

AS
SOCIOLOGY
7191/1

Paper 1 Education with Methods in Context

Mark scheme

June 2019

Version: 1.0 Final

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 Examiner.

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.

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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		Define the term 'cultural capital'. Two marks for a satisfactory definition such as: the knowledge, skills attitudes or values that give the middle classes an advantage. One mark for a partial definition such as: middle class culture providing an advantage. No marks for no/an unsatisfactory definition.	2
02		Using one example, briefly explain how schools may select pupils other than by their academic ability. Two marks for a clearly explained example or one mark for a partially explained example, such as: • by faith (1 mark); faith schools can demand involvement by parents in a particular faith (+1 mark) • geographical area (1 mark); schools may operate a catchment area which determines who can access the school (+1 mark) • through ability to pay (1 mark) ; some schools may require parents to pay tuition fees (+ 1 mark) • by sex (1 mark); single sex schools only take pupils of particular sex (+1 mark) Other relevant material should be credited. No marks for no relevant points.	2
03		Outline three criticisms of the functionalist view of education. Two marks for each of three appropriate criticisms clearly outlined or one mark for an appropriate criticism partially outlined, such as: • assumes education is a meritocratic system (1 mark); achievement is greatly influenced by social backgrounds such as class or ethnicity. (+1 mark) • It is deterministic (1 mark), many functionalists wrongly assume that pupils passively accept the values they are taught and never reject them. (+ 1 mark) • assumes the education system transmits society's values (1 mark); in fact it transmits ruling class ideology/patriarchy / any alternative (+1 mark) • education system fails to adequately prepare young people for work (1 mark); by failing to teach appropriate skills/values	6

		necessary for work (+ 1mark) - education system fails to promote social solidarity (1 mark); schools promote competition and individual achievement (+1 mark) - education system fails to allocate roles efficiently (1 mark); because exam system does not adequately measure skills and abilities (+1 mark) Other relevant material should be credited. No marks for no relevant points.	
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04		Outline and explain two policies that may have influenced gender differences in educational achievement.	10
Marks	Level descriptors		
8-10	Answers in this band will show very good knowledge and understanding of two ways in which policies may have affected gender differences in educational achievement between boys and girls. There will be two applications of relevant material, e.g. Equal opportunities policies in schools has led to girls being more aspirational; family policies have led to more lone parent families which are typically female headed and provide girls positive role models. There will be appropriate analysis, e.g. considering to what extent there are significant differences in class and ethnicity within gender groups which may be considered.		
4-7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ways in which policies may have affected gender differences in educational achievement. There will be one or two applications of relevant material, e.g. economic policy has allowed the decline of traditional male manufacturing jobs which have adversely affected the confidence of male pupils (crisis in masculinity). There will be some basic analysis.		
1-3	Answers in this band will show limited knowledge and little or no understanding of the question or the material There will be limited focus on the question, e.g. general discussion of gender differences in educational achievement with limited reference to policies. There will be little or no analysis.		
0	No relevant points.		

Indicative content

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

- equal opportunities policies in the labour market
- family friendly policies in workplace
- more women in workforce
- more women in higher positions at work
- economic policies that have allowed decline of traditional male manufacturing jobs (crisis of masculinity)
- family policies have led to more lone parent families which are typically female headed and provide girls positive role models.
- equal opportunities policies in schools
- Education Reform Act (1988) e.g. the introduction of the national curriculum
- GIST and WISE,
- promotion of stem subjects,
- expansion of higher education
- changes in assessment policies (role of coursework)

Sources may include the following or other relevant ones:

Colley; Francis; Jackson et al; Mac an Ghail; McRobbie; Sharpe; Willis

05	Applying material from Item A and your knowledge, evaluate the view that labelling and other in-school factors are the main cause of social class differences in educational achievement.	20
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Item A

At all stages of school life, there are social class differences in achievement. Some sociologists see in-school factors, such as labelling, as the main cause of these differences. A child's social class may influence how they experience school and how they are viewed by the school.

However, some sociologists have suggested that other factors outside the school, such as material and cultural differences in the home, may be more important.

Marks	Level descriptors
17-20	Answers in this band will show sound conceptually detailed knowledge of a range of relevant material on the view that labelling and other in-school factors are the main cause of social class differences in educational achievement. Good understanding of the question and of the presented material will be shown. Candidates will recognise that not all pupils have similar responses to labelling and other school processes. Appropriate material will be applied accurately to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation maybe developed, e.g. through a discussion of the relative importance of different internal factors and some consideration of the relative importance of internal and external factors. Analysis will show clear explanation and may draw appropriate conclusions.
13-16	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. Application of the material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, e.g. the impact of labelling on pupils and/or some appropriate analysis, e.g. clear explanations of some of the presented material.
9-12	Answers in this band will show largely accurate knowledge but limited range and depth, e.g. a broadly accurate, if basic, account of the self-fulfilling prophecy. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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.

	Evaluation limited at most to juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending to be descriptive.
5-8	Answers in this band will show limited undeveloped knowledge, e.g. two or three insubstantial points about social class differences in educational achievement. Understands only very limited; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question. Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1-4	Answers in this band will show very limited knowledge, e.g. one or two very insubstantial points about education in general. Very little/no understanding of the question and of the presented material. Significant errors, omissions, and or/incoherence in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: labelling; self-fulfilling prophecy; pupil subcultures; ideal pupil; teacher expectations; the curriculum; setting and streaming; school ethos; educational triage; EBacc; selection policies; marketisation; material factors; cultural factors

Sources may include the following or other relevant ones: Ball; Becker; Francis; Fuller; Gillborn and Youdell; Hargreaves; Keddie; Mac an Ghail; Rosenthal and Jacobson; Willis; Woods; Wright

Qu	Marking guidance	Total marks
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06	Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using structured interviews to investigate pupils' decisions on their future education and careers.	20
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Item B

Investigating pupils' decisions on future education and careers

At various stages in school, all children are faced with decisions about their future. For example, some pupils may choose to go to university for a variety of reasons. Other pupils may consider options such as apprenticeships or going directly into a job.

Some sociologists may use structured interviews to study pupils' decisions on their future education and choice of career. They are conducted face to face in a formal way, as each interviewee is usually asked the same questions in the same order. However, structured interviews may be influenced by the assumptions of the researcher about how and why career choices are made.

Marks	Level descriptors
17-20	Answers in this band will show accurate conceptually detailed knowledge and good understanding of a range of relevant material on structured interviews. Appropriate material will be applied accurately to the investigation of the specific issue of pupils' decisions on future education and career choices. Candidates will apply knowledge of a wide range of relevant strengths and limitations of using structured interviews to research issues and characteristics relating to investigating pupils' decisions on future education and career choices. 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: • The research characteristic of potential research subjects (e.g. pupils, teachers, careers' advisers, parents) • The research contexts and settings (e.g. school/sixth form/college; home, teachers, young peoples' social settings, community) • The sensitivity of researching pupils' decisions on future education and career choices.

	Evaluation of the usefulness of structured interviews will be explicit and relevant. Analysis will show clear explanation and may draw appropriate conclusions.
13-16	Answers in this band will show broad or deep, accurate but incomplete knowledge of the strength and/or limitations of structured interviews. Understands a number of significant aspects of the question; reasonable understanding of the presented material. Application of knowledge will be broadly appropriate but will be applied in a more generalised way or a more restricted way, e.g.: • applying the method to the study of education in general, not to the specifics of pupils' decisions on future education and career choices, or • specific but undeveloped application of pupils' decisions on future education and career choices. • a focus on the research characteristics of pupils' decisions on future education and career choices., or groups/context etc. involved in it There may be some limited explicit evaluation, e.g. one or two features of structured interviews as a method, and/or some appropriate analysis, e.g. clear explanations of some of the features of structured interviews.
9-12	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 limitations of structured interviews. Understands some limited but significant aspects of the question; superficial understanding of the presented material. Applying material (possibly in a list like fashion) on structured interviews but with very limited or non-existent application to either pupils' decisions on future education and career choices in particular, or of education in general. Evaluation limited at most to briefly stated points. Analysis limited, with answers tending towards the descriptive.
5-8	Answers in this band will show limited undeveloped knowledge, e.g. two or three insubstantial points about some features of structured interviews. Understands only very limited; simplistic understanding of the presented material. Very limited application of suitable material, and/or material often at a tangent to the demands of the question, e.g. perhaps drifting into an unfocused comparison of different methods.. Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1-4	Answers in this band will show very limited knowledge, e.g. one or two very insubstantial points about methods in general. Very little/no understanding of the question and of the presented material. Significant errors, omissions, and or/incoherence in application of material.

	Some material ineffectively recycled from the Item, or some knowledge applied solely to the substantive issue of investigating pupils' decisions to apply to university, with very little or no reference to structured interviews. No analysis or evaluation.
0	No relevant points.

Indicative Content for the strengths and limitations of the method

Strengths and limitations of structured interviews, as applied to the particular issue in education, may include: reliability; cost; time; representativeness; large scale research; generalisability; operationalisation of concepts; lack of validity; objectivity; subjectivity interview bias.

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