



General Certificate of Education

Sociology 6191

SC5W Theory and Methods

Mark Scheme

2008 examination - June series

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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**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC
MARK SCHEMES FOR UNIT 5**

TWO RELATED MARK SCHEMES ARE PROVIDED

Examiners are required to consult and apply the two related mark schemes as follows:

A General Mark Scheme made up of two sections on:

- (i) Knowledge and Understanding;
- (ii) Identification, Analysis, Interpretation and Evaluation.

A Question Specific Mark Scheme made up of one section on:

- (i) Knowledge and Understanding. This will enable examiners to assess the knowledge and understanding requirements of particular questions.

Marking

In the process of marking a particular question, you must follow the procedure detailed below in marking the different Skill Domains:

- (i) **Knowledge and Understanding**

Refer to the Question Specific Mark Scheme and the General Mark Scheme.

- (ii) **Identification, Analysis, Interpretation and Evaluation**

Refer to the General Mark Scheme.

Each answer should be assessed separately for each of the two Skill Domains and the mark for each Skill Domain recorded and totalled to give an overall mark. For example in the case of an answer which was rewarded 6 marks for Knowledge And Understanding and 6 for Identification, Analysis, Interpretation and Evaluation, the total mark for this answer would be 12.

GENERAL MARK SCHEME FOR UNIT 5**Knowledge and Understanding**

0 No relevant knowledge or understanding.

1 – 5 Answers in this band will show a very limited sociological knowledge and understanding.

Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.

Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.

6 – 10 Answers in this band will show a somewhat limited sociological knowledge and understanding.

Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.

Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.

11 – 16 Answers in this band will show a reasonably good sociological knowledge and understanding.

Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response to it, but other aspects will be neglected or treated in a generalised fashion.

Higher in the band there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth, of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.

17 – 20 Answers in this band will show a very good sociological knowledge and understanding.

Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response to it.

Higher in the band, knowledge will be comprehensive and will be thorough, accurate and conceptually detailed throughout. There will be a clear understanding of the theoretical context of the question, and there will be accurate and explicit links between the theoretical and empirical parts of the answer. Answers will show a clear, full and complex understanding of the question and the material offered.

GENERAL MARK SCHEME FOR UNIT 5**Identification, Analysis, Interpretation and Evaluation**

0 No relevant identification, analysis, interpretation or evaluation.

1 – 5 Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be very limited and/or inaccurate. There will be little or no evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation of the question and the material offered in answer to it will be minimal and/or confused. Analysis of arguments and/or methodological issues, if present, will be very limited. Evaluation may be absent or limited to one or two undeveloped examples.

Higher in the band, there will be some limited and undeveloped identification of perspectives, arguments and/or methodological issues, and some evidence of the ability to distinguish between facts, opinions and value judgements. There will be some limited interpretation of the question and/or the material offered in answer to it. Analysis, if present, will be undeveloped and possibly contain inaccuracies. Evaluation may be implicit or confined to one or two critical comments on some aspect of the question or general topic area.

6 – 10 Answers in this band will show somewhat limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be broadly accurate, although limited and undeveloped. Attempts to distinguish between facts, opinions and value judgements will show some sociological awareness. Interpretation of the question and the material offered in answer to it will be limited but broadly sociological. Examples may be undeveloped or applied to the general topic area rather than the set question. Analysis of material, if present, will be partial and poorly focused. Evaluation may take the form of a weak juxtaposition and/or brief list of criticisms of a study, concept, perspective or method.

Higher in the band, arguments/perspectives will be accurately identified, and there will be clear evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation will be focused and examples will show some development and be broadly applied to the question set. There will be some, albeit limited and undeveloped, attempt to analyse material. There will be a few explicit points or criticisms raised.

11 – 16 Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, there will be some explicit and largely successful attempts to identify and interpret sociological arguments and perspectives. There will be a general awareness of methodological issues. Analysis may remain undeveloped and/or partial. There will be some explicit evaluation, although this may be one-sided and/or undeveloped.

Higher in the band, the use of skills will be more balanced and comprehensive. Sociological arguments, perspectives and methodological issues will be accurately identified and interpreted and examples will be generally applied to the question. Both analysis and evaluation will be explicit, though not necessarily fully developed or comprehensive.

17 – 20 Answers in this band will show very good skills of identification, analysis, interpretation and evaluation, applied to a range of sociological ideas, evidence and issues.

Lower in the band, sociological arguments and perspectives will be, with only very minor exceptions, accurately identified and successfully interpreted to meet the demands of the question. Analysis and evaluation of a wide range of material, including methodological issues, will be thorough, comprehensive and balanced.

Higher in the band, all the skills will be demonstrated in a thorough, accurate and comprehensive manner throughout. There will be clear evidence that identification, interpretation, analysis and evaluation follow a clear rationale and are applied with sensitivity and sophistication. Evaluative comparisons and contrasts may be made between different areas of sociology, and analysis and argument may be applied to wider and possibly more complex issues than those raised by the set question.

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:

- 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;
- ensure text is legible, and spelling, punctuation and grammar are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply to the assessment of Question 1 (d) and Questions 2 and 3. The following criteria should be applied in conjunction with the mark schemes (the general mark scheme and the question specific 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.

Question 1 (d)

In the 1 – 3 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 4 – 7 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 8 – 10 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 2 and 3

In the 1 – 5 band, candidates' answers are likely to be characterised by the very poor logical expression of ideas and the use of a very limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

In the 6 – 10 band, candidates' answers are likely to be characterised by the generally fair logical expression of ideas, though perhaps with some occasional flaws, and the use of a somewhat limited range of conceptual terms, perhaps sometimes used imprecisely and/or inaccurately. Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may be some errors in punctuation and grammar which impair the intelligibility of some parts of the answer.

In the 11 – 16 band, candidates' answers are likely to be characterised by the reasonable 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 good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

In the 17 – 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, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.

SECTION A: THEORY AND METHODS

Answer **all** parts of this Section.

Total for this section: 20 marks

1	(a) Briefly explain what is meant by ‘validity’ (Item A , line 10).	<i>(2 marks)</i>
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Two marks for a satisfactory explanation, such as: the capacity of a research method to measure what it sets out to measure; a true or genuine picture of what something is really like.

One mark for a partial explanation such as: reality or truth.

	(b) Identify and briefly explain two reasons why a researcher might choose to use the survey method, apart from those referred to in Item A .	<i>(4 marks)</i>
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One mark for each of two reasons identified, such as:

- to gather reliable data;
- to identify trends and patterns of behaviour;
- to research a wide area or large number of the population;
- to re-visit issues over time;
- cost-effective research in terms of input/output;
- to gather quantitative data.

NB: **no** marks for gathering local, national or international information or contributing to official statistics.

One further mark for each of two satisfactory explanations, such as:

- to gather reliable data: survey methods are often used to gather large quantities of data in ways that can be repeated or re-tested to check their reliability;
- to identify trends and patterns of behaviour: because they cover a wide area or large sample, surveys can show up trends or patterns of behaviour in the population in ways that other research methods cannot;
- to research a wide area or large number of the population: surveys are comparatively easy to administer if you want to research a wide geographical area or a large number of respondents.

	(c) Identify and briefly explain two problems researchers might face when using official statistics (Item A , line 6).	<i>(4 marks)</i>
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One mark for each of two problems identified, such as:

- social construction of reality;
- errors in data collection;
- gathered for different purpose;
- assumptions might differ from those of researcher;
- alterations to criteria for collection.

One further mark for each of two satisfactory explanations, such as:

- social construction of reality: the way official statistics are presented can give a picture of reality that appears to have validity when actually it does not;

- errors in data collection: the researcher cannot be aware of all the errors in data collection that might lie behind the official statistics presented;
- gathered for different purpose: the official statistics will have been gathered and presented for a purpose different from that required by the researcher. Thus the data might not quite answer the questions the researcher needs answering.

(d)	Briefly examine the usefulness of experiments in sociological research.	(10 marks)
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0 No relevant points.

1 – 3 Answers in this band will have only limited success in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

Lower in the band, one or two points may be made on research methods in general. Alternatively, there may be a tendency to recycle material from the Items without identifying specific points or analysing possible explanations.

Higher in the band, one or two points related to experiments may be mentioned with some limited attempt to address the question. Evaluation will be limited or non-existent. Understanding will be partial.

4 – 7 Answers in this band will be reasonably successful in identifying, interpreting, analysing and/or evaluating material to meet the requirements of the question.

Lower in the band, this may be confined to a competent, if basic, account, for example listing two or three problems with conducting research in general and, implicitly, with experiments. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

Higher in the band, answers will be more developed and focused. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material. There may still be a tendency to present the material in a rather list-like manner, for example briefly listing four or five issues relating to the use of experiments in sociology, such as the range of ethical issues involved, control factors, limited scope and problems with analysis of results. Knowledge and understanding may extend to an awareness of some theoretical aspects but these are likely to be undeveloped.

8 – 10 Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be more detailed, showing an understanding of a range of sociological material, possibly drawn from the Items and elsewhere.

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

Higher in the band, interpretation will be more focused and evaluation more thorough, developed and explicit.

Answers will address the central issues of the question, considering the usefulness of experimental methods in sociology. Concepts such as reliability and validity may be explored. Many answers may take as a starting point a description of one or two experiments conducted by sociologists or differentiate between different types of experiment, such as laboratory and field. Most are then likely to present a range of issues, such as the ethical problems of deceit, annoyance, and consent, control factors, limited scope, problems with analysis of results and determining variables involved, the Hawthorne effect, etc. Candidates may consider theoretical as well as practical concerns, rehearsing positivist and anti-positivist arguments. These elements will not necessarily be analysed or explained to the same depth.

Note: however, **not** all the points mentioned in the last paragraph above are necessary for an answer to be awarded full marks.

SECTION B: THEORY AND METHODS

Answer **one** question from this Section.

Total for this section: 40 marks

2 Assess the usefulness of conflict theories in understanding society today.	<i>(40 marks)</i>
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Knowledge and Understanding

20 marks

Candidates may present a summary of conflict theories, particularly Marxism and feminism, and contextualise their answers in education, crime, or other substantive areas of the specification. Often these may be in a timeless and stateless manner. Some candidates may consider whether labelling theory should also be included as a conflict theory. Evaluation will normally come in the form of juxtapositions with other perspectives such as functionalism. An alternative approach might see post-modernist views examined in detail, including a refutation of previous meta-narratives. Better candidates will focus less on describing the theories and more on their application to understanding society today.

In answering this question candidates may refer to some of the following sources and/or relevant alternative ones: Giddens, Hutton, Soros, Marsland, Field, Townsend, Bauman, Douglas, Rex, Firestone, Oakley, Delamont, Freedman, Annadale & Hunt, Wallbank, Marx, Engels, Weber.

0 No knowledge or understanding relevant to the set question.

1 – 5 Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band, candidates will present an answer based on a common sense understanding of sociology rather than sociological arguments or evidence. There will be only a peripheral link to the question, with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on sociological perspectives in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about sociology and society today or,
- some flawed material from different theoretical perspectives.

6 – 10 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of points related to sociological research and understanding society or,
- some disjointed but basically accurate material from one or more perspective(s) or,
- a brief description of one or two studies from conflict perspectives.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- a more extensive list of points related to sociological research and understanding society or,
- more coherent and accurate material from one or more perspective(s) but fairly timeless and lacking detail on understanding society today or,
- outlines of two or three studies from conflict perspectives with the question left largely implicit.

11 – 16 Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- more extensive list of points related to sociological research and understanding society and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives, such as feminism and Marxism, but with only limited development on understanding society today or,
- fuller accounts of two or three studies from conflict perspectives with the question left largely implicit.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- an extensive list of points related to sociological research and understanding society and with a clear theoretical structure focused on the set question or,
- coherent and broadly accurate material from two or more perspectives, such as feminism, Marxism, the New Right and functionalism and with some clear development on understanding society today or,
- fuller accounts of two or three studies from conflict perspectives with a clear focus on the set question.

17 – 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- an extensive list of points related to sociological research and the role of sociology in understanding society and with a clear theoretical structure focused on the set question or,
- coherent and accurate material from a range of perspectives and with terms and concepts such as domination and subordination, patriarchy, meta-narrative and hyper-reality understood and discussed or,
- accounts from a range of studies from conflict perspectives with a clear focus on the set question.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- greater understanding of the ideological issues in sociological debates;
- greater understanding of the context of the debates in the development of sociology.

3 Evaluate different views of the relationship between sociology and social policy.**(40 marks)****Knowledge and Understanding****20 marks**

Many candidates may approach this question by describing some social policies where sociological research or sociological views might have had some input. Answers may vary in quality depending on the extent of knowledge of both the policies concerned and in the detail on sociological research and/or sociological views. Better answers may come from candidates who see the question in more complex terms and begin to explore the relationship in terms of the socio-political implications, exploring more fully the two-way relationship between social policy and sociology/sociological research. Candidates may draw examples and relevant sources from a range of substantive areas, but it is likely that education, the family, crime and deviance and poverty will feature in many answers. An alternative but equally acceptable approach that may be adopted by some candidates is to take one of the perspectives, for instance feminism, and to explore the impact of research and thinking from that perspective on social policy.

0 No knowledge or understanding relevant to the set question.

1 – 5 Answers in this band will show very limited sociological knowledge and understanding.

Lower in the band, candidates will present an answer based on a common sense understanding of social policy and/or sociology rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

Higher in the band, candidates may present a flawed account of knowledge on sociology and social policy in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about social policies or,
- some flawed material from sociological research.

6 – 10 Answers in this band will show limited sociological knowledge and understanding.

Lower in the band, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of points related to different social policies or,
- some flawed accounts of sociological research linked to social policies,
- some points made by different sociologists about social policy issues.

Higher in the band, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- a fuller and largely accurate list of points related to one or more substantive areas with some limited application to social policies or,
- brief descriptions of one or two studies, possibly linked to social policies, but with the question left largely implicit or,
- a simple juxtaposition of perspectives, possibly feminism and the New Right, indicating differences on social issues.

11 – 16 Answers in this band will show reasonably good sociological knowledge and understanding.

Lower in the band, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- a more developed and accurate list of points, related to one or more substantive areas and with the link between sociology and social policies made more explicit or,
- descriptions of two or three studies linked to social policies, but with the question left largely implicit or,
- more accurate and developed accounts of contrasting perspectives on research, with some explicit linkage to the question.

Higher in the band, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- an extensive, accurate and more detailed list of points, related to one or more substantive areas and with the link between sociology and social policies made more explicit and with a limited theoretical structure or,
- fuller and more detailed descriptions of a range of studies clearly linked to the set question or,
- fuller, coherent and accurate material from two or more perspectives and with more development on the relationship between sociological research and social policy.

17 – 20 Answers in this band will show very good sociological knowledge and understanding.

Lower in the band, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- an extensive, accurate and more detailed list of points, related to one or more substantive areas and with the application to social policies made explicit and with a clear theoretical structure or,
- full and detailed descriptions of sociological studies clearly linked to the set question and showing a good focus on the relationship between sociology and social policy or,
- coherent and accurate material from a range of perspectives, with relevant concepts clearly explored and understood, and clearly linked to the relationship between sociology/sociological research and social policy.

Higher in the band, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- greater awareness of the complexity of the ideological issues and influences involved with sociological theory and research;
- greater understanding of the complexity of processes within policy formation;
- greater understanding of the political and economic dimensions to the debates on social policy.

ASSESSMENT GRIDS FOR UNIT 5 (SC5W)
Theory and Methods (Data Response)

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
1 a	0	2	2
1 b	0	4	4
1 c	0	4	4
1 d	4	6	10
Total	4	16	20

Theory and Methods (Essay)

Candidates answer **one** question.

	ASSESSMENT OBJECTIVES		
Questions	AO1	AO2	Total
2	20	20	40
3	20	20	40
Total	20	20	40