

Version 2.0



**General Certificate of Education
June 2010**

Sociology

1191

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

Unit 2

Mark Scheme

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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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 **0 3** , **0 4** , **0 5** , **0 9** , **1 2** , **1 3** , **1 4** and **1 8** .

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.

Questions **0 3** and **1 2**

In the 1 – 4 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 5 – 9 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 10 – 12 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.

Questions **0 4** , **0 5** , **0 9** , **1 3** , **1 4** , **1 8**

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

Education

0	1	Explain what is meant by the term 'vocational' education. <i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'vocational' education, such as relating to a career or specific work roles.

One mark for a partially satisfactory answer.

0	2	Suggest three reasons for boys' educational under-achievement. <i>(6 marks)</i>
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Two marks for each of **three** appropriate reasons suggested, such as:

- lack of male teacher role models
- feminisation of assessment
- boys' poorer literacy
- laddish subcultures
- decline of traditional 'male' jobs.

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

0 3

Outline some of the ways in which cultural deprivation may lead to educational under-achievement for working-class pupils. (12 marks)

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 deprivation, but their relationship to working-class under-achievement will be very limited or non-existent. Alternatively, more substantial accounts of educational under-achievement, 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 aspects of cultural deprivation will be presented and some limited description will be offered. Some reasonable knowledge and understanding will be shown, though analysis and evaluation will be very limited, for example, one or two limited criticisms of cultural deprivation.

Higher in the band, material on two or more ways in which cultural deprivation may lead to working-class under-achievement 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 suggesting some criticisms of cultural deprivation theorists.

10 – 12 Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on a range of ways in which cultural deprivation may lead to working-class under-achievement. 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:

- language
- parental attitudes to education
- immediate/deferred gratification
- present-time orientation
- cultural capital
- victim-blaming.

Lower in the band, answers may 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 and distinct conclusion.

Sources may include: Ball, Bereiter and Engelmann, Bernstein, Bourdieu, Douglas, Gewirtz, Hyman, Keddie, Labov, Marsland, Mortimore and Whitty, Murray, Reay, Sugarman, Sullivan, Troyna and Williams.

0 4

Using material from **Item A** and elsewhere, assess the claim that the main aim of education policies in the last 25 years has been to create an education market.
(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 educational policies. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of a specific policy.

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 one or more marketisation policies, 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 a wider range of marketisation and/or other policies and may make limited use of Item A (for example, to discuss how league tables and open enrolment create an education market). 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 some policies have other aims.

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 marketisation policies, 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 range of policies.

Concepts and issues such as the following may appear: marketisation, parentocracy, myth of parentocracy, competition, choice, diversity, selection, testing, 1988 ERA, National Curriculum, National Tests (formerly SATs), opting out, vouchers, league tables, open enrolment, formula funding, business sponsorship, academies, Ofsted inspections, specialist schools, Sure Start, EAZs, EMAs, Aim Higher, GIST, Race Relations Act, EAL, New Right.

Analysis and evaluation may be developed, for example through an assessment of policies with alternative aims.

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: Ball, Chubb and Moe, David, Gewirtz, Leech and Campos, Thompson, Trowler, Whitty.

Methods in Context

0	5
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Using material from **Item B** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating anti-school subcultures:

EITHER group interviews

OR non-participant observation. *(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 anti-school subcultures. Analysis and evaluation will be very limited or non-existent.

8 – 14 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 (though probably list-like) account of the strengths and/or limitations of the selected method.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of the selected method and somewhat more successful application of this knowledge to the study of the particular issue of anti-school subcultures. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way; for example:

- applying the selected method to the study of education in general, not to the specifics of studying anti-school subcultures, or
- specific but undeveloped application to anti-school subcultures, or
- a focus on the research characteristics of anti-school subcultures, with implicit links to some features of the selected method.

15 – 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 concerning the usefulness of the selected method in investigating the particular issue of anti-school subcultures. This will be accurately and sensitively interpreted and applied to the demands of the question.

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.

Candidates will examine a range of relevant strengths and limitations of using the selected method, interpreted and applied to research issues and characteristics relating to anti-school subcultures. These may include some of the following, though answers do not need to include all of these, even for full marks:

Research issues and characteristics: overcoming the reluctance of pupils with anti-school attitudes to talk to someone identified with authority, language/communication issues, impact of peer group pressure, problems of defining and measuring attitudes as pro- or anti-school, defensiveness of parents, attitude of schools to research, impression management by pupils, teachers and parents etc.

Group interviews:

Strengths and limitations, as applied to the **particular** issue in education, may include: types of question, imposition of peer views, comparability, time, cost, scale of research, researcher presence, interviewer bias, recording and categorising answers, insight, informed consent.

Non-Participant Observation:

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

Note: In any mark band, candidates will be rewarded for making relevant reference to their own research experiences or to sociological studies using the selected method, when this is applied appropriately to the set question.

Research Methods**0 6**

Explain what is meant by the term 'secondary' data.

(2 marks)

Two marks for a satisfactory explanation or definition of 'secondary' data, such as data that is already in existence.

One mark for a partially satisfactory answer.

0 7Suggest **two** factors that may influence a sociologist's choice of research topic.*(4 marks)*

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

- researcher's theoretical perspective
- societal values
- funding body
- accessibility of research participants
- availability of data.

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

0 8Suggest **two** problems of using personal documents in sociological research.*(4 marks)*

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

- categorising material
- difficulty of comparing responses
- irrelevant content
- interpretation of meanings
- unrepresentativeness
- confidentiality
- informed consent.

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

0 9

Examine the problems some sociologists find with using postal questionnaires in their research. *(20 marks)*

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 questionnaires. Interpretation and application of material may be simplistic or at a tangent to the question. 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 limited interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent, if basic, account of a few problems of using questionnaires 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 postal questionnaires, 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 problems and will address the postal dimension. 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 suggesting some ways to deal with specified problems.

16 – 20 Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the problems of using postal questionnaires in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question and will consider theoretical issues. 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 problems identified in the answer.

Answers will consider a range of problems some sociologists find in using postal questionnaires. Material may be drawn from issues of methodological preference, validity, representativeness, Hawthorne effect, reliability; operationalisation of concepts, cost, time, interpretation of questions, issues of question design and questionnaire layout, utility in relation to different research contexts and issues, geographical distribution, response rate.

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

Higher in the band, answers may be more detailed and complete, 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**Health**

1	0	Explain what is meant by the term 'iatrogenesis'. <i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'iatrogenesis' such as medically caused illness.

One mark for a partially satisfactory answer.

1	1	Suggest three reasons why some minority ethnic groups make less use than the general population of some health care services. <i>(6 marks)</i>
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Two marks for each of **three** appropriate reasons suggested, such as:

- language barriers
- lack of knowledge of UK health care system
- GPs less willing to work in disadvantaged areas
- preference for traditional remedies
- exposure to racism
- class-related disadvantages.

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

1 2

Outline some of the reasons for the superior power and status of doctors. (12 marks)

0 No relevant points.

1 – 4 Answers in this band will show only limited knowledge and understanding, and show limited interpretation, application, analysis and 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 the medical profession. 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 the superior power and status of doctors will be presented and some limited description will be offered. Some reasonable knowledge and understanding will be shown, though analysis and evaluation will be very limited, for example, one or two limited criticisms of a functionalist explanation.

Higher in the band, material on two or more reasons for the superior power and status of doctors 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 the process of professionalisation.

10 – 12 Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on the reasons for the superior power and status of doctors. 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 answer.

Concepts and issues such as the following may appear:

- traits
- theoretical basis
- code of ethics
- regulation
- sick role
- objectivity/detachment
- bio-medical model
- patriarchy
- professionalisation
- exclusion strategies
- capitalism
- discourse
- medicalisation
- technicality/indeterminacy ratio.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Barber, Cant and Sharma, Foucault, Navarro, Oakley, Parsons, Waitzkin, Weber, Witz, Jamous and Peloille.

1 3

Using material from **Item C** and elsewhere, assess the claim that ‘differences in rates of mental illness among different social groups are the result of labelling’ (**Item C**, lines 8–9). (20 marks)

0 No relevant points.

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

Lower in the band, this may be one or two very insubstantial points about health in general, 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 mental illness. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of labelling.

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 labelling in the diagnostic process, 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 a wider range of explanations of differences in rates of mental illness and may make limited use of Item C (for example, to discuss how labelling may lead to some groups being more likely to be diagnosed as mentally ill). 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 some criticisms of labelling.

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 both societal response and socio-economic explanations of differences in mental illness rates between two or more different types of groups (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 range of explanations.

Concepts and issues such as the following may appear: labelling, modified labelling theory, societal reaction, stigma, misdiagnosis thesis, patriarchy, poverty, housing, stress, social class, vulnerability factors (eg 3+ dependent children), employment status, social capital, gender, domestic violence, racialised psychiatric constructs, somatisation thesis, life-course, social exclusion/inclusion, neighbourhood, measurement artefact.

Analysis and evaluation may be developed, for example through juxtaposing labelling and structuralist explanations of the social distribution of mental illness.

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: Curren, Putnam, Wilkinson, Foucault, Goffman, Gove, Nettleton and Burrows, Link and Phelan, Myers, Wiggins, Lochner, Philo, Ross, Rogers and Pilgrim, Brown, Rosenhan, Sproston and Nazroo, Fernando, Scheff, Szasz, Brown and Harris.

Methods in Context

1	4
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Using material from **Item D** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating gender differences in the use of GP services:

EITHER official statistics

OR unstructured group interviews.

(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 gender differences in the use of GP services. Analysis and evaluation will be very limited or non-existent.

8 – 14 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 (though probably list-like) account of the strengths and/or limitations of the selected method.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of the selected method and somewhat more successful application of this knowledge to the study of the particular issue of gender differences in the use of GP services. However, while material will be interpreted accurately, some of it will be applied in a more generalised way or a more restricted way; for example:

- applying the selected method to the study of health in general, not to the specifics of studying gender differences in the use of GP services, or
- specific but undeveloped application to gender differences in the use of GP services, or
- a focus on the research characteristics of gender differences in the use of GP services, with implicit links to some features of the selected method.

15 – 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 concerning the usefulness of the selected method in investigating the particular issue of gender differences in the use of GP services. This will be accurately and sensitively interpreted and applied to the demands of the question.

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.

Candidates will examine a range of relevant strengths and limitations of using the selected method, interpreted and applied to research issues and characteristics relating to gender differences in the use of GP services. These may include some of the following, though answers do not need to include all of these, even for full marks:

Research issues and characteristics: problems of accessing GP surgeries for research purposes, age and ethnicity related issues, professional role maintenance by medical professionals, sensitivity and personal nature of many medical issues, problems of defining and measuring access and use of GP services etc.

Official statistics:

Strengths and limitations, as applied to the **particular** issue in health, may include: 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.

Unstructured Group interviews:

Strengths and limitations, as applied to the **particular** issue in health, , may include: the positivism-interpretivism debate, imposition of peer values, time, cost, access, sensitivity, categorisation of responses, insight, interviewer bias, comparability, limited scale of research, validity, reliability, representativeness, interview effect, interviewer effect, impression management, depth/quality of data.

Note: In any mark band, candidates will be rewarded for making relevant reference to their own research experiences or to sociological studies using the selected method, when this is applied appropriately to the set question.

Research Methods**1 5**

Explain what is meant by the term 'secondary' data.

(2 marks)

Two marks for a satisfactory explanation or definition of 'secondary' data, such as data that is already in existence.

One mark for a partially satisfactory answer.

1 6Suggest **two** factors that may influence a sociologist's choice of research topic.*(4 marks)*

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

- researcher's theoretical perspective
- societal values
- funding body
- accessibility of research participants
- availability of data.

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

1 7Suggest **two** problems of using personal documents in sociological research.*(4 marks)*

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

- categorising material
- difficulty of comparing responses
- irrelevant content
- interpretation of meanings
- unrepresentativeness
- confidentiality
- informed consent.

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

1 8

Examine the problems some sociologists find with using postal questionnaires in their research. (20 marks)

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 questionnaires. Interpretation and application of material may be simplistic or at a tangent to the question. 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 limited interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent, if basic, account of a few problems of using questionnaires 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 postal questionnaires, 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 problems and will address the postal dimension. 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 suggesting some ways to deal with specified problems.

16 – 20 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material relating to the problems of using postal questionnaires in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question and will consider theoretical issues. 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 problems identified in the answer.

Answers will consider a range of problems some sociologists find in using postal questionnaires. Material may be drawn from issues of methodological preference, validity, representativeness, Hawthorne effect, reliability; operationalisation of concepts, cost, time, interpretation of questions, issues of question design and questionnaire layout, utility in relation to different research contexts and issues, geographical distribution, response rate.

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

Higher in the band, answers may be more detailed and complete, 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 2010****Education**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	1		1	1	2
	0	2		3	3	6
	0	3		8	4	12
	0	4		8	12	20
Sub-Total				20	20	40

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	5		8	12	20
Sub-Total				8	12	20

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	6		1	1	2
	0	7		2	2	4
	0	8		2	2	4
	0	9		10	10	20
Sub-Total				15	15	30

Total				43	47	90
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Health

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	1	0		1	1	2
	1	1		3	3	6
	1	2		8	4	12
	1	3		8	12	20
Sub-Total				20	20	40

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	1	4		8	12	20
Sub-Total				8	12	20

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	1	5		1	1	2
	1	6		2	2	4
	1	7		2	2	4
	1	8		10	10	20
Sub-Total				15	15	30

Total				43	47	90
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