

Version 1.0



**General Certificate of Education  
January 2012**

**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 students' 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 students' 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 students' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## QUALITY OF WRITTEN COMMUNICATION

Where students 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. Students 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 

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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 students' 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**

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**In the 1 – 4 band**, students' 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**, students' 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**, students' 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**

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**In the 1 – 7 band**, students' 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**, students' 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**, students' 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.

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## Section A: Education with Research Methods

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**Total for this section: 90 marks**

<b>0</b>	<b>1</b>	Explain what is meant by the term 'meritocracy'.	<i>(2 marks)</i>
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**Two** marks for a satisfactory explanation or definition of meritocracy, such as equal opportunity or a system in which rewards are based on achievement/ability or similar.

**One** mark for a partially satisfactory answer, eg fair rewards.

<b>0</b>	<b>2</b>	Suggest <b>three</b> factors within schools that may lead to the educational under-achievement of pupils from some minority ethnic groups.	<i>(6 marks)</i>
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**Two** marks for each of **three** appropriate factors suggested, such as:

- teachers' racist/negative labelling
- ethnocentric curriculum
- self-fulfilling prophecy as a result of internalising negative label
- discriminatory admission and selection policies
- more likely to be placed in a lower stream
- anti-school subcultures among some black boys
- institutional racism.

**One** mark for each of **three** partially appropriate answers, eg labelling, streaming.

<b>0</b>	<b>3</b>	Outline some of the reasons for gender differences in subject choice.	<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 will show limited interpretation, application, analysis or evaluation.

**Lower in the band**, there may be one or two insubstantial points about education in general and answers are likely to lack focus on the question set.

**Higher in the band**, answers will present one or two insubstantial points about gender and education. 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 will show limited interpretation, application, analysis and evaluation.

**Lower in the band**, material on one or more reasons for gender differences in subject choice 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 or non-existent. Some material may be less well focused, for example on gender differences in achievement.

**Higher in the band**, material on two or more reasons will be presented and some explanation offered. Some reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Students may begin to offer some analysis and/or evaluation, for example of the importance of career opportunities.

**10-12** Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on two or more reasons for gender differences in subject choice. This will be accurately and sensitively interpreted and applied to the demands of the question. Students 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: patriarchy; early socialisation; teachers' encouragement; gender domains; gendered subject images; role models; single-sex and mixed schools/classes; the National Curriculum; peer pressure and social control; vocational courses; career opportunities and the labour market.

**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: Byrne; Browne and Ross; Colley; Dewar; Kelly; Leonard; Murphy; Norman; Oakley; Paetcher.
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0 4

Using material from **Item A** and elsewhere, assess the importance of cultural factors in causing social class differences in educational achievement. (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**, there 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 deferred versus immediate gratification. 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 class differences in speech codes, though interpretation and application to the demands of the question may remain implicit, for example unlinked descriptions of non-cultural factors.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with the impact of cultural factors on achievement and may make limited use of Item A, for example to discuss reasons for subcultural differences. 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 of the importance of material factors as against cultural factors.

**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 cultural factors in relation to class differences in achievement, drawn from Item A and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Concepts and issues such as the following may appear: norms and values; deferred and immediate gratification; individualism and collectivism; fatalism and achievement-orientation; restricted and elaborated speech codes; parental support and encouragement; educational play and stimulation; attitudes to education and the labour market; cultural and linguistic deprivation; cultural capital; primary socialisation; poverty and material deprivation; labelling, streaming and the self-fulfilling prophecy; pupil subcultures.

Analysis and evaluation may be developed, for example through a debate between different perspectives or consideration of the relative importance of material and in-school factors as cultural factors, or their interrelatedness.

**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.

Sources may include: Ball; Becker; Bereiter and Engelmann; Bernstein; Bernstein and Young; Blackstone and Mortimore; Douglas; Feinstein; Hyman; Keddie; Sugarman.



**0 5**

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

Using material from **Item B** and elsewhere, assess the strengths and limitations of using **one** of the following methods for investigating applications and admissions to secondary schools:

**EITHER** documents

**OR** official statistics.

*(20 marks)*

**0** No relevant points.

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

**Lower in the band**, there may be one or two very insubstantial points about methods in general or some material ineffectually recycled from Item B.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example in the form of two or three insubstantial points about the selected method. Some may show very limited skills of application, eg an answer relating solely to the issue of applications and admissions to secondary schools, with very little or no reference to the selected method. 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**, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of the selected method. However, application to the study of education or to the issue in the question will be very limited or non-existent.

**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. However, while material will be interpreted accurately, some or all of it will be applied in a more generalised way or a more restricted way; for example:

- applying the method to the study of education in general, not to the specifics of studying applications and admissions to secondary schools, or
- specific but undeveloped application to applications and admissions to secondary schools, or
- a focus on the research characteristics of applications and admissions to secondary schools, or groups/contexts etc involved in it, with implicit links to some features of the selected method.

There will be some limited explicit analysis and/or evaluation.

**16-20** In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the selected method. 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.

Students will examine a range of relevant strengths and limitations of using the selected method, explicitly interpreted and applied to research issues and characteristics relating to applications and admissions to secondary schools. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- The research characteristics of potential research subjects, eg parents, pupils, teachers, governors, appeals panels; applicants' class/ethnicity and language/literacy skills.
- The research contexts and settings: home, school (eg open evenings), appeals tribunals, government policies.
- The sensitivity of researching the issue, eg confidentiality, schools' reputations, discrimination.

#### **Documents**

Strengths and limitations, as applied to the **particular** issue in education, may include: types of document; time; cost; availability/access; sensitivity; confidentiality; content analysis and interpretation issues; insight; limited size of research samples; problems of representativeness; depth/quality of data; validity; lack of reliability.

#### **Official Statistics**

Strengths and limitations, as applied to the **particular** issue in education, may include: reliability; cost; time; large scale research; representativeness; generalisation; hypothesis testing; lack of validity; comparability; trends and patterns; official vs sociological definitions; problem-taking; absence of relevant statistics.

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

**0 6** Explain what is meant by 'the Hawthorne effect'. (2 marks)

**Two** marks for a satisfactory explanation or definition, such as that research participants may behave differently because they know they are being studied, or similar.

**One** mark for a partially satisfactory answer, eg participants behaving differently.

**0 7** Suggest **two** problems of covert participant observation. (4 marks)

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

- deceiving research subjects
- lack of informed consent from research subjects
- possible danger to researcher because of requirement to participate in certain activities
- negative consequences of cover being 'blown'
- difficulty of maintaining a false identity or keeping up an act to stay in role
- researcher may lack appropriate personal characteristics to be accepted
- researcher may lack appropriate knowledge or skills to be accepted
- difficulty remembering data
- difficulty recording data
- not reliable
- unrepresentative.

**One** mark for each of **two** partially appropriate answers, eg not fitting in.

**0 8** Identify **two** sampling techniques used by sociologists in their research. (4 marks)

**Two** marks for each of **two** appropriate sampling techniques identified, such as:

- random
- quasi-random
- stratified random
- quota
- opportunity or grab
- snowball.

**One** mark for each of **two** partially appropriate answers, eg representative.

0 9

Examine the advantages for sociologists in using unstructured interviews 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**, there 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 the advantages of unstructured interviews. 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 advantages of using unstructured interviews in sociological research. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may be diverted into often lengthy descriptive accounts of particular examples of studies using unstructured interviews.

**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. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance through a weakly developed comparison of structured and unstructured interviews. Evaluation will begin to be more closely related to the advantages identified in the answer.

**16-20** Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the advantages of using unstructured interviews in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will consider a range of advantages of using unstructured interviews. Answers will be more balanced in their coverage of practical, ethical and theoretical concerns. Students 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 closely related to the advantages identified in the answer, or may consider the inter-relationship between practical, ethical and theoretical concerns.

Concepts and issues such as the following may appear: methodological preference; validity; flexibility; checking understanding; exploring unfamiliar topics; establishing rapport; naturalness; ability to achieve informed consent; one-to-one and group interviews; sociological perspective (eg feminism, interactionism); 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 will 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**

<b>1</b>	<b>0</b>	Explain what is meant by the term 'epidemiology'.	<i>(2 marks)</i>
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**Two** marks for a satisfactory explanation or definition of 'epidemiology', such as the study of the distribution of disease or similar.

**One** mark for a partially satisfactory answer, eg study of epidemics.

<b>1</b>	<b>1</b>	Suggest <b>three</b> reasons why women on average live longer than men.	<i>(6 marks)</i>
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**Two** marks for each of **three** appropriate reasons suggested, such as that women:

- have lower rates of alcohol consumption
- have lower rates of smoking
- are less likely to suffer death from violence
- are less likely to be killed at work
- are less likely to drive/die in road traffic accidents
- are more likely to make use of health services.

**One** mark for each of **three** partially appropriate answers, eg visit the doctor.

<b>1</b>	<b>2</b>	Outline some of the ways in which both the body and disability may be socially constructed.	<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**, there may be one or two insubstantial points about health in general and answers are likely to lack focus on the question set.

**Higher in the band**, answers will present one or two insubstantial points about social construction. Alternatively, more substantial accounts of health/care, 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 ways in which the body and/or disability are socially constructed 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. Some material may be less well focused, for example on social causes of illness.

**Higher in the band**, material on two or more ways in which the body and/or disability are socially constructed will be presented and some explanation offered. Some reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Students may begin to offer some analysis and/or evaluation, for example of the role of biological factors.

**10 -12** Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on two or more ways in which the body and disability are socially constructed. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

Students will deal explicitly with both the body and disability. Concepts and issues such as the following may appear: the body as a project; cosmetic and transplant surgery; tattooing; genital modification; bodybuilding; dieting, anorexia and bulimia; body image and gender; impairment; handicap; labelling; mental disability; cross-cultural, class or ethnic differences in body image; stigmatisation; media influence; patriarchal ideology. Evaluation/analysis may for example contrast medical and social models of disability.

**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: Armstrong; Blaxter; Featherstone; Finkelstein; Foucault; Giddens; Goffman; Helman; Laing; Lemert; Oliver; Scrambler & Hopkins; Shakespeare; Szasz; Turner.
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1 | 3

Using material from **Item C** and elsewhere, assess the materialist explanation of social class differences in health chances. (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**, there 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 class inequalities in 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 a study or theory of class inequalities in health, 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 the materialist explanation and may make limited use of Item C, for example to discuss the relationship between class, poverty and ill health. 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 of cultural as against material factors.

**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 materialist explanation of class inequalities in health chances, drawn from Item C and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Concepts and issues such as the following may appear: poverty and material deprivation; capitalism; cultural deprivation; diet; smoking; exercise; exploitation; relative and absolute poverty; stress and insecurity; bio-psychosocial pathways; social cohesion; status competition; individualism; collectivism; health promotion etc. Analysis and evaluation may be developed for example through debates about the relative importance of material and cultural/behavioural factors, the validity of statistics on class and health etc. Material on differences in health care, where used, will be applied appropriately to explaining class differences in health chances.

**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.

Sources may include: Brenner; Blackburn; Doyal; Fox; Goldblatt; Graham; Hart; Illsley; Marmot; McKeown; Navarro; Townsend & Davidson; Whitehead; Wilkinson; Wilkinson & Pickett.



1 4

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

Using material from **Item D** and elsewhere, assess the strengths and limitations of using **one** of the following methods for investigating health promotion campaigns:

**EITHER** self-completion questionnaires

**OR** documents.

(20 marks)

**0** No relevant points.

**1-7** Answers in this band will show only very limited or no interpretation, application, analysis and evaluation and will show only limited knowledge and understanding.

**Lower in the band**, there may be one or two very insubstantial points about methods in general or some material ineffectually recycled from Item D.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example in the form of two or three insubstantial points about the selected method. Some may show very limited skills of application, eg an answer relating solely to the issue of health promotion campaigns, with very little or no reference to the selected method. 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**, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of the strengths and/or limitations of the selected method. However, application to the study of health or to the issue in the question will be very limited or non-existent.

**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. However, while material will be interpreted accurately, some or all of it will be applied in a more generalised way or a more restricted way; for example:

- applying the method to the study of health in general, not to the specifics of studying the particular issue of health promotion campaigns, or
- specific but undeveloped application to health promotion campaigns, or
- a focus on the research characteristics of health promotion campaigns, or groups/contexts etc involved in it, with implicit links to some features of the selected method.

There will be some limited explicit analysis and/or evaluation.

**16-20** In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the selected method. 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.

Students will examine a range of relevant strengths and limitations of using the selected method, explicitly interpreted and applied to research issues and characteristics relating to health promotion campaigns. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- The research characteristics of potential research subjects, eg patients, health workers, policy makers; participants' class/ethnicity and language/literacy skills.
- The research contexts and settings: eg GPs' surgeries, health centres, the media and health promotion messages, government health policies.
- The sensitivity of researching the issue, eg embarrassment, confidentiality, moral debates, professional ethics, information management policies.

#### **Self-completion questionnaires**

Strengths and limitations, as applied to the **particular** issue in health, may include: pilot studies; operationalising concepts; question types; questionnaire design; mode of delivery; time; cost; access; large scale; reliability; representativeness; lack of validity; response rate; informed consent; sensitivity.

#### **Documents**

Strengths and limitations, as applied to the **particular** issue in health, may include: types of document; time; cost; availability/access; sensitivity; confidentiality; content analysis and interpretation issues; insight; limited size of research samples; validity; lack of reliability; problems of representativeness; depth/quality of data.

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

**1 5** Explain what is meant by 'the Hawthorne effect'. (2 marks)

**Two** marks for a satisfactory explanation or definition, such as that research participants may behave differently because they know they are being studied, or similar.

**One** mark for a partially satisfactory answer, eg participants behaving differently.

**1 6** Suggest **two** problems of covert participant observation. (4 marks)

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

- deceiving research subjects
- lack of informed consent from research subjects
- possible danger to researcher because of requirement to participate in certain activities
- negative consequences of cover being 'blown'
- difficulty of maintaining a false identity or keeping up an act to stay in role
- researcher may lack appropriate personal characteristics to be accepted
- researcher may lack appropriate knowledge or skills to be accepted
- difficulty remembering data
- difficulty recording data
- not reliable
- unrepresentative.

**One** mark for each of **two** partially appropriate answers, eg not fitting in.

**1 7** Identify **two** sampling techniques used by sociologists in their research. (4 marks)

**Two** marks for each of **two** appropriate sampling techniques identified, such as:

- random
- quasi-random
- stratified random
- quota
- opportunity or grab
- snowball.

**One** mark for each of **two** partially appropriate answers, eg representative.

1 | 8

Examine the advantages for sociologists in using unstructured interviews 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**, there 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 the advantages of unstructured interviews. 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 advantages of using unstructured interviews in sociological research. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may be diverted into often lengthy descriptive accounts of particular examples of studies using unstructured interviews.

**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. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance through a weakly developed comparison of structured and unstructured interviews. Evaluation will begin to be more closely related to the advantages identified in the answer.

**16-20** Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the advantages of using unstructured interviews in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will consider a range of advantages of using unstructured interviews. Answers will be more balanced in their coverage of practical, ethical and theoretical concerns. Students 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 closely related to the advantages identified in the answer, or may consider the inter-relationship between practical, ethical and theoretical concerns.

Concepts and issues such as the following may appear: methodological preference; validity; flexibility; checking understanding; exploring unfamiliar topics; establishing rapport; naturalness; ability to achieve informed consent; one-to-one and group interviews; sociological perspective (eg feminism, interactionism); 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 will 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: January 2012****Education**

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

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
	<b>0</b>	<b>5</b>		8	12	20
<b>Sub-Total</b>				8	12	20

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

<b>Total</b>				43	47	90
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**Health**

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

				<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>				<b>AO1</b>	<b>AO2</b>	<b>Total</b>
1	4			8	12	20
<b>Sub-Total</b>				8	12	20

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

<b>Total</b>				43	47	90
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**Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)