



AS

Sociology

7191/1 Education with Methods in Context
Final Mark scheme

7191
June 2017

Version/Stage: v1.0

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 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.

Examiners are required to assign each of the students' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training and standardisation.

Qu	Marking guidance	Total marks
01	<p>Define the term 'hidden curriculum'.</p> <p>Two marks for a satisfactory definition such as: those things taught in school that are not on the official curriculum, or similar.</p> <p>One mark for a partial definition such as: things taught in school, or only an example given eg obeying the rules.</p> <p>No marks for no/an unsatisfactory definition.</p>	2
02	<p>Using one example, briefly explain how selection policies may widen social class differences in educational achievement.</p> <p>Two marks for a clearly explained example or one mark for a partially explained example, such as:</p> <ul style="list-style-type: none"> • the 11+ exam (1 mark); middle-class pupils are more likely to pass and go to grammar school (+1 mark) • streaming (1 mark); middle-class pupils are more likely to be placed in higher streams (+1 mark) • catchment area (1 mark); means that successful, over-subscribed schools may only be open to those who can afford to live in the area (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	2
03	<p>Outline three ways in which school may mirror work in capitalist society.</p> <p>Two marks for each of three appropriate ways in which school may mirror work in capitalist society clearly outlined or one mark for an appropriate way partially outlined, such as:</p> <ul style="list-style-type: none"> • hierarchical structure (1 mark); in schools head teacher at the top and students low down, in work boss at the top workers low down (+1 mark) • rewards (1 mark); grades in school, pay in work (+1 mark) 	6

	<ul style="list-style-type: none"> • fragmentation (1 mark); school divided into unconnected subjects, work divided into unconnected tasks (+1 mark) • degree of autonomy (1 mark); senior pupils/those in higher streams have more autonomy, managers/skilled workers have more autonomy (+1 mark) • monotony (1 mark); having boring lessons, carrying out repetitive tasks at work (+1 mark) • dress code (1 mark); in school you wear uniform to represent the school and in the workplace you wear uniform to represent the company/brand (+1 mark) • legitimisation (1 mark); in school pupils are taught that exams are fair and in work promotional opportunities are portrayed as fair (+1 mark) <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	
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04	Outline and explain two ways in which educational policies may have affected the experience of minority ethnic groups in education.	10
Marks	Level Descriptors	
8 – 10	<p>Answers in this band will show very good knowledge and understanding of two ways in which educational policies may have affected the experience of minority ethnic groups in education.</p> <p>There will be two applications of relevant material, eg multicultural education policies aim to increase the self-esteem of ethnic groups and so improve their experience of education; the Race Relations Act makes it a school's duty to ensure racial equality is promoted to prevent discrimination against ethnic groups.</p> <p>There will be appropriate analysis, eg the reasoned conclusion that policies that enable ethnic groups to participate fully in education are likely to improve their experience of education.</p>	
4 – 7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which educational policies have affected the experience of minority ethnic groups in education.</p> <p>There will be one or two applications of relevant material, eg the impact of assimilation policies and how they may have affected the self-esteem of ethnic groups.</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 education.</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:

- multicultural education
- assimilation policies
- Foundation Stage Profile
- English as an additional language
- compensatory education
- National curriculum
- equal opportunities policies to overcome institutional racism
- policies to overcome the ethnocentric curriculum
- the 'Prevent' strategy
- pupils' identities

Sources may include the following or other relevant ones: Evans, Fuller, Gillborn, Gillborn and Mirza, Gillborn and Youdell, Mac an Ghail, Mirza, Sewell.

05	Applying material from Item A and your knowledge, evaluate the view that gender differences in educational achievement are the result of factors within schools.	20
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Item A

When children start school, girls are already ahead of boys. This trend continues throughout school life, including at GCSE and A-level.

Some sociologists see factors within schools as the main cause of gender differences in educational achievement. One such factor is the increasing number of female head teachers in both primary and secondary schools.

Other sociologists suggest that out-of-school factors may have a greater impact on gender differences in achievement, such as men and women's changing positions in society.

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 gender differences in educational achievement are the result of factors within the school. Answers must deal with male and female achievement. 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 school factors versus home factors. 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 how school factors may have different impacts on girls or boys depending on their pupil identities 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 one or two reasons for gender differences in educational 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 gender and educational achievement. 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: gender gap; female role models; teacher attention; removal of stereotypes; equal opportunities policies; feminisation of education; coursework; subject choice; GIST; WISE; the male gaze; gender identities; gender domains; the impact of feminism; women's employment; girls' ambitions; laddish subcultures; crisis of masculinity.

Sources may include the following or other relevant ones: Archer; Boaler; Connolly; Elwood; Francis; Jackson; Mac an Ghail; Mitsos and Browne; Read; Sharpe; Slee; Weiner.

Methods in Context

06	Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using written questionnaires for investigating working-class educational underachievement.	20
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Item B

Investigating working-class educational underachievement

On average, working-class pupils underachieve in education compared with those from middle-class backgrounds. Some sociologists believe that material deprivation is one factor that causes working-class underachievement. Other sociologists argue that values and attitudes in working-class homes may cause underachievement. School factors may also affect achievement.

Sociologists may use written questionnaires to study working-class educational underachievement. Using written questionnaires enables the researcher to reach a large number of pupils, parents and teachers. Also, those who complete the questionnaire can usually remain anonymous. However, not all those who receive a questionnaire will complete it.

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 written questionnaires.</p> <p>Appropriate material will be applied accurately to the investigation of the specific issue of working-class educational underachievement.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using written questionnaires to research issues and characteristics relating to working-class educational underachievement. 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 pupils, teachers, parents, (self-esteem; literacy skills; attitude to school) • the research contexts and settings (eg school; classroom; home environment). • the sensitivity of researching working-class underachievement (eg schools' market position; negative publicity; vulnerability of participants; parental consent; teacher reluctance). <p>Evaluation of the usefulness of written questionnaires 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 written questionnaires.</p>

	<p>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 working-class educational underachievement, or • specific but undeveloped application to working-class educational underachievement, or • a focus on the research characteristics of working-class educational underachievement, or groups/context etc involved in it. <p>There may be some limited explicit evaluation, eg one to two features of written questionnaires as a method, and/or some appropriate analysis, eg clear explanations of some of the features of written questionnaires.</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 written questionnaires. 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 written questionnaires, but with very limited or non-existent application to either the working-class educational underachievement 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 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>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 working-class educational underachievement, with very little or no reference to written questionnaires.</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 written questionnaires, as applied to the particular issue in education, may include: time; cost; inflexibility; hypothesis testing; quantitative data; representativeness; response rate; access; reliability; validity; sampling techniques; informed consent; anonymity; confidentiality.

Assessment Objectives

	AO1	AO2	AO3	Total
Paper 1				
Education				
Q01	2			2
Q02		2	0	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