EDU014 — Class achievement explanations in combination

Teacher Mark Guidance

Objective: Evaluate how material resources, cultural capital, language, labelling and grouping interact in explanations of social-class differences in achievement.

Indicative mark guidance

This is original Reach for the Star guidance. It is not an AQA mark scheme. Use it to support formative marking and feedback.

Assessment success criteria

AO1: knowledge	AO2: application	AO3: analysis/evaluation
Use accurate concepts, studies and theorists.	Apply directly to the item, question wording and educational context.	Explain mechanisms, compare explanations and evaluate evidence.
Do not name-drop: explain the idea and mechanism.	Do not write a generic essay that could fit any question.	Do not bolt on “however”; show why the criticism changes the judgement.
High grade: precise and selective knowledge.	High grade: item use integrated into the paragraph.	High grade: qualified judgement about strength and limits.

10-mark item analysis

High-quality responses should contain two clearly different ways. Each way should include: accurate concept or study; direct item use; explained mechanism; brief evaluative awareness where appropriate. Award high credit when AO2 is precise and not generic.

30-mark evaluation

High-quality responses sustain a line of argument. They organise material around explanations and evidence rather than listing sociologists. They compare explanations, consider limits, and reach a qualified judgement. A/A* work evaluates the strength of evidence and explains why a criticism matters.

Model paragraph structure

Point → sociological knowledge → mechanism → item/example application → analytical development → counter-position/evidence limit → judgement.

Misconceptions to challenge

Describing a group as if it is homogeneous.

Treating correlation as causation.

Giving a one-line criticism without explaining its implication.

Using the item as a quotation rather than as application.