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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.

Qu	Part	Marking guidance	Total marks
01		<p>Define the term 'meritocracy'.</p> <p><b>Two marks</b> for a satisfactory definition such as: a system where everyone has equal opportunity, a system where rewards are based on achievement/ability, or similar.</p> <p><b>One mark</b> for a partial definition such as: fair rewards, or only an example given.</p> <p><b>No marks</b> for no/an unsatisfactory definition.</p>	2
02		<p>Using <b>one</b> example, briefly explain how schooling may act as a society in miniature.</p> <p><b>Two marks</b> for a clearly explained example or <b>one mark</b> for a partially explained example, such as:</p> <ul style="list-style-type: none"> <li>the school is a community like wider society (1 mark); it involves cooperation with others who are neither kin nor friends (+1 mark).</li> <li>judging pupils according to universalistic norms eg in exams (1 mark) reflects the universalistic standards of wider society eg equality before the law</li> <li>streaming pupils largely according to social class (1 mark) reflects the class structure of wider society (+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> ways in which the experience of schooling may influence pupils' gender identities.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate ways clearly outlined or <b>one mark</b> for appropriate ways partially outlined, such as:</p> <ul style="list-style-type: none"> <li>same-sex peer groups (1 mark) give status and symbolic capital to individuals for performing appropriate gender identities (+1 mark).</li> <li>name calling (1 mark), eg calling boys 'gay' if they have female friends reinforces heterosexual masculine identities (+1 mark).</li> <li>some subjects are seen as male or female (1 mark); choosing</li> </ul>	6

		<p>gender appropriate subjects reinforces pupils' identities (+1 mark).</p> <ul style="list-style-type: none"> <li>the male gaze by boys or teachers (1 mark) may be used to define girls' identity in sexual terms (+1 mark).</li> <li>double standards of sexual behaviour by other pupils (1 mark) define girls' and boys' identities differently eg as 'slags' or 'real lads' (+1 mark).</li> <li>school staff as role models (1 mark): their performance of gender roles provides a model of gender identity (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks for no</b> relevant points.</p>	
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04		Outline and explain <b>two</b> policies that may affect social class differences in educational achievement.	10
Marks		Level Descriptors	
8-10		<p>Answers in this band will show very good knowledge and understanding of two policies that may affect social class differences in educational achievement.</p> <p>There will be two applications of relevant material, eg the effect of league tables in enabling middle-class parents to choose better schools; the impact of policies such as Sure Start in reducing the effect of material or cultural deprivation.</p> <p>There will be appropriate analysis, eg the reasoned conclusion that marketisation policies offering parental choice give advantages to middle-class parents who can exercise choice more effectively than other groups because of their greater cultural and economic capital.</p>	
4-7		<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two policies that may affect social class differences in educational achievement.</p> <p>There will be one or two applications of relevant material, eg the way in which formula funding may widen inequalities between schools.</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 outlining material or cultural factors affecting class differences in 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:

- league tables
- Ofsted reports
- formula funding
- cultural and economic capital
- parentocracy
- selection at eleven-plus/tripartite system
- compensatory education
- comprehensive schooling
- 'cream-skimming' and 'silt-shifting'
- streaming

**Sources may include the following or other relevant ones:** Ball, Bartlett, David, Gewirtz, Whitty

05		Applying material from <b>Item A</b> and your knowledge, evaluate sociological explanations of ethnic differences in educational achievement.	20
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**Item A**

While Chinese and Indian pupils generally gain above average results at GCSE, Bangladeshi, Pakistani and Black pupils do less well than the average. White pupils, who make up the great majority of the school population, are close to the average for all ethnic groups. There are notable class and gender differences within and between these ethnic groups.

Sociologists have suggested a wide range of explanations for ethnic differences in educational achievement, including family structures, racism in the education system and peer pressure.

Marks	Level Descriptors
17-20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological explanations of ethnic differences in educational 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</p>

	different causal factors or of their interrelationships. Analysis will show clear explanation and may draw appropriate conclusions.
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 how far racist labelling can account for differences in the achievements of specific ethnic groups 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 ethnic 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> <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 ethnicity and 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: teachers' racialised expectations; racist labelling; self-fulfilling prophecy; streaming; exclusions; the ethnocentric curriculum; the A\*-C economy; institutional racism; marketisation and selection; gender and class differences between ethnic groups;

cultural deprivation; cultural capital; racism in wider society; language; family structures; parental attitudes to education; subcultures/peer groups inside and outside school; pupil identities.

**Sources may include the following or other relevant ones:** Sewell, Gillborn, Gillborn and Youdell, Evans, Lupton, Murray, Bereiter & Englemann, Mirza, Mac an Ghail, Modood, Coard, Stone.



**Methods in Context**

06	Applying material from <b>Item B</b> and your knowledge of research methods, evaluate the strengths and limitations of using covert participant observation to investigate pupils with behavioural difficulties.	20
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**Item B**

**Investigating pupils with behavioural difficulties**

Some pupils experience behavioural difficulties and problems interacting with others. This can create a major obstacle to learning, for both themselves and their classmates. In some cases, they are taught in specialist schools or in pupil referral units separate from mainstream education. Often, their behavioural difficulties result from problems outside school and many pupils come from materially deprived and chaotic home backgrounds.

Some sociologists may study pupils with behavioural difficulties using covert participant observation. This method enables the researcher to witness directly the pupils' behaviour and its context. It may also allow the researcher to build a relationship of trust with pupils and parents. However, the researcher may find it difficult to fit in and he or she may need to adopt a specialised role such as teacher or support worker.

<b>Marks</b>	<b>Level Descriptors</b>
17-20	<p>Answers in this band will show accurate, conceptually detailed knowledge and good understanding of a range of relevant material on covert participant observation.</p> <p>Appropriate material will be applied accurately to the investigation of the specific issue of pupils with behavioural difficulties.</p> <p>Students will apply knowledge of a range of relevant strengths and limitations of using covert participant observation to research issues and characteristics relating to pupils with behavioural difficulties. 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, peer groups, parents, teachers, support staff (eg individual pupils' particular needs; class, ethnic and gender differences; parental circumstances, attitudes to education etc; teachers' professionalism).</li> <li>the research contexts and settings (eg classrooms, staffrooms, pupils' homes, the street).</li> <li>the sensitivity of researching pupils with behavioural difficulties (eg vulnerability, stigmatisation, parental consent, school reputation/market position, policy and resource issues for schools).</li> </ul> <p>Evaluation of the usefulness of covert participant observation 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 covert participant observation. 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 pupils with behavioural difficulties, or</li> <li>• specific but undeveloped application to pupils with behavioural difficulties, or</li> <li>• a focus on the research characteristics of pupils with behavioural difficulties, or groups/contexts etc involved in it.</li> </ul> <p>There may be some limited explicit evaluation, eg one to two features of covert participant observation as a method, and/or some appropriate analysis, eg clear explanations of some of the features of covert participant observation.</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 covert participant observation. 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 covert participant observation, but with very limited or non-existent application to either the study of pupils with behavioural difficulties 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 covert participant observation. 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 pupils with behavioural difficulties, with very little or no reference to covert participant observation.</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 covert participant observation, as applied to the particular issue in education, may include: time, cost, access (getting in, staying in, getting out), informed consent, role, flexibility, qualitative data, verstehen/insight, validity, sensitivity, interpretation and analysis problems, data recording, lack of reliability, small sample size, unrepresentativeness, ethical issues.

**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

