



Surname _____

Other Names _____

Centre Number _____

Candidate Number _____

Candidate Signature _____

AS

SOCIOLOGY

Paper 1 Education with Methods in Context

7191/1

Tuesday 17 May 2016

Morning

Time allowed: 1 hour 30 minutes

You will need no other materials.

At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.

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INSTRUCTIONS

- Use black ink or black ball-point pen.
- Answer ALL questions.
- You must answer the questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.



INFORMATION

- **The marks for questions are shown in brackets.**
- **The maximum mark for this paper is 60.**
- **Questions carrying 10 marks or more should be answered in continuous prose. In these questions you will be marked on your ability to:**
 - **use good English**
 - **organise information clearly**
 - **use specialist vocabulary where appropriate.**

DO NOT TURN OVER UNTIL TOLD TO DO SO



EDUCATION

Answer ALL questions.

0 1

Define the term 'compensatory education'.
[2 marks]

2



0	2
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**Using ONE example, briefly explain how marketisation policies may affect social class differences in educational achievement.
[2 marks]**

2

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0 3

Outline THREE policies that may help to explain changes in girls' educational achievement in the last 40 years. [6 marks]



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Outline and explain TWO ways in which the functions of the education system may affect pupils' educational achievement. [10 marks]



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Read ITEM A below and answer the question that follows.

ITEM A

Social class differences in achievement can be seen at all levels of the education system, from pupils' performance in primary school to the likelihood of their going to university. Many sociologists believe differences in pupils' home backgrounds are the main cause of these class differences in achievement. For example, better-off middle-class parents may be more likely to adopt parenting practices that encourage intellectual development and to involve themselves more in their children's schooling.

However, other sociologists see factors within schools as more important. Some sociologists also argue that home background and school factors are often interlinked.

Applying material from ITEM A and your knowledge, evaluate the view that social class differences in educational achievement are mainly caused by differences in pupils' home backgrounds.

[20 marks]



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METHODS IN CONTEXT

0 6 Read ITEM B below and answer the question that follows.

ITEM B

Investigating educational underachievement among boys

Boys are more likely than girls to underachieve in school. This may be due to factors inside school. However, other factors may be responsible such as female-headed lone-parent families or absent fathers.

Some sociologists may use group interviews to study the causes of boys' underachievement. These are largely unstructured and allow the interviewer to build a relationship with his or her interviewees. This method also allows the interviewer to observe interactions within the group at first hand. However, there are many practical problems with group interviews and schools may wish to have a say in how the interviews are conducted or in the selection of interviewees.



Applying material from ITEM B and your knowledge of research methods, evaluate the strengths and limitations of using group interviews for investigating the causes of educational underachievement among boys. [20 marks]

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END OF QUESTIONS

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