



General Certificate of Education

Sociology 2190

**SCLY2 Education with Research Methods;
Health with Research Methods**

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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Dr Michael Cresswell, Director General.

QUALITY OF WRITTEN COMMUNICATION

Where candidates are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Candidates must be required to:

- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear
- select and use a form and style of writing appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

The assessment criteria for quality of written communication apply only to the assessment of questions 03, 04, 05, 09, 12, 13, 14, 18.

The following criteria should be applied in conjunction with the mark scheme.

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of candidates' sociological knowledge and skills, the assessment of the quality of written communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

In the 1 – 7 band, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 8 – 15 band, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

In the 16 – 20 band, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research that is presented in the mark bands of the higher mark questions may be present in any of the mark bands, not solely the higher band.

Choose **either** Section A **or** Section B and answer **all** the questions from that Section.

SECTION A: EDUCATION WITH RESEARCH METHODS

Total for this section: 90 marks

01 Explain what is meant by the term 'compensatory' education.	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'compensatory' education, such as additional educational opportunities/resources directed at deprived or under-achieving pupils.

One mark for a partially satisfactory answer.

02 Suggest three material factors that might cause working-class educational underachievement.	<i>(6 marks)</i>
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Two marks for each of **three** appropriate factors suggested, such as:

- inadequate diet
- having to earn money instead of studying
- having to earn money whilst studying
- lack of workspace at home
- travel costs
- inability to afford private tuition
- fees for Higher Education
- inability to afford books/computers
- inability to afford trips.

One mark for each of **three** partially appropriate answers.

03 Outline some of the reasons why different pupil subcultures exist in schools.	<i>(12 marks)</i>
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0 No relevant points.

1 – 4 Answers in this band will show only limited knowledge and understanding, and show limited interpretation, application, analysis or evaluation.

Lower in the band, this may be one or two insubstantial points about education in general, but these are likely to lack focus on the question set.

Higher in the band, answers will present one or two insubstantial points about pupils and/or teachers, but their relationship to subcultures will be very limited. Alternatively, more substantial accounts of education, at a tangent to the question, may be offered.

5 – 9 Answers in this band will show reasonable knowledge and understanding, and show limited interpretation, application, analysis and evaluation.

Lower in the band, material on one or more reasons for the existence of pupil subcultures will be presented and some limited description will be offered. Some reasonable knowledge and understanding will be shown, though any analysis and evaluation will be very limited, for example, one or two limited criticisms of Willis or Woods.

Higher in the band, material on two or more reasons for the existence of pupil subcultures will be presented and some explanation offered. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation, for example, explaining differences between different types of pupil subculture.

10 – 12 Answers in this band will show sound, conceptually informed, knowledge and understanding of sociological material on reasons for the existence of different pupil subcultures. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Concepts and issues such as the following may appear:

- adaptations
- pro- and anti-school subcultures
- labelling
- streaming
- conformists/non-conformists
- retreatism
- differentiation
- polarisation
- peer groups
- social class
- gender
- ethnicity
- racism.

Lower in the band, answers will outline a more limited range of material.

Higher in the band, answers will be more detailed and complete and/or may show a clear rationale in the organisation of material leading to a suitable conclusion.

Sources may include: Lacey, Hargreaves, Ball, Woods, Gillborn and Youdell, Furlong, Fuller, Mac an Ghail, Willis, Sewell, Evans.
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04 Using material from **Item A** and elsewhere, assess the claim that ‘the main function of education is to maintain a value consensus in society’ (**Item A**, lines 7 - 8).
(20 marks)

0 No relevant points.

1 – 7 Answers in this band will show very limited interpretation, application, analysis or evaluation and will show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about education in general, or material ineffectually recycled from Item A, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about possible functions of education. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of socialisation.

8 – 15 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation, and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be correctly presented and a broadly accurate, if basic, account offered, for example of one or two functions of schools or the curriculum, though interpretation and application to the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with value consensus, and may make limited use of Item A (for example, to discuss how meritocratic the education system is in practice). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for example through a few criticisms of functionalist claims.

16 – 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on the maintenance of value consensus, drawn from Item A and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a variety of views – most probably, alternative explanations from a Marxist perspective.

Concepts and issues such as the following may appear: socialisation, school as microcosm of society, ascribed and achieved status, occupational roles, meritocracy, social solidarity, division of labour, particularistic and universalistic standards, differential rewards, correspondence principle, reproduction and legitimation of inequality, human capital theory.

Analysis and evaluation may be developed, for example through alternative claims about the functions of education.

Lower in the band, interpretation and application may be less selective, and analysis and evaluation less developed and more list-like.

Higher in the band, interpretation and application will be more focused, analysis and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Durkheim, Parsons, Davis and Moore, Chubb and Moe, Bowles and Gintis, Althusser.

This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **education**.

- 05 Using material from **Item B** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating teachers' attitudes towards minority ethnic group pupils:

EITHER (i) participant observation

OR (ii) questionnaires.

(20 marks)

0 No relevant points.

1 – 7 Answers in this band will show only very limited interpretation, application, analysis or evaluation and will show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about methods in general or some material ineffectually recycled from Item B, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example in the form of a few insubstantial sociological points about the selected method, or offer an answer relating solely to the issue of teachers' attitudes towards minority ethnic group pupils. Analysis and evaluation will be very limited or non-existent.

8 – 15 Answers in this band will show some reasonable interpretation, application, analysis, and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented, offering a broadly accurate account of the strengths and/or limitations of the selected method, or a list of the research characteristics of teachers, pupils and relevant others. Candidates may begin to apply these to the study of education. Some less focused material may also appear, for example accounts of the method in non-education contexts.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal specifically with a range of strengths and limitations of the selected method and will apply some of these to the study of education. Material will be accurately interpreted but its relevance may not always be made explicit. To reach the top of the band, candidates will begin to apply the selected method to the **particular** issue of teachers' attitudes towards minority ethnic group pupils. There will be some limited explicit analysis and/or evaluation, for example through some brief reference to methodological issues.

16 – 20 In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material, drawn from Item B and elsewhere, concerning the usefulness of the selected method in investigating teachers' attitudes towards minority ethnic group pupils. This will be accurately and sensitively interpreted and applied to the demands of the question.

Answers will present the strengths and limitations of the selected method and discuss them in some detail. These will be interpreted and applied to the research issues identified in Item B and elsewhere in an explicit manner. Research concerns relating to teachers' attitudes towards minority ethnic group pupils will appear. These could include the following and/or other relevant concerns: teachers' professional responsibilities, power, front-stage/back-stage behaviour, pupils' cognitive and language skills; perceptions of teachers; schools' control over access; classroom as research environment; sensitivity of issue.

Lower in the band, answers may consider a more limited range of material or may occasionally lack focus or structure and evaluation may be less developed.

Higher in the band, interpretation and application will be more fully focused, and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

NB: Candidates who make relevant reference to their own research experiences (in any band) will be rewarded.

Participant observation:

Strengths and limitations, as applied to the **particular** issue in education, may include issues such as: covert-overt, meaning and interpretation, Hawthorne Effect, insight, 'going native', comparison, 'getting in, staying in, getting out', cost, time, role maintenance, informed consent, post-research effects of group.

Questionnaires:

Strengths and limitations, as applied to the **particular** issue in education, may include issues such as: operationalising concepts, types of questions, questionnaire design, mode of delivery, imposition of researcher views, comparability, cost, time, scale of research, geographical distribution, response rate, researcher presence, literacy of respondents, impression management, informed consent, pupils' perceptions of teachers.

This question permits you to draw examples from **any areas** of sociology with which you are familiar.

06 Explain what is meant by the term 'triangulation'. (2 marks)

Two marks for a satisfactory explanation or definition of 'triangulation', such as combining different research methods or types of data.

One mark for a partially satisfactory answer.

07 Suggest **one** advantage and **one** disadvantage of a longitudinal study. (4 marks)

Two marks for **one** appropriate advantage suggested, such as:

- enables the study of social change
- appropriate for study of large-scale social processes
- repeat studies produce directly comparable data.

One mark for **one** partially appropriate answer.

Two marks for **one** appropriate disadvantage suggested, such as:

- sample attrition
- changing demographic composition of target population over time
- respondents being aware they are part of a research project.

One mark for **one** partially appropriate answer.

08 Suggest **two** disadvantages that sociologists may find when using unstructured interviews. (4 marks)

Two marks for each of **two** appropriate disadvantages suggested, such as:

- categorising lengthy answers to open-ended questions
- contradictions in answers
- difficulty of comparing responses
- irrelevant content
- interpretation of meanings
- greater interviewer bias
- lack of reliability.

One mark for each of **two** partially appropriate answers.

09 Examine the disadvantages some sociologists may find when using official statistics in their research. <i>(20 marks)</i>
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0 No relevant points.

1 – 7 Answers in this band will show only limited knowledge and understanding and will show very limited interpretation, application, analysis or evaluation.

Lower in the band, this may be one or two very insubstantial points about research in general.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three weak descriptive points about statistics in general. Interpretation and application of material may be simplistic or at a tangent to the question, for example an account of why governments collect statistical data. Analysis and/or evaluation will be very limited or non-existent.

8 – 15 Answers in this band will show reasonable knowledge and understanding and will show reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent, if basic, account of a few disadvantages some sociologists find in using official statistics in sociological research. Interpretation may be limited and not applied explicitly to the demands of the question; for example, answers may be diverted into often lengthy descriptive accounts of particular examples of official statistics, weakly linked to the question.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to identify a wider range of disadvantages. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example through some weakly developed comparison of different types of official statistics.

16 – 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material relating to the problems of using official statistics in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question, will be more balanced in its coverage of practical, ethical or theoretical disadvantages, and will make reference to more than one form of official statistics. Candidates will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation will be more closely related to the disadvantages identified in the answer or may consider the different uses official statistics have in sociological research.

Answers will consider a range of disadvantages some sociologists find in using official statistics. Material may be drawn from issues of methodological preference, validity, representativeness, reliability; ideological bias, social construction, operationalisation, availability, access; utility in relation to different research contexts and issues.

Lower in the band, answers may examine a more limited range of material.

Higher in the band, answers may be more detailed and complete in their coverage of different forms of official statistics and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

SECTION B: HEALTH WITH RESEARCH METHODS

Total for this section: 90 marks

10	Explain what is meant by the term 'inverse care law'.	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'inverse care law' such as those with greater health care needs receive poorer care.

One mark for a partially satisfactory explanation.

11	Suggest three cultural or behavioural factors that could affect a person's health chances.	<i>(6 marks)</i>
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Two marks for each of **three** appropriate factors suggested, such as:

- smoking
- drinking alcohol
- drug use
- diet
- exercise
- immediate gratification
- fatalism.

One mark for each of **three** partially appropriate answers.

12	Outline some of the reasons for ethnic differences in access to health care.	<i>(12 marks)</i>
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0 No relevant points.

1 – 4 Answers in this band will show only limited knowledge and understanding, and show limited interpretation, application, analysis or evaluation.

Lower in the band, this may be one or two insubstantial points about health in general, but these are likely to lack focus on the question set.

Higher in the band, answers will present one or two insubstantial points about ethnic differences in access to health care. Alternatively, more substantial accounts of health, at a tangent to the question, may be offered.

5 – 9 Answers in this band will show reasonable knowledge and understanding, and show limited interpretation, application, analysis and evaluation.

Lower in the band, material on one or more reasons for ethnic differences in access to health care will be presented and some limited description will be offered. Some reasonable knowledge and understanding will be shown, though any analysis and evaluation will be very limited, for example, a weak explanation of communication/language differences, or some less relevant material may appear, for example reference to inequalities in health.

Higher in the band, material on two or more reasons for ethnic differences in access to health care will be presented and some explanation offered. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation, for example, an account of communication and language differences.

10 – 12 Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on two or more reasons for ethnic differences in access to health care. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Concepts and issues such as the following may appear:

- racism
- institutional racism
- complementary and alternative medicine (CAM)
- cultural practices
- social/economic disadvantage
- ethnicity
- language
- ethnocentrism of the medical profession.

Lower in the band, answers will outline a more limited range of material.

Higher in the band, answers will be more detailed and complete and/or may show a clear rationale in the organisation of material leading to a suitable or distinct conclusion.

Sources may include: HSE, Nazroo, Balarajan, HEA, Sproston and Mindell, Bartley, Aspinall, Acheson Report, Miers, Bajekal, Littlemore and Liversedge.

<p>13 Using material from Item C and elsewhere, assess sociological explanations of gender differences in health chances and health care. (20 marks)</p>

0 No relevant points.

1 – 7 Answers in this band will show very limited interpretation, application, analysis or evaluation, and will show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about health, or material ineffectually recycled from Item C, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about some aspect of gender and health. Interpretation of material may be simplistic or at a tangent to the question.

8 – 15 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation, and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate, if basic, account offered, for example of some gender differences in morbidity, though interpretation and application to the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with both health chances and health care and may make limited use of Item C (eg to discuss some reasons for over- and under-reporting by gender). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for example through recognising that gender differences are not fixed.

16 – 20 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological explanations of sociological material on both gender differences in health chances and health care (although not necessarily equally), drawn from Item C and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a variety of explanations.

Concepts and issues such as the following may appear: rates of morbidity and mortality, mental health, patriarchy, medicalisation of childbirth, cultural, structural, biological and artefact explanations of gender differences, men and women as providers and recipients of health care, 'male vulnerability–female robustness', use of GP services, narrowing mortality rates, 'gender lens', occupational factors.

Analysis and evaluation may be developed, for example, through juxtaposing artefact and structural explanations of gender differences in morbidity or by comparisons with other societies.

Lower in the band, interpretation and application may be less selective, and analysis and evaluation less developed and more list-like.

Higher in the band, interpretation and application will be more focused, analysis and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Bernard, Seligman, Brown and Harris, Payne, Arber and Thomas, MacFarlane, Shaw, Vallin, Unal, General Household Survey, Busfield.

This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **health**.

- 14 Using material from **Item D** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating social class inequalities in health:

EITHER (i) official statistics

OR (ii) questionnaires.

(20 marks)

0 No relevant points.

1 – 7 Answers in this band will show only very limited interpretation, application, analysis or evaluation and will show only limited knowledge and understanding.

Lower in the band, this may be one or two very insubstantial points about methods in general or some material ineffectually recycled from Item D, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example in the form of a few insubstantial sociological points about the selected method, or offer an answer relating solely to the issue of social class inequalities in health. Analysis and evaluation will be very limited or non-existent.

8 – 15 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented, offering a broadly accurate account of the strengths and/or limitations of the selected method, or a list of the research characteristics of medical professionals, patients, governments, etc. Candidates may begin to apply these to the study of health. Some less focused material may also appear, for example accounts of the method in non-health contexts.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal specifically with a range of strengths and limitations of the selected method and will apply some of these to the study of health. Material will be accurately interpreted but its relevance may not always be made explicit. To reach the top of the band, candidates will begin to apply the selected method to the **particular** issue of social class inequalities in health. There will be some limited explicit analysis and/or evaluation, for example through some brief reference to methodological issues.

16 – 20 In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material, drawn from Item D and elsewhere, concerning the usefulness of the selected method in investigating social class inequalities in health. This will be accurately and sensitively interpreted and applied to the demands of the question.

Answers will present the strengths and limitations of the selected method and discuss them in some detail. These will be interpreted and applied to the research issues identified in Item D and elsewhere in an explicit manner. Research concerns relating to social class inequalities in health will appear. These could include the following and/or other relevant concerns: governments' legal responsibilities and power; patients' cognitive and language skills; control over access; sensitivity of issue.

Lower in the band, answers may consider a more limited range of material or may occasionally lack focus or structure and evaluation may be less developed.

Higher in the band, interpretation and application will be more fully focused, and evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

NB: Candidates who make relevant reference to their own research experiences (in any band) will be rewarded.

Official statistics:

Strengths and limitations, as applied to the **particular** issue in health, may include issues such as: operationalising concepts, hard/soft statistics, definitions, official versus sociological categories, changes to measurement, political bias, social construction, comparability, access, cost, time, scale, geographical distribution, response rate, informed consent.

Questionnaires:

Strengths and limitations, as applied to the **particular** issue in health, may include issues such as: operationalising concepts, types of questions, questionnaire design, mode of delivery, imposition of researcher views, comparability, cost, time, scale of research, geographical distribution, response rate, researcher presence, literacy of respondents, impression management, informed consent.

This question permits you to draw examples from **any areas** of sociology with which you are familiar

15 Explain what is meant by the term 'triangulation'. (2 marks)

Two marks for a satisfactory explanation or definition of 'triangulation', such as combining different research methods or types of data.

One mark for a partially satisfactory answer.

16 Suggest **one** advantage and **one** disadvantage of a longitudinal study. (4 marks)

Two marks for **one** appropriate advantage suggested, such as:

- enables the study of social change
- appropriate for study of large-scale social processes
- repeat studies produce directly comparable data.

One mark for **one** partially appropriate answer.

Two marks for **one** appropriate disadvantage suggested, such as:

- sample attrition
- changing demographic composition of target population over time
- respondents being aware they are part of a research project.

One mark for **one** partially appropriate answer.

17 Suggest **two** disadvantages that sociologists may find when using unstructured interviews. (4 marks)

Two marks for each of **two** appropriate disadvantages suggested, such as:

- categorising lengthy answers to open-ended questions
- contradictions in answers
- difficulty of comparing responses
- irrelevant content
- interpretation of meanings
- greater interviewer bias
- lack of reliability.

One mark for each of **two** partially appropriate answers.

18 Examine the advantages some sociologists may find when using participant observation in their research. <i>(20 marks)</i>

0 No relevant points.

1 – 7 Answers in this band will show only limited knowledge and understanding and will show very limited interpretation, application, analysis or evaluation.

Lower in the band, this may be one or two very insubstantial points about research in general.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three weak descriptive points about observation in general. Interpretation and application of material may be simplistic or at a tangent to the question, for example an account of journalistic use of participant observation. Analysis and/or evaluation will be very limited or non-existent.

8 – 15 Answers in this band will show reasonable knowledge and understanding and will show reasonable interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent, if basic, account of a few advantages of using participant observation in sociological research. Interpretation may be limited and not applied explicitly to the demands of the question; for example, answers may be diverted into often lengthy descriptive accounts of particular examples of studies that have used participant observation, weakly linked to the question.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to identify a wider range of advantages and will examine more than one form of participant observation. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example through some weakly developed comparison of different types of participant observation.

16 – 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material relating to the advantages of using different types of participant observation in sociological research. This will be accurately and sensitively interpreted to the demands of the question, will be more balanced in its coverage of practical, ethical or theoretical concerns. Candidates will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation will be more closely related to the advantages identified in the answer or may consider the inter-relationship between practical, ethical and theoretical concerns.

Answers will consider a range of advantages. Material may be drawn from issues of methodological preference, meaning and interpretation, validity, representativeness, reliability, Hawthorne effect, insight, 'going native', comparison, access, cost, time, informed consent, and utility in relation to different research contexts and issues.

Lower in the band, answers may examine a more limited range of material.

Higher in the band, answers may be more detailed and complete in their coverage of the different ways in which participant observation may be applied in sociological research, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 2 (SCLY2)**Examination Series: June 2009****Education with Research Methods**

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
01	1	1	2
02	3	3	6
03	8	4	12
04	8	12	20
Sub-Total	20	20	40

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
05	8	12	20
Sub-Total	8	12	20

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
06	1	1	2
07	2	2	4
08	2	2	4
09	10	10	20
Sub-Total	15	15	30

Total	43	47	90
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Health with Research Methods

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
10	1	1	2
11	3	3	6
12	8	4	12
13	8	12	20
Sub-Total	20	20	40

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
14	8	12	20
Sub-Total	8	12	20

ASSESSMENT OBJECTIVES			
Questions	AO1	AO2	Total
15	1	1	2
16	2	2	4
17	2	2	4
18	10	10	20
Sub-Total	15	15	30

Total	43	47	90
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