General Certificate of Education
June 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.

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 0 3 , 0 4 , 0 5 , 0 9 , 1 2 , 1 3 , 1 4 , 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 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 0 3 , 1 2

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 0 4 , 0 5 , 0 9 , 1 4 , 1 8

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 12- and 20-mark questions may be present in any of the mark bands, not solely the higher band.

Section A: Education with Research Methods

Total for this section: 90 marks

0 1 | Explain what is meant by the 'correspondence principle'. *(2 marks)*

Two marks for a satisfactory explanation or definition of 'correspondence principle', such as education mirroring the workplace, or similar.

One mark for a partially satisfactory answer, eg 'school and work are linked' or a dimension of correspondence, eg 'hierarchy'.

0 2 | Suggest **three** criticisms that other sociologists may make of the functionalist view of the education system. *(6 marks)*

Two marks for each of **three** appropriate criticisms suggested, such as:

- the education system is not meritocratic/equal opportunity to achieve does not exist
- education's role allocation function is not meritocratic/many jobs are allocated on the basis of class background, not educational achievement
- the education system does not instill shared values/it instills ruling-class ideology
- the education system fails to prepare young people adequately for work
- functionalists ignore the fact that many pupils reject the school's values/pupils do not always passively accept what they are taught.

One mark for each of **three** partially appropriate answers, eg the education system is biased.

0 3 | Outline some of the ways in which government educational policies may have affected social class differences in educational achievement. *(12 marks)*

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 government educational policies. 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 appropriate government educational policies 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 policies related to gender.

Higher in the band, material on two or more appropriate government educational policies 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.

10-12 Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on two or more government educational policies that may have affected (increased and/or decreased) class differences in achievement. 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: parentocracy; meritocracy/equal opportunity; class reproduction; compensatory education; new vocationalism; cultural deprivation; material deprivation; competition; diversity, 'Neets'. Policies may include Sure Start, Operation Headstart, the tripartite system/eleven-plus, comprehensive schooling, marketisation policies (eg league tables, open enrolment, parental choice), private schooling, EAZs, EMAs, Aim Higher, expansion of HE, HE fees and grants, free school meals, academies and specialist schools, educational vouchers, RoSLA, vocational education.

Lower in the band, answers may outline 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 suitable and distinct conclusion.

Sources may include: Ball; Bartlett; David; Fitz; Gewirtz; Gillborn & Youdell; Thompson; Trowler; Walford; Whitty.

0 4 | Using material from **Item A** and elsewhere, assess sociological explanations for ethnic 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 the Item, 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 ethnicity and achievement. Interpretation of material may be simplistic or at a tangent to the question, eg using class as a 'proxy' for ethnicity.

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 two reasons for ethnic differences in achievement, 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 range of ethnic groups and may make limited use of the Item, for example to discuss the impact of gender or class. 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 explanations based on internal 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 ethnic differences in achievement, drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Answers will deal with the achievements of a range of ethnic groups. Concepts and issues such as the following may appear: labelling; self-fulfilling prophecy; streaming; the A*-C economy/triage; pupil subcultures; the ethnocentric curriculum; institutional racism; teacher racism; discipline and exclusions; stereotyping in learning materials; educational policies; selection; parental choice; parental support; family structure; cultural deprivation; cultural difference; material deprivation; language barriers.

Analysis and evaluation may be developed, for example through consideration of the relative importance of factors internal and external to the school, or of the interaction of ethnicity with gender or class.

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 may be more focused, analysis and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Bereiter & Engelmann; Bourne; Coard; Connolly; David; Evans; Flaherty; Fuller; Gewirtz; Gillborn; Keddie; Lupton; Mac an Ghaill; Mirza; Murray; Moore & Davenport; Pryce; Sewell; Swann; The Sutton Trust; Troyna & Williams; Wright.

0 5 Using material from **Item B** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating the effects of streaming:

EITHER   field experiments

OR   unstructured interviews.   *(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 the Item, or some knowledge relating solely to the issue of the effects of streaming, with very little or no reference to the selected method.

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. 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 the effects of streaming, or
- specific but undeveloped application to the effects of streaming, or
- a focus on the research characteristics of streaming, or groups/context 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 may be more fully focused and/or evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Students will apply a range of relevant strengths and limitations of using the selected method to research issues and characteristics relating to the effects of streaming. 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 pupils, teachers (eg social class differences among pupils; communication skills; teachers' professional ethics).
- The research contexts and settings (eg school hierarchies; classrooms; staffrooms; student common rooms).
- The sensitivity of researching the effects of streaming (eg implications for pupils' attainment and self-esteem; school reputation; parental consent; the politics of streaming vs. mixed ability teaching).

Field experiments

Strengths and limitations, as applied to the **particular** issue in education, may include: time, cost, access, informed consent, harm to participants, quantitative data, reliability, representativeness, hypothesis testing, the Hawthorne effect, inflexibility, small scale, naturalism/validity versus control.

Unstructured interviews

Strengths and limitations, as applied to the **particular** issue in education, may include: cost, time, access, validity, insight, depth, rapport, sensitivity, flexibility, interviewer bias, interview effect, recording/categorising responses, unrepresentativeness, unreliability, qualitative data, grounded theory, informed consent, small scale.

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 'operationalisation' of sociological concepts. *(2 marks)*

Two marks for a satisfactory explanation or definition of 'operationalisation', such as defining sociological concepts in such a way that they can be studied/measured, or similar.

One mark for a partially satisfactory answer, eg defining concepts.

0 7 Suggest **two** reasons why the results obtained from a postal questionnaire may not be representative of the population that it aims to study. *(4 marks)*

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

- those with strong views on the questionnaire's subject are more likely to complete it than those with no interest in it
- only those with the time to spare complete it
- only those with adequate literacy skills complete it
- some questionnaires may be lost in the post/low response rate
- the questionnaire may be completed by someone who is not a member of the research population.

One mark for each of **two** partially appropriate answers, eg we do not know who completed it.

0 8 Suggest **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:

- the sociologist's theoretical perspective (eg feminist, New Right)
- funding bodies
- accessibility of the research context or group
- the sociologist's career interests/opportunities
- sociologist's personal interests
- societal values or public concerns
- availability of data.

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

0 9 | Examine the advantages for sociologists of using official statistics 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 statistics in general. 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 official statistics 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 sources of statistics.

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/or types of official statistics. 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 'hard' and 'soft' statistics. 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 official statistics 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 official statistics. 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; reliability; validity; representativeness; cost; time; availability; scale; 'hard' and 'soft' statistics; hypothesis testing; comparative research; trends and patterns; longitudinal research; 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, 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

| 1 | 0 | Explain what is meant by the 'medicalisation' of childbirth. | *(2 marks)* |

Two marks for a satisfactory explanation or definition of 'medicalisation' of childbirth, such as treating childbirth as an illness, placing childbirth under the control of doctors, or similar.

One mark for a partially satisfactory answer, eg giving birth in hospital.

| 1 | 1 | Identify **three** features of the functionalist view of the sick role. | *(6 marks)* |

Two marks for each of **three** appropriate features suggested, such as:

- sickness is a form of deviance
- the right of the sick to be exempted from normal role obligations (eg work)
- the right of the sick to be looked after
- the right of the sick not to be blamed for their illness/deviance
- the duty of the sick to cooperate with the medical profession to get well/obey doctors' orders
- the function of the medical profession is to control access/act as gatekeepers to the sick role.

One mark for each of **three** partially appropriate answers, eg sick people do not work.

| 1 | 2 | Outline some of the reasons for international differences in the patterns of health and illness. | *(12 marks)* |

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 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 international differences in health and illness. 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 will show limited interpretation, application, analysis and evaluation.

Lower in the band, material on one or more reasons for international differences in patterns of health and illness 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 ethnic differences in British society.

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 relative importance of economic versus cultural differences between societies.

10-12 Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on two or more reasons for international differences in the patterns of health and illness. 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: morbidity and mortality rates; types of disease (infectious, degenerative); health risks associated with different environments; nutrition; poverty and inequality; adequacy of health services; preventative versus curative medicine; the demographic transition; the demographic trap; demographic profile/differing age structures; religious and cultural factors affecting health; 'traditional' versus 'modern' attitudes to health; position of women; public health/sanitation/water; industrialisation; urbanisation/shanty towns etc.

Lower in the band, answers may outline 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 suitable and distinct conclusion.

Sources may include: Doyal; Doyal & Pennell; George; Hayter; Helman; Hewitt & Smyth; Illich; Malthus; Smyth; The World Health Organisation; The World Bank; Wilkinson; Wilkinson & Pickett.

| 1 | 3 | Using material from **Item C** and elsewhere, assess the usefulness of interactionist contributions to our understanding of mental illness. *(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 the Item, 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.

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 of mental illness, 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 one or more interactionist contributions and may make limited use of the Item, for example to discuss the labelling process. 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 interactionists' neglect of structural causes of mental illness.

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 interactionist contributions to our understanding of mental illness, drawn from the Item 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: labelling; societal reaction; self-fulfilling prophecy; self-concept; mortification of the self; total institutions; career as a mental patient; strategic interaction; the medical model; structural causes; capitalism; patriarchy; the male gaze; institutional racism/ethnocentrism in psychiatry; resistance to labelling. Analysis and evaluation may be developed for example through debates with other perspectives (eg functionalist, Marxist, feminist).

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 may be more focused, analysis and evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Becker; Braginski & Braginski; Cooley; Dingwall; Doyal; Laing; Laing & Esterson; Lemert; Lindsay; Littlewood & Lipsedge; Goffman; Illich; Kohn; Mangen; Szasz; Rosenhan; Scheff; Tuckett; Turner; Zola.

1 4 Using material from **Item D** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating patients' experiences of Accident and Emergency services:

EITHER   non-participant observation
OR   structured interviews.   *(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 the Item, or some knowledge relating solely to the issue of patients' experience of Accident and Emergency (A & E) services, with very little or no reference to the selected method.

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. 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 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 patients' experience of A & E services, or
- specific but undeveloped application to A & E services, or
- a focus on the research characteristics of A & E services, or groups/context 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 may be more fully focused and/or evaluation more thorough, and/or answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Students will apply a range of relevant strengths and limitations of using the selected method to research issues and characteristics relating to patients' experience of A & E services. 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, doctors, nurses, ambulance staff (eg gender, class and ethnic differences among patients; the variety of presenting medical conditions; communication skills; professional skills and concerns)
- the research contexts and settings (eg scenes of incidents; ambulance; A & E units)
- the sensitivity of researching patients' experiences of A & E services (eg patient confidentiality; patients' acute medical needs).

Structured interviews

Strengths and limitations, as applied to the **particular** issue in health, may include: time, cost, access, lack of validity/insight/depth/rapport/sensitivity, inflexibility, reliability, comparability, representativeness, ease of data analysis, large scale, interview effect, interviewer bias, imposition of researcher views, quantitative data, hypothesis testing, informed consent.

Non-participant observation

Strengths and limitations, as applied to the **particular** issue in health, may include: time, cost, access, informed consent, validity, naturalism/non-intrusiveness, reliability, quantitative and qualitative data, overt versus covert observation, data recording, small scale, flexibility, hypothesis formation/grounded theory, Hawthorne effect.

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 'operationalisation' of sociological concepts. *(2 marks)* |

Two marks for a satisfactory explanation or definition of 'operationalisation', such as defining sociological concepts in such a way that they can be studied/measured, or similar.

One mark for a partially satisfactory answer, eg defining concepts.

| 1 | 6 | Suggest **two** reasons why the results obtained from a postal questionnaire may not be representative of the population that it aims to study. *(4 marks)* |

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

- those with strong views on the questionnaire's subject are more likely to complete it than those with no interest in it
- only those with the time to spare complete it
- only those with adequate literacy skills complete it
- some questionnaires may be lost in the post/low response rate
- the questionnaire may be completed by someone who is not a member of the research population.

One mark for each of **two** partially appropriate answers, eg we do not know who completed it.

| 1 | 7 | Suggest **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:

- the sociologist's theoretical perspective (eg feminist, New Right)
- funding bodies
- accessibility of the research context or group
- sociologist's career interests/opportunities
- sociologist's personal interests
- societal values or public concerns
- availability of data.

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

| 1 | 8 | Examine the advantages for sociologists of using official statistics 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 statistics in general. 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 official statistics 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 sources of statistics.

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/or types of official statistics. 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 'hard' and 'soft' statistics. 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 official statistics 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 official statistics. 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; reliability; validity; representativeness; cost; time; availability; scale; 'hard' and 'soft' statistics; hypothesis testing; comparative research; trends and patterns; longitudinal research; 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, 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 2012

Education

Questions				ASSESSMENT OBJECTIVES		
				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

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

Questions				ASSESSMENT OBJECTIVES		
				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	AO1	AO2	Total
Total	43	47	90

Health

Questions			ASSESSMENT OBJECTIVES		
			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

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

Questions			ASSESSMENT OBJECTIVES		
			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

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