

Version 2.0



**General Certificate of Education
January 2011**

Sociology 1191

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

Unit 2

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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QUALITY OF WRITTEN COMMUNICATION

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

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

The assessment criteria for quality of written communication apply only to the assessment of questions

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

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of 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

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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

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

SECTION A: Education with Research Methods

Total for this section: 90 marks

0	1	Explain what is meant by the term 'cultural deprivation'.	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'cultural deprivation', such as a lack or deficit of values (or of norms, attitudes, skills or knowledge).

One mark for a partially satisfactory answer, such as an example (eg immediate gratification) or a partial explanation (eg a lack of culture).

0	2	Identify three educational policies that may have contributed to social class differences in achievement.	<i>(6 marks)</i>
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Two marks for each of **three** appropriate policies identified, such as:

- the tripartite system/ the eleven-plus exam/Butler Act/1944 Act
- streaming
- marketisation
- private schooling
- fees for higher education.

Note: Award **two** marks per example given of particular relevant marketisation policies (eg formula funding, publication of league tables), but not in addition to 'marketisation'.

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

0	3	Outline some of the ways in which factors outside the education system have resulted in improved educational achievement for girls.	<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, answers may be one or two insubstantial points about education in general and are likely to lack focus on the question set.

Higher in the band, answers will present one or two insubstantial points about gender and education, but their relationship to girls' 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 relevant factors external to the education system 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 factors inside education.

Higher in the band, material on two or more relevant external factors 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. Candidates may begin to offer some analysis and/or evaluation, for example of the significance of changes in women's employment patterns.

- 10 – 12** Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on a range of ways in which factors outside the education system have resulted in improved achievement for girls. 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: the impact of feminist ideas; women in paid employment; smaller family sizes; parental encouragement; leisure patterns; increase in divorce/lone parenthood; changes in the law; changes in girls' aspirations.

Lower in the band, answers will 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: Sharpe, Prosser, Francis, McRobbie, Francis and Skelton, Mitsos and Browne, Hannan, official statistics on employment, divorce etc.
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Using material from **Item A** and elsewhere, assess the view that the education system exists mainly to select and prepare young people for their future work roles.

(20 marks)

0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about education in general, or material ineffectually recycled from Item A, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about education and work roles. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of 'under-achievement' material.

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

Lower in the band, some potentially relevant material will be presented and a broadly accurate, if basic, account offered, for example of one or more functions of education, though interpretation and application to the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with the relationship between education and work roles and may make limited use of Item A, for example to discuss whether selection and role allocation are based on meritocratic principles. Material will be accurately interpreted, but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for example of the functionalist view from a Marxist perspective.

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 education and selection and preparation for work roles, drawn from Item A and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Concepts and issues such as the following may appear: meritocracy; the myth of meritocracy; legitimation; reproduction; universalistic and particularistic norms; the social division of labour; social solidarity; human capital theory; the correspondence principle; capitalism; new vocationalism; selection; specialist schools; business sponsorship of schools etc. Analysis and evaluation may be developed, for example through a debate between different perspectives or consideration of the relative importance of different functions of education.

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: Durkheim, Parsons, Davis and Moore, Blau and Duncan, Althusser, Bourdieu, Bowles and Gintis, Willis, Ball, Chubb and Moe, Thompson, Whitty.

0 5

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

Using material from **Item B** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating the role of parents in pupils' achievement:

EITHER questionnaires

OR unstructured interviews.

(20 marks)

0 No relevant points.

1 – 7 Answers in this band will show very limited or no interpretation, application, analysis and 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.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example in the form of two or three insubstantial points about the selected method. Some may show very limited skills of application, eg an answer relating solely to the issue of the role of parents in pupils' achievement, with very little or no reference to the selected method. Analysis and evaluation will be very limited or non-existent.

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

Lower in the band, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of the selected method. However, application to the study of education or to the issue in the question will be very limited or non-existent.

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

- applying the method to the study of education in general, not to the specifics of studying the role of parents in pupils' achievement, or
- specific but undeveloped application to the role of parents in pupils' achievement, or
- a focus on the research characteristics of the role of parents in pupils' achievement 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.

Candidates will examine a range of relevant strengths and limitations of using the selected method, explicitly interpreted and applied to research issues and characteristics relating to the role of parents in pupils' achievement. 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 participants, for example parents (eg language and literacy skills; own experience and level of education; class and ethnic differences).
- The research contexts, for example schools' control over access to parents/pupils; accessing pupils' homes.
- The sensitivity of researching parental support for pupils; the nature and extent of parental involvement with school (eg discipline, contracts, parents' evenings, PTA) etc.

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.

Questionnaires:

Strengths and limitations as applied to the **particular** issue in education may include: cost, time, scale, reliability, representativeness, response rate, superficiality, misunderstanding questions/answers.

Unstructured interviews:

Strengths and limitations as applied to the **particular** issue in education may include: comparability, cost, time, validity, insight, researcher presence, interviewer bias, recording and categorising responses.

Note: In any mark band, candidates who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

0 6

Explain what is meant by 'primary' data.

(2 marks)

Two marks for a satisfactory explanation or definition of 'primary' data, such as data that sociologists gather for themselves/for their own purposes.

One mark for a partially satisfactory answer, eg an example of a source of primary data.

0 7Suggest **two** disadvantages that sociologists might find when using structured interviews.*(4 marks)*

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

- inflexibility of the questions
- superficiality of the questions
- unsuitability for studying sensitive topics
- imposition of researcher's priorities in gathering the data
- may have to call back to increase the response rate.

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

0 8Suggest **one** advantage and **one** disadvantage of using laboratory experiments in sociological research.*(4 marks)*

Two marks each for **one** appropriate advantage and **one** appropriate disadvantage suggested, such as:

Advantages:

- can be used to identify causes/formulate scientific laws
- useful in producing reliable data
- can be used to test hypotheses.

Disadvantages:

- may have to deceive research participants
- may produce the Hawthorne/experimental effect
- cannot study large-scale processes.

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

0 9

Examine the advantages of using personal documents and historical documents in sociological 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 different historical or personal documents. Interpretation and application of material may be simplistic or at a tangent to the question, for example a weak account of a study using documents. 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 one or two types of personal and/or historical document. Interpretation may be limited and not applied explicitly to the demands of the question; for example, answers may be diverted into often lengthy descriptive accounts of particular examples of documents, weakly linked to the question.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to identify a wider range of advantages and perhaps of personal and/or historical documents. 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 an awareness of similarities between types of document.

- 16 – 20** Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the advantages of using both personal and historical documents in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question and will be more balanced in its coverage of advantages. Candidates will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation will be more closely related to the advantages identified in the answer.

Answers will consider a range of types of personal and historical documents and their advantages. Concepts and issues such as the following may appear: methodological preference; validity; reliability; representativeness; authenticity; credibility; meaning; access/availability; cost; time; utility in relation to different research contexts and issues (eg as the sole source of data in historical studies); usefulness as a source of hypotheses; different types of content analysis etc.

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 term 'diseases of affluence'.	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'diseases of affluence', such as diseases caused by a high standard of living.

One mark for a partially satisfactory answer, such as an example (eg cardio-vascular disease) or a partial explanation (eg diseases found in Western society).

1	1	Identify three features of the bio-medical model of health and illness.	<i>(6 marks)</i>
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Two marks for each of **three** appropriate features identified, such as:

- specific aetiology/each disease has a specific cause
- hospital- or clinic-based medicine
- the body as a machine/mechanical metaphor/doctors as body technicians
- mind-body dualism/the irrelevance of patients' mental, spiritual or moral state
- curative focus
- disease as chance occurrence.

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

1	2	Outline some of the ways in which cultural and behavioural factors may affect social class differences in health chances.	<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, answers may be one or two insubstantial points about health in general and are likely to lack focus on the question set.

Higher in the band, answers will present one or two insubstantial points about cultural and/or behavioural factors, probably with very limited linkage to class differences. 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, one or more cultural and/or behavioural factors affecting class differences in health chances will be identified 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 structural/material factors.

Higher in the band, material on two or more relevant cultural and behavioural factors 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. Candidates may begin to offer some analysis and/or evaluation, for example of the reasons for class differences in health-related behaviour.

10 – 12 Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on a range of ways in which cultural and behavioural factors may affect social class differences in health chances. 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: behavioural differences in risk behaviour; class differences in knowledge, cultural capital, speech codes, status etc; class differences in definitions of health and illness; aspects of working-class culture affecting attitudes to health, for example fatalism, immediate gratification, collectivism/peer pressure; the interplay of cultural and material factors.

Lower in the band, answers will 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: the Black Report, Blaxter and Paterson, Brotherton, Calnan and Johnson, Helman, Zola, Tuckett, Townsend, Graham, Blackburn, Whitehead, Wilkinson.
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1 | 3

Using material from **Item C** and elsewhere, assess sociological explanations of differences in the use of health care services between different ethnic groups and between males and females. (20 marks)

0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about health in general, or material ineffectually recycled from Item C, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about gender or ethnicity and care. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of class and health care.

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 aspects of gender and/or ethnic differences in care, though interpretation and application to the demands of the question may remain implicit. Some unfocused material on health chances may also appear.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to deal explicitly with both gender and ethnic differences in relation to health care, and will deal with a wider range of reasons and may make limited use of Item C, for example to discuss gender differences in GP consultations. 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 an explanation of ethnic differences in access to care.

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 gender and ethnic differences in the use of health care services, drawn from Item C and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Candidates will consider two or more explanations and both ethnicity and gender (although not necessarily equally). Concepts and issues such as the following may appear: patriarchy; institutional racism; stereotyping by health professionals; language barriers; different types of service (eg preventative, curative; primary, secondary; formal, informal); ethnic differences in health beliefs; differences in material position/health needs of ethnic groups; gender differences in attitudes to health/care; gender role and health care; health care as a feminised space; costs and benefits of using services etc. Analysis and evaluation may be developed, for example through a debate between different perspectives or consideration of the relative importance of structural and cultural factors.

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: Bernard, Graham, Oakley, Ehrenreich and English, Cochrane, Littlewood and Liversedge, Macfarlane, Pill and Scott.
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1 4

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

Using material from **Item D** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating the distribution and nature of mental illness:

EITHER official statistics

OR participant observation.

(20 marks)

0 No relevant points.

1 – 7 Answers in this band will show very limited or no interpretation, application, analysis and 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.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example in the form of two or three insubstantial points about the selected method. Some may show very limited skills of application, eg an answer relating solely to the issue of mental illness, with very little or no reference to the selected method. Analysis and evaluation will be very limited or non-existent.

8 – 15 Answers in this band will show 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 distribution and nature of mental illness, or
- specific but undeveloped application to the distribution and nature of mental illness, or
- a focus on the research characteristics of mental illness, 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.

Candidates will examine a range of relevant strengths and limitations of using the selected method, explicitly interpreted and applied to research issues and characteristics relating to the distribution and nature of mental illness. 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 participants, eg psychiatrists (stereotypes held, power to label, diagnostic categories used) and patients (vulnerability, lack of rationality, social status).
- The research contexts and settings, for example mental hospitals as total institutions; day centres; self-help/support groups.
- The political and ethical sensitivity of researching the social distribution of mental illness.

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.

Official statistics:

Strengths and limitations, as applied to the particular issue in health, may include: time; cost; scale; representativeness; reliability; hypothesis testing; official definitions; social construction etc.

Participant observation:

Strengths and limitations, as applied to the particular issue in health, may include: time; cost; funding bodies; access; insight; interpretation; researcher bias; ethics; representativeness etc.

Note: In any mark band, candidates who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

1	5	Explain what is meant by 'primary' data.	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'primary' data, such as data that sociologists gather for themselves/for their own purposes.

One mark for a partially satisfactory answer, for example an example of a source of primary data.

1	6	Suggest two disadvantages that sociologists might find when using structured interviews.	<i>(4 marks)</i>
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Two marks for each of **two** appropriate disadvantages suggested, such as:

- inflexibility of the questions
- superficiality of the questions
- unsuitability for studying sensitive topics
- imposition of researcher's priorities in gathering the data
- may have to call back to increase response rate.

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

1	7	Suggest one advantage and one disadvantage of using laboratory experiments in sociological research.	<i>(4 marks)</i>
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Two marks each for **one** appropriate advantage and **one** appropriate disadvantage suggested, such as:

Advantages:

- can be used to identify causes/formulate scientific laws
- useful in producing reliable data
- can be used to test hypotheses.

Disadvantages:

- may have to deceive research participants
- may produce the Hawthorne/experimental effect
- cannot study large-scale processes.

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

1 | 8

Examine the advantages of using personal documents and historical documents in sociological 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 different historical or personal documents. Interpretation and application of material may be simplistic or at a tangent to the question, for example a weak account of a study using documents. 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 one or two types of personal and/or historical document. Interpretation may be limited and not applied explicitly to the demands of the question; for example, answers may be diverted into often lengthy descriptive accounts of particular examples of documents, weakly linked to the question.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will begin to identify a wider range of personal and/or historical documents and their advantages. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance through an awareness of similarities between types of document.

- 16 – 20** Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the advantages of using personal and historical documents in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question and will be more balanced in its coverage of advantages. Candidates will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation will be more closely related to the advantages identified in the answer.

Answers will consider a range of types of personal and historical documents and their advantages. Concepts and issues such as the following may appear: methodological preference; validity; reliability; representativeness; authenticity; credibility; meaning; access/availability; cost; time; utility in relation to different research contexts and issues (eg as the sole source of data in historical studies); usefulness as a source of hypotheses; different types of content analysis etc.

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 2011****Education**

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

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

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

Total				43	47	90
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Health

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

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

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

Total				43	47	90
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