school (+1 mark)</li> <li>• the exam system rewards on the basis of intelligence (1 mark); therefore the most intelligent are the most successful (+1 mark)</li> <li>• policies to address gender inequality eg GIST and WISE (1 mark); this aims to reduce barriers to achievement and/or subject choice for girls (+1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

04	Outline and explain <b>two</b> ways in which social class may affect subject choice.	10
Marks	Level Descriptors	
8–10	<p>Answers in this band will show very good knowledge and understanding of two ways in which social class may affect subject choice.</p> <p>There will be two applications of relevant material, eg working-class pupils are more likely to aspire to manual jobs and therefore choose vocational subjects in order to gain direct access to their career; cultural capital advantages may mean middle-class parents may be more likely to encourage their children to take facilitating subjects at A Level in order to gain access to high status universities.</p> <p>There will be appropriate analysis, eg the impact of government policies on the status of different subjects/qualifications.</p>	
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which social class may affect subject choice.</p> <p>There will be one or two applications of relevant material, eg the impact of teacher expectations of different groups of pupils based on the pupils' social class.</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 a discussion of social class and educational achievement.</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:

- the status of vocational education
- cultural and economic capital
- the nature of working-class/middle-class jobs
- cultural attitudes of parents/pupils concerning the importance of education
- teacher expectations
- streaming
- the necessity of contributing to family income for some pupils
- access to schools, especially specialist/selective - may have different subjects available.

**Sources may include the following or other relevant ones:** Ball et al; Bourdieu; Callendar and Jackson; Kerr and West; Mac an Ghail; Power and Whitty; Sugarman; Whitty et al; Willis.

05	Applying material from <b>Item A</b> and your knowledge, evaluate the view that ethnic differences in educational achievement are a result of factors outside the education system.	20
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**Item A**

There are significant ethnic differences in educational achievement. Some sociologists believe that factors outside the education system, such as parental attitudes to education, are important in explaining these differences. Variations in family and community life may also play a part.

However, other sociologists argue that experiences within school are more important influences on the educational achievement on different ethnic groups.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that ethnic differences in educational achievement are a result of factors outside of the school system. Good understanding of the question and of the presented material will be shown.</p> <p>Students will recognise that not all minority ethnic groups have similar experiences and/or levels of achievement.</p> <p>Appropriate material will be applied accurately 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 relative importance of material, cultural and school factors for ethnic differences in educational achievement. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>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.</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 the effects of cultural differences on attitudes to education and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account the role of parental attitudes to education. Understands some limited but significant 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 to one or two isolated 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 ethnic differences in educational achievement.</p> <p>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>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.</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: material factors; cultural factors; cultural capital; language; family structure; the influence of the media; role models; parental attitudes; racism; social class: gender; setting and streaming; marketisation; selection policies; teacher expectations; labelling; self-fulfilling prophecy; ethnocentric curriculum; pupil subcultures; the labour market.

**Sources may include the following or other relevant ones:** Archer; Bhatti; Ball; Fuller; Gillborn; and Youdell; Gillborn and Mirza; Lupton; Mac an Ghail; Modood; Sewell; Vincent et al.

Qu	Marking guidance	Total marks
06	Applying material from <b>Item B</b> and your knowledge of research methods, evaluate the strengths and limitations of using official statistics to investigate how successful a school is.	20

**Item B**

**Investigating how successful a school is**

The success of a school can be judged in a number of ways. League tables focus on exam results and researchers can make comparisons between schools on that basis. There are a number of other statistics that schools produce that allow judgements to be made. School success may also be about things such as tolerance, a sense of belonging and community, or indeed the happiness of pupils.

Sociologists may use official statistics to investigate how successful a school is. This method allows the researcher to see trends and patterns over a number of years. Official statistics also enable a comparison to be made between schools. However, official statistics on a school only produce quantitative data, which may not capture fully the real experiences of life in a school.

Marks	Level Descriptors
17–20	<p>Answers in this band will show accurate, conceptually detailed knowledge and good understanding of a range of relevant material on official statistics</p> <p>Appropriate material will be applied accurately to the investigation of the specific issue of measuring how successful a school is.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using official statistics to research issues and characteristics relating to investigating how successful a school is. 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 pupils, teachers, parents, governors, schools).</li> <li>• the research contexts and settings (eg school; Ofsted reports, government policies, community).</li> <li>• the sensitivity of researching success of a school (eg schools' market position; negative publicity; confidentiality).</li> </ul> <p>Evaluation of the usefulness of official statistics will be explicit and relevant. Analysis will show clear explanation and may draw appropriate conclusions.</p>
13–16	<p>Answers in this band will show broad or deep, accurate but incomplete knowledge of the strengths and/or limitations of official statistics. 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 how successful a school is, or</li> <li>• specific but undeveloped application to how successful a school is or</li> <li>• a focus on the research characteristics of how successful a school is, or groups/context etc involved in it.</li> </ul> <p>There may be some limited explicit evaluation, eg one to two features of official statistics as a method, and/or some appropriate analysis, eg clear explanations of some of the features of official statistics.</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 official statistics. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) on official statistics, but with very limited or non-existent application to either how successful a school is 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>Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about some features of official statistics. 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>Answers in this band will show 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 investigating how successful a school is, with very little or no reference to official statistics.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

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

Strengths and limitations of official statistics, as applied to the particular issue in education, may include: reliability; cost; time; representativeness; large scale research; generalisability; comparability; trends and patterns; operationalisation of concepts; lack of validity; absence of statistics; lack of range of material.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 1</b>				
<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>	26	22	12	60