



AS

# **Sociology**

7191/1 Education with methods in context

Report on the Examination

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**General comment:**

Overall students had a good understanding of the rubric, and the paper offered them the opportunity to demonstrate the knowledge and skills that they had gained studying the specification. Knowledge was consistently high for most students, and the more able students were able to use the questions asked on the exam paper to show off their skills of analysis and evaluation on the higher tariff questions that required them to do so.

However, they were less consistently able to identify some of the key terms in the questions and, consequently, some students weren't able to gain full credit for their sociological knowledge and understanding. The specific key terms that students had difficulty with are detailed below.

**Question 01:**

Students were awarded full marks for a complete definition of the meaning of the marketisation of education. Some students merely repeated the word they were seeking to define, and centres would be well advised to warn against this when completing practice responses in future. Some students knew examples of marketisation policies but not what the term itself meant and were able to gain partial credit.

**Question 02:**

This question was answered well by most students. They were able to identify an internal factor and then apply it to differential achievement amongst different ethnic groups. A minority identified external factors. This could still be awarded if then linked to an internal factor eg. language barriers in the school. However, some students did not make the link. Partial credit was given for identification but an insufficient link to achievement.

**Question 03:**

This question was answered well on the whole. However, a significant minority of students did not read the question carefully and provided feminist criticisms of the education system. There were also issues with repetition by some students. For example, making the same point from a Marxist perspective.

**Question 04:**

In order to produce a good response to this question, students were required to show an understanding of how two inequalities in wider society impact the achievement of working-class pupils. Most students found this to be accessible and were able to identify at least one way. Good responses were able to identify two ways and develop them.

**Question 05:**

This question was accessible to most students. Students who scored highly were able to deploy a wide range of theories and apply them to the issue of preparing pupils for work. The item was used well and provided 'hooks' that enabled students to develop their knowledge, analysis and evaluation. In better responses, there was developed analysis and evaluation as well as conceptual depth and detail. Some responses were able to develop evaluation by comparing and contrasting different theoretical approaches directly; other less sophisticated responses did this by juxtaposition. In some cases, answers merely provided catch-all theoretical responses that did not apply their knowledge to preparing for work; others drifted into this.

**Question 06:**

This question was answered well up to a point by most students. A significant proportion did not understand the secondary nature of official statistics. Some seemed to be bringing up pre-learned responses about researching in education that only applied to primary methods. The fact that these did not apply to secondary methods meant that they could not be rewarded. Others did not really understand the nature of official statistics and how they are collated and collected. The item did give some hints concerning this. Despite this, some students deployed rich, detailed and varied responses that dealt with the applicability of using official statistics to examine issues in education. The most sophisticated responses developed and applied this to the issue of studying disruptive pupil behaviour sometimes developing item prompts and also thinking of further issues.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.