



**General Certificate of Education**

**Sociology 1191**

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

**Mark Scheme**

*2010 examination - January 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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*Dr Michael Cresswell*, Director General.

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## QUALITY OF WRITTEN COMMUNICATION

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

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

The assessment criteria for quality of written communication apply only to the assessment of questions 1 (c), (d), Q 2, Q 3 (d), Q 4 (c), (d), Q 5, Q 6 (d).

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

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

### Questions 1(c), 4(c)

**In the 1 – 4 band**, candidates' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

**In the 5 – 9 band**, candidates' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

**In the 10 – 12 band**, candidates' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

### Questions 1(d), 2, 3(d), 4(d), 5, 6(d)

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

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

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

### **INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES**

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

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

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**SECTION A: EDUCATION WITH RESEARCH METHODS**

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1

**Total for this section: 90 marks**

(a) Explain what is meant by the term 'ethnocentric curriculum'.	<i>(2 marks)</i>
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**Two** marks for a satisfactory explanation or definition of 'ethnocentric curriculum' such as the subjects taught in school being biased towards one particular culture.

**One** mark for a partially satisfactory answer.

(b) Suggest <b>three</b> ways in which Marxists see school as being similar to the world of work.	<i>(6 marks)</i>
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**Two** marks for each of **three** appropriate ways, such as:

- a hierarchy of authority
- fragmentation of work/learning
- extrinsic rewards
- based on competition
- alienation
- status differences.

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

(c) Outline some of the ways in which the labelling process may lead to educational under-achievement for some pupils.	<i>(12 marks)</i>
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**0** No relevant points.

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

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

**Higher in the band**, answers will present one or two insubstantial points about labelling, but their relationship to educational under-achievement will be very limited. Alternatively, more substantial accounts of education, at a tangent to the question, may be offered.

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

**Lower in the band**, material on one or more aspects of labelling will be presented and some limited description will be offered. Some reasonable knowledge and understanding will be shown, though analysis and evaluation is likely to be very limited or non-existent.

**Higher in the band**, material on two or more aspects of labelling will be presented and some explanation offered. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation, for example, explaining how labelling may lead to differences in educational achievement.

**10 – 12** Answers in this band will show sound, conceptually informed, knowledge and understanding of sociological material on the ways in which labelling may lead to educational under-achievement for some pupils. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Concepts and issues such as the following may appear:

- self-fulfilling prophecy
- pupil responses/subcultures
- setting and streaming
- teacher expectations
- low/high status knowledge
- A\*-C economy
- primary/secondary schools
- gender
- ethnicity
- social class.

**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: Becker, Cicourel and Kitsuse, Rist, Keddie, Gillborn and Youdell, Rosenthal and Jacobson, Lacey, Hargreaves, Ball, Fuller.
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- (d) Using material from **Item A** and elsewhere, assess the claim that gender differences in educational achievement are primarily the 'result of changes in wider society' (**Item A**, lines 6 – 7). *(20 marks)*

**0** No relevant points.

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

**Lower in the band**, this may be one or two very insubstantial points about gender or schools, 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 gender and achievement. Interpretation of material may be simplistic or at a tangent to the question, for example, drifting into a weak account of boys' under-achievement.

**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 changes in wider society that may contribute to gender differences in educational 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 wider range of issues or factors and may make limited use of Item A. 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, commenting on the relative importance of school and non-school 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 patterns of achievement of both girls and boys, drawn from Item A and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a range of factors external to the school.

Concepts and issues such as the following may appear: laddish subcultures, globalisation, decline in traditional male employment opportunities, absence of male role models in the home, feminism, changes in family structure, changes in women's employment, changing girls' ambitions, etc. Candidates may make reference to the impact of class and ethnicity on gender patterns of achievement.

Analysis and evaluation may be developed, for example through an assessment of alternative school factors such as teacher expectations, changes to the curriculum, feminisation of education, role models, coursework.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: McRobbie, Prosser, Sharpe, Francis, DCSF, Epstein, Sewell, Gorard, Mitsos and Browne, Spender, French and French.

- 2** 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 **one** of the following methods for investigating the effect of material deprivation on educational achievement:

**EITHER** (i) unstructured interviews

**OR** (ii) official statistics.

(20 marks)

**0** No relevant points.

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

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

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example, in the form of a few insubstantial sociological points about the selected method, or offer an answer relating solely to the issue of the effect of material deprivation on educational achievement. Analysis and evaluation will be very limited or non-existent.

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

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

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

**16 – 20** In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material, drawn from Item B and elsewhere, concerning the usefulness of the selected method in investigating the particular issue of the effect of material deprivation on educational achievement. This will be accurately and sensitively interpreted and applied to the demands of the question.

Answers will present the strengths and limitations of the selected method and discuss them in some detail. These will be interpreted and applied to the research issues

identified in Item B and elsewhere in an explicit manner. Research concerns relating to investigating the effect of material deprivation on educational achievement will appear. These could include the following and/or other relevant concerns: sensitivity of the issue, research characteristics of potential research subjects (eg parents – issues of access, pro and anti-school attitudes; pupils – vulnerability and communication skills), and schools as a research environment.

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

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

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

#### **Unstructured Interviews**

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

#### **Official Statistics:**

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

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

(a) Explain what is meant by the term 'hypothesis'. *(2 marks)*

**Two** marks for a satisfactory explanation or definition of 'hypothesis' such as a statement to be tested by research.

**One** mark for a partially satisfactory answer.

(b) Suggest **two** advantages of using official statistics in sociological research. *(4 marks)*

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

- readily available
- as background information for a study
- uses large samples or total populations
- enables comparisons over time
- quick to use
- low cost
- can be used to test hypotheses
- often give anonymity to research subjects.

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

(c) Suggest **two** problems that researchers may face when actively participating in the group they are studying. *(4 marks)*

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

- requires high level of inter-personal skills
- can be more emotionally/socially stressful than other research techniques
- researcher may lack social characteristics of research group
- possibility of having to participate in illegal acts
- increased personal danger for researcher
- 'going native'
- influencing the behaviour of the group.

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

<p>(d) Examine the extent to which practical issues are the most important influence when selecting research methods and a research topic. <span style="float: right;"><i>(20 marks)</i></span></p>
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**0** No relevant points.

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

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

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example two or three weak descriptive points about practical or other issues affecting the selection of research methods or topics. Interpretation and application of material may be simplistic or at a tangent to the question, for example an account of a particular research study. 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 practical issues affecting choice of research method and/or research topic. Interpretation may be limited and not applied explicitly to the demands of the question; for example, answers may be diverted into often lengthy descriptive accounts of practical issues, weakly linked to the question or into accounts of the strengths and limitations of some methods.

**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 issues affecting the selection of research method and/or topic. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example through some weakly developed comparison of the relative importance of practical and other issues.

**16 – 20** Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the practical and other issues influencing the selection of both research method and research topic. This will be accurately and sensitively interpreted and applied to the demands of the question and will be more balanced in its coverage of theoretical, ethical and practical factors. Candidates will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation may take the form of direct comparison of the relative importance of different issues.

Answers will consider a full range of issues. Material may be drawn from practical issues of access, time, cost, research opportunity, the research issue, funding bodies, safety, personal skills and characteristics of the researcher, theoretical issues of theoretical preference, validity, representativeness, reliability, Hawthorne effect, ideological bias, ethical considerations of informed consent, anonymity and confidentiality.

**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.

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**SECTION B: HEALTH WITH RESEARCH METHODS**


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**4****Total for this section: 90 marks**

(a) Explain what is meant by the term 'self-fulfilling prophecy'.	<i>(2 marks)</i>
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**Two** marks for a satisfactory explanation or definition of 'self-fulfilling prophecy' such as a prediction about a person or event comes true simply because of that prediction.

**One** mark for a partially satisfactory answer.

(b) Suggest <b>three</b> reasons why women are more likely than men to visit their doctor.	<i>(6 marks)</i>
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**Two** marks for each of **three** appropriate reasons, such as:

- women are more responsible for their children's health
- women are more likely to acknowledge weakness/illness
- women may have fewer work commitments
- women are more able to talk about their feelings than men
- surgeries are a more feminised work space.

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

(c) Outline some of the criticisms sociologists make of the biomedical model of health.	<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 and evaluation.

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

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

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

**Lower in the band**, material on one or more criticisms of the biomedical model of health will be presented and some limited description will be offered. Some reasonable knowledge and understanding will be shown, though analysis and evaluation is likely to be very limited or non-existent.

**Higher in the band**, material on two or more criticisms of the biomedical model of health will be presented and some explanation offered. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or

evaluation, for example, an explanation of how this model does not explain social inequalities in health and illness.

**10 – 12** Answers in this band will show sound, conceptually informed, knowledge and understanding of sociological material on a range of criticisms made of the biomedical model of health. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Criticisms and concepts such as the following may appear:

- over-emphasis on medical efficacy
- fails to recognise the socio-environmental context
- over-emphasis on specific aetiology
- treats patients as passive objects
- over-emphasis on 'march of medical progress'
- bio-medicalisation of some behaviour eg childbirth
- psycho-medicalisation of some behaviour
- social construction of health and illness
- role in professional medical dominance
- role in social control
- iatrogenesis.

**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: Conrad, Dubos, Humphrey, Illich, Martin, McKeown, Oakley, Stryer and Clancy, Szreter, White.
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(d) Using material from **Item C** and elsewhere, assess sociological explanations 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**, this may be one or two very insubstantial points, 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 poverty and health. Interpretation of material may be simplistic or at a tangent to the question.

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

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

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with a wider range of explanations and may make limited use of Item C. 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, explaining the way cultural/behavioural processes may produce health inequalities.

**16 – 20** In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological explanations of social class differences in health chances, drawn from Item C and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a range of explanations.

Concepts and issues such as the following may appear: materialist/structural, cultural/behavioural, social selection, material and cultural deprivation, artefact explanation, stress, bio-psycho-social pathways, capitalism, diet, exercise, smoking, unemployment, risk-taking, socialisation, cultural capital, inverse care law, access to care, life course, layers of influence etc.

Analysis and evaluation may be developed, for example, through a comparison of alternative explanations.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Black Report, Blackburn, Blaxter, Brenner, Illsley, Marmot, Shaw, Townsend, Tudor Hart, Wilkinson.

**5** 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 **one** of the following methods for investigating stigma in health care:

**EITHER** (i) unstructured interviews

**OR** (ii) participant observation

(20 marks)

**0** No relevant points.

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

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

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

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

**Lower in the band**, some potentially relevant material will be presented, offering a broadly accurate account of the strengths and/or limitations of the selected method, or a list of the research characteristics of medical professionals, patients and relevant others. Candidates may begin to apply these to the study of health. Some less focused material may also appear, for example, accounts of stigma and illness with no or limited focus on methods.

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

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

Answers will present the strengths and limitations of the selected method and discuss them in some detail. These will be interpreted and applied to the research issues identified in Item D and elsewhere in an explicit manner. Research concerns relating to investigating stigma and illness will appear. These could include the following and/or other relevant concerns: sensitivity of the issue, research characteristics of potential research subjects (eg doctors – front-stage/backstage behaviour and maintenance of professional role; patients – vulnerability and communication skills) and medical settings as research environments.

Analysis and evaluation may be developed through the concepts of reliability, representativeness or validity, or through linkage to methodology. Explicit analysis and evaluation may also be shown through direct comparison with other methods.

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

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

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

#### **Unstructured interviews**

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

#### **Participant observation**

Strengths and limitations, as applied to the **particular** issue in health, may include issues such as: Positivism-interpretivism debate, overt-covert, meaning and interpretation, Hawthorne effect, insight, 'going native', comparison, 'getting in, staying in, getting out, cost, time, role maintenance, informed consent, post-research effects on research subjects, validity, reliability, representativeness.

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

(a) Explain what is meant by the term 'hypothesis'. *(2 marks)*

**Two** marks for a satisfactory explanation or definition of 'hypothesis' such as a statement to be tested by research.

**One** mark for a partially satisfactory answer.

(b) Suggest **two** advantages of using official statistics in sociological research. *(4 marks)*

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

- readily available
- few ethical constraints
- as background information for a study
- uses large samples or total populations
- enables comparisons over time
- relatively quick to use
- low cost
- can be used to test hypotheses.

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

(c) Suggest **two** ways a researcher could increase the response rate of a postal questionnaire. *(4 marks)*

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

- repeat mailing
- financial incentives
- appropriate design layout
- short questionnaire
- simple questions.

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

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(d) Examine the extent to which practical issues are the most important influence when selecting research methods and a research topic. (20 marks)
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**0** No relevant points.

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

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

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example two or three weak descriptive points about practical or other issues affecting the selection of research methods or topics. Interpretation and application of material may be simplistic or at a tangent to the question, for example an account of a particular research study. 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 practical issues affecting choice of research method and/or research topic. Interpretation may be limited and not applied explicitly to the demands of the question; for example, answers may be diverted into often lengthy descriptive accounts of practical issues, weakly linked to the question or into accounts of the strengths and limitations of some methods.

**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 issues affecting the selection of research method and/or topic. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for example through some weakly developed comparison of the relative importance of practical and other issues.

**16 – 20** Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the practical and other issues influencing the selection of both research method and research topic. This will be accurately and sensitively interpreted and applied to the demands of the question and will be more balanced in its coverage of theoretical, ethical and practical factors. Candidates will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation may take the form of direct comparison of the relative importance of different issues.

Answers will consider a full range of issues. Material may be drawn from practical issues of access, time, cost, research opportunity, the research issue, funding bodies, safety, personal skills and characteristics of the researcher, theoretical issues of theoretical preference, validity, representativeness, reliability, Hawthorne effect, ideological bias, ethical considerations of informed consent, anonymity and confidentiality.

**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: January 2010****Education with Research Methods**

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
1 (a)	1	1	2
1 (b)	3	3	6
1 (c)	8	4	12
1 (d)	8	12	20
<b>Sub-Total</b>	<b>20</b>	<b>20</b>	<b>40</b>

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
2	8	12	20
<b>Sub-Total</b>	<b>8</b>	<b>12</b>	<b>20</b>

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
3 (a)	1	1	2
3 (b)	2	2	4
3 (c)	2	2	4
3 (d)	10	10	20
<b>Sub-Total</b>	<b>15</b>	<b>15</b>	<b>30</b>

<b>Total</b>	<b>43</b>	<b>47</b>	<b>90</b>
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### Health with Research Methods

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
4 (a)	1	1	2
4 (b)	3	3	6
4 (c)	8	4	12
4 (d)	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>
5	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>
6 (a)	1	1	2
6 (b)	2	2	4
6 (c)	2	2	4
6 (d)	10	10	20
<b>Sub-Total</b>	15	15	30

<b>Total</b>	43	47	90
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