



AS

Sociology

7191/1 Education with Methods in Context

Report on the examination

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In General

Overall, students demonstrated a solid understanding of the marking rubric, and the exam paper provided a clear opportunity for them to showcase the knowledge and skills they had developed through the specification. Most students displayed consistently strong subject knowledge, and the more able students effectively used the exam questions—particularly the higher-tariff ones—to highlight their analytical and evaluative abilities.

However, some students struggled to identify key terms within the questions consistently. As a result, they were occasionally unable to receive full credit for their sociological knowledge and understanding. The specific key terms that posed challenges for students are outlined below.

Question 1

Most students found this question accessible. Credit was given for a range of different definitions, given the contested nature of globalisation. Some merely repeated the term or a contracted version of it in their answer. Some students were able to give an example of a policy related to globalisation or an implication of it and received partial credit.

Question 2

This question was well answered on the whole. Many students were able to select a reason that may prompt the formation of a subculture, gaining the first mark. However, fewer were able to expand on this and relate this to how this results in the group forming. Credit was given for both pro and anti-school subcultures along with other pupil adaptations.

Question 3

This question was well answered on the whole. Some students repeated their points or had issues with adequate elaboration to get the mark for development. A very small minority of students got confused regarding theories.

Question 4

Students had a good understanding of material deprivation identifying and developing a range of different factors. Better responses were able to develop and analyse these. Following a logical chain of discussion and reasoning. Some students engaged in repetition and or got material factors confused with other internal and external factors.

Question 5

Students had a good knowledge of policies in relation to this question. Not all were able to relate this knowledge to improving the educational achievement of pupils. There was also

some confusion about the details of some policies that were deployed for example the way pupil premium operates. Higher-scoring students were able to identify a policy and its impact on achievement and then use theory/sociological perspectives to analyse and evaluate its impact. Furthermore, at the high end of the mark scheme, students were able to offer a contested viewpoint about some policies in order to develop their evaluation. At the lower end, this was juxtaposition. Many students used the item to expand on their knowledge and/or provide prompts.

Question 6

This question was generally answered competently by most students, though only up to a certain point. A notable proportion demonstrated a lack of understanding regarding the secondary nature of documents. Several responses appeared to rely on pre-learned material concerning research in education that was relevant only to primary methods. As these points were not applicable to secondary sources, they could not be credited.

Additionally, some students showed limited understanding of the nature of documents and the processes by which they are compiled and collected, despite the item offering some guidance in this regard. Nevertheless, a number of students produced rich, detailed, and varied responses that effectively addressed the suitability of using documents to investigate educational issues. The most advanced responses not only engaged critically with the item but also extended the discussion to the study of teacher–pupil relationships, incorporating prompts from the item and introducing further relevant methodological considerations.

Mark Ranges and Award of Grades

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