



AS

Sociology

7191/1 Education with Methods in Context

Mark scheme

7191

June 2016

Version 1.0: Final Mark Scheme

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.

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 skip quickly 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.

0 1

Define the term 'compensatory education'.

[2 marks]

Two marks for a satisfactory definition such as: programmes to overcome underachievement, or providing extra educational support to deprived families, or similar.

One mark for a partial definition such as: additional support, **or** only an example given.

No marks for no/an unsatisfactory definition.

0 2

Using **one** example, briefly explain how marketisation policies may affect social class differences in educational achievement.

[2 marks]

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

- parental choice (1 mark) may enable middle-class parents with greater knowledge of the application processes to get their children into more successful schools (+1 mark)
- exam league tables (1 mark) may mean schools with good results can 'cream-skim' able middle-class pupils, resulting in greater inequality (+1 mark)
- permitting the creation of free schools (1 mark) may allow middle-class parents with the necessary cultural capital to set up schools in middle-class areas (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

0 3

Outline **three** policies that may help to explain changes in girls' educational achievement in the last 40 years.

[6 marks]

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

- GIST (Girls into Science and Technology) (1 mark) has promoted career development opportunities and role models which motivate girls (+1 mark)
- abolition of the 11+ exam (1 mark), which imposed a higher pass mark for girls to get into grammar school (+1 mark)
- Discover Science Saturday clubs (1 mark) give girls access to tasters in STEM subjects to gauge their aptitude and help them choose appropriate subject options (+1 mark)
- marketisation (1 mark); Slee found it encourages successful schools to select girls (+1 mark)
- expansion of higher education (1 mark) has benefited girls disproportionately. Most undergraduates today are female (+1 mark)
- introduction of coursework (1 mark); girls do better because they are more organised (+1 mark)

Other relevant material should be credited.

No marks for **no** relevant points.

0 4

Outline and explain **two** ways in which the functions of the education system may affect pupils' educational achievement.

[10 marks]

Marks	Level descriptors
8 – 10	<p>Answers in this band will show very good knowledge and understanding of two functions that sociologists see the education system performing.</p> <p>There will be two applications of relevant material, eg the meritocratic selection and allocation of the young to suitable roles within the economy ensures all pupils have an equal opportunity, so each individual's achievement reflects their ability and effort.</p> <p>There will be appropriate analysis, eg the reasoned conclusion that in an economy operating on meritocratic principles, education is essential to prepare the young to be judged by universalistic standards rather than the particularistic standards of the family.</p>
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two functions of the education system.</p> <p>There will be one or two applications of relevant material, eg the education system's class reproduction function ensures that the next generation of the working class will occupy working-class jobs, through selection and streaming processes within schools that deny working-class pupils equal opportunities.</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 functions of the education system.</p> <p>There will be limited focus on the question, eg there may be some drift into outlining differences in achievement between social groups rather than linking them to the functions of the education system.</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:

- secondary socialisation
- teaching of specialist skills
- meritocratic selection and role allocation
- streaming as a means of reproducing inequalities
- legitimisation of inequality
- the myth of meritocracy/ideological state apparatus
- the division of labour
- class, gender and ethnic inequalities in achievement
- reproduction of class or gender inequality.

Sources may include the following and/or other relevant ones: Althusser, Blau and Duncan, Bowles and Gintis, Connolly, Davis and Moore, Durkheim, MacDonald, McRobbie, Morrow and Torres, Parsons, Willis.

0 5

Applying material from **Item A** and your knowledge, evaluate the view that social class differences in educational achievement are mainly caused by differences in pupils' home backgrounds.

[20 marks]**Item A**

Social class differences in achievement can be seen at all levels of the education system, from pupils' performance in primary school to the likelihood of their going to university. Many sociologists believe differences in pupils' home backgrounds are the main cause of these class differences in achievement. For example, better-off middle-class parents may be more likely to adopt parenting practices that encourage intellectual development and to involve themselves more in their children's schooling.

However, other sociologists see factors within schools as more important. Some sociologists also argue that home background and school factors are often interlinked.

Marks	Level descriptors
17 – 20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on differences in pupils' home backgrounds in relation to differences in achievement between social classes. Good understanding of the question and of the presented material will be shown.</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 home background versus school factors or of the interrelationships between them. 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 role of linguistic factors in underachievement, 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 of the effects of cultural factors on achievement. 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>

	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	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about home background factors. 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: cultural deprivation, cultural capital, economic capital, educational capital, habitus, speech codes, linguistic deprivation, subcultural values, deferred gratification, present-time orientation, collectivism, fatalism, parental education, parents' attitudes, parenting styles, parentocracy, privileged-skilled choosers, semi-skilled choosers, disconnected-local choosers, material deprivation, housing, diet and health, the hidden costs of education, fear of debt.

Sources may include the following and/or other relevant ones: Feinstein, Douglas, Sugarman, Bereiter & Engelmann, Bernstein, Hubbs-Tait, Bourdieu, Callender & Jackson, Blanden & Machin, Flaherty, Wilkinson, Gewirtz, Bourdieu.

Methods in Context

0	6
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Applying material from **Item B** and your knowledge of research methods, evaluate the strengths and limitations of using group interviews for investigating the causes of educational underachievement among boys.

[20 marks]

Item B

Investigating educational underachievement among boys

Boys are more likely than girls to underachieve in school. This may be due to factors inside school. However, other factors may be responsible such as female-headed lone-parent families or absent fathers.

Some sociologists may use group interviews to study the causes of boys' underachievement. These are largely unstructured and allow the interviewer to build a relationship with his or her interviewees. This method also allows the interviewer to observe interactions within the group at first hand. However, there are many practical problems with group interviews and schools may wish to have a say in how the interviews are conducted or in the selection of interviewees.

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 group interviews.</p> <p>Appropriate material will be applied accurately to the investigation of the specific issue of underachievement among boys.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using group interviews to research issues and characteristics relating to underachievement among boys. 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"> • the research characteristics of potential research subjects, eg individual boys, peer groups, parents, teachers (eg class and ethnicity; self-esteem; articulacy; attitudes to school) • the research contexts and settings (eg classrooms; playgrounds; outside school) • the sensitivity of researching underachievement among boys (eg possible effects on schools' image and market position; stigmatisation of participants; parental consent; vulnerability of participants). <p>Evaluation of the usefulness of group interviews 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 group interviews. 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"> • applying the method to the study of education in general, not to the specifics of studying underachievement among boys, or • specific but undeveloped application to underachievement among boys, or • a focus on the research characteristics of underachievement among boys, or groups/contexts etc involved in it. <p>There may be some limited explicit evaluation, eg of one to two features of group interviews as a method, and/or some appropriate analysis, eg clear explanations of some of the features of group interviews.</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 group interviews. Understands some limited aspects of the question; superficial understanding of the presented material.</p> <p>Applying material (possibly in a list-like fashion) on group interviews, but with very limited or non-existent application to either the study of underachievement among boys 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 group interviews. 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 or two very insubstantial points about methods in general. Very little or 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 underachievement among boys, with very little or no reference to group interviews.</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 group interviews, as applied to the particular issue in education, may include: time; cost; access; flexibility; hypothesis-formulation; empathetic understanding; insight; qualitative data; peer pressure; empowerment of participants; validity; lack of reliability; sample size; issues of representativeness and generalisability; ethical issues.

Assessment objectives

Paper 1	AO1	AO2	AO3	Total
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