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**General Certificate of Education
January 2013**

Sociology

1191

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

Unit 2

Final

Mark Scheme

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

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

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QUALITY OF WRITTEN COMMUNICATION

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

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

The assessment criteria for quality of written communication apply only to the assessment of questions **0 3** , **0 4** , **0 5** , **0 9** , **1 2** , **1 3** , **1 4** , **1 8**

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

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

Questions **0 3** , **1 2**

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

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

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

Questions **0 4** , **0 5** , **0 9** , **1 4** , **1 8**

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

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

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

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research that is presented in the mark bands of the 12-mark and 20-mark questions may be present in any of the mark bands, not solely the higher band.

Section A: Education with Research Methods

Total for this section: 90 marks

0	1	Explain what is meant by the term 'labelling'.	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'labelling', such as the process of attaching a meaning or definition to a person/pupil, or similar.

One mark for a partially satisfactory answer, eg for an example only, or for the term 'stereotype' on its own.

0	2	Suggest three examples of ways in which school is organised that may be ethnocentric.	<i>(6 marks)</i>
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Two marks for each of **three** appropriate examples, such as:

- school dress/uniform requirements may conflict with cultural ones
- not providing Halal food
- assemblies that focus on one faith
- timing of holidays
- arrangements for PE/games (showers, changing etc) may conflict with cultural requirements
- history taught from a British perspective.

One mark for each of **three** partially appropriate answers, eg school meals.

0	3	Outline some of the factors within the education system that may have contributed to improvements in girls' achievement.	<i>(12 marks)</i>
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0 No relevant points.

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

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

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

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

Lower in the band, material on one or more appropriate factors within 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 or non-existent. Some material may be less well focused, for example on external factors.

Higher in the band, material on two or more appropriate factors within the education system will be presented and some explanation offered. Some reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Students may

begin to offer some analysis and/or evaluation.

10-12 Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on two or more factors within the education system that may have contributed to improvements in girls' achievement. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

Concepts and issues such as the following may appear: meritocracy; liberal feminism; equal opportunities policies within schools; policies to encourage girls into non-traditional subjects; single-sex schools or classes; teacher attention/labelling; teacher role models; the feminisation of education; changes to the curriculum; coursework/changes to assessment patterns; selection policies.

Lower in the band, answers may outline a more limited range of material.

Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

Sources may include: Boaler; Elwood; Francis; French & French; Gorard; Jackson; Kelly; Mitsos & Browne; Pirie; Myhill & Jones; Sewell; Slee; Swann & Graddol; Weiner.

0 4

Using material from **Item A** and elsewhere, assess the view that the main function of the education system is to reproduce and legitimise social inequalities. (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 the functions of education. Interpretation of material may be simplistic or at a tangent to the question, eg drifting into an 'underachievement' answer.

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

Lower in the band, some potentially relevant material will be presented and a broadly accurate, if basic, account offered, for example of one or two 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 reproduction and/or legitimisation of social inequalities and may make limited use of Item A, for example to discuss how or why working-class pupils are failed. 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 Marxist view of education.

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 the reproduction and legitimisation of social inequalities, 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: exploitation; class conflict; meritocracy; the myth of meritocracy; the correspondence principle; ideology; hegemony; ideological and repressive state apparatuses; cultural capital; shopfloor culture; pupil subcultures; educational policies; Fordism and post-Fordism; gender and ethnic inequalities; patriarchy; racism; reproduction of sexual identities; role allocation; secondary socialisation.

Analysis and evaluation may be developed, for example through a debate between perspectives or between different varieties of Marxism (eg Bowles & Gintis vs Willis), or by discussing the reproduction/legitimation of eg gender or ethnic inequalities.

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

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

Sources may include: Althusser; Ball; Bourdieu; Bowles & Gintis; Durkheim; Davis & Moore; Gramsci; Marx; McRobbie; Morrow & Torres; Parsons; Whitty; Willis.

0 5

Using material from **Item B** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating the role of linguistic deprivation in educational underachievement:

EITHER self-completion questionnaires

OR unstructured interviews.

(20 marks)

0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about methods in general or some material ineffectually recycled from Item B, or some knowledge relating solely to the issue of the role of linguistic deprivation in educational underachievement, with very little or no reference to the selected method.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about the selected method. Analysis and evaluation will be very limited or non-existent.

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

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

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

- applying the method to the study of education in general, not to the specifics of studying the role of linguistic deprivation in educational underachievement, or
- specific but undeveloped application to the role of linguistic deprivation in educational underachievement, or
- a focus on the research characteristics of the role of linguistic deprivation in educational underachievement, or groups/context etc involved in it, with implicit links to some features of the selected method.

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

16-20 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the selected method. This will be accurately and sensitively interpreted and applied to the demands of the question.

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

Higher in the band, interpretation and application will be more fully focused and evaluation more thorough.

Students will apply a range of relevant strengths and limitations of using the selected method to research issues and characteristics relating to the role of linguistic deprivation in educational underachievement. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- The research characteristics of potential research subjects, eg pupils, parents, teachers (eg class and ethnic differences; language and literacy skills; teachers' stereotypes).
- The research contexts and settings (eg classrooms; pupils' homes; staffrooms).
- The sensitivity of researching the role of linguistic deprivation in educational underachievement (eg policy and resource implications for schools; the centrality of literacy in the curriculum; victim blaming and stigmatisation; parental consent; school reputation).

Self-completion questionnaires

Strengths and limitations, as applied to the **particular** issue in education, may include: time; cost; access; anonymity; lack of validity/insight/depth/rapport/sensitivity; inflexibility; reliability; comparability; representativeness; generalisation; ease of data analysis; large scale; imposition of researcher views; quantitative data; hypothesis testing; informed consent; low response rate.

Unstructured interviews

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

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

0 6	Explain what is meant by the term 'interview schedule'.	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'interview schedule', such as the list of questions to be asked in an interview, or similar.

One mark for a partially satisfactory answer, eg research issues.

0 7	Suggest two reasons why sociologists sometimes use a pilot study as part of their research.	<i>(4 marks)</i>
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Two marks for each of **two** appropriate reasons suggested, such as:

- to refine/clarify questions to be asked
- to test the data analysis technique to be used
- to test the sampling method to be used
- to give interviewers practice.

Note: Two marks for "test the research design to be used" but not in conjunction with any of the first three reasons above.

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

0 8	Suggest two problems of using official statistics in sociological research.	<i>(4 marks)</i>
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Two marks for each of **two** appropriate problems suggested, such as:

- official statistics on some topics are not collected
- official statistics on some topics are not published
- definitions used by the state may differ from sociological definitions
- changing definitions makes comparison over time difficult
- different definitions used in different countries makes international comparisons difficult
- they lack validity
- they are merely social constructs/are not social facts or 'real rates'
- officials may make errors in collecting or recording the data
- may be out of date
- may be politically biased/manipulated.

One mark for each of **two** partially appropriate answers, eg the problems of definition.

0 9

Examine the view that theoretical issues are the most important factor influencing sociologists' choice of research methods. (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 issues affecting the choice of research methods. Interpretation and application of material may be simplistic or at a tangent to the question, for example a weak account of a particular research method. 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 theoretical and/or other issues affecting choice of research method. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may be diverted into often lengthy descriptive accounts of the strengths and limitations of various methods, 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 issues, with more focus on theoretical issues and/or linkage to specific research methods. 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 some weakly developed comparison of the relative importance of theoretical and other issues.

16-20 Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the theoretical and other issues influencing the choice of research method. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation may for example take the form of direct comparison of the relative importance of different issues, or may consider the inter-relationship between theoretical, practical and ethical concerns.

Concepts and issues may include theoretical issues such as methodological preference (positivist/interpretivist), reliability, validity, representativeness, researcher bias, Hawthorne effect; practical factors such as access, time, cost, research opportunity, utility in relation to the research issue/context, funding bodies, researcher's safety, researcher's personal skills/characteristics; and ethical issues such as harm to participants, informed consent, confidentiality and anonymity.

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
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Explain what is meant by the 'social selection' explanation of the relationship between social class and health. *(2 marks)*

Two marks for a satisfactory explanation or definition of 'social selection', such as that health determines or affects class position (and not vice versa), or that good (or bad) health causes upward (or downward) social mobility, or similar.

One mark for a partially satisfactory answer, eg your class does not affect your health.

1	1
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Suggest **three** examples of ways in which regional differences in the United Kingdom affect health chances. *(6 marks)*

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

- differences in types of industries/occupations (eg mining, service industry, farming)
- some regions spend more on health care
- regional differences in social class composition
- income levels are higher in the South
- higher unemployment in the North
- some regions have poorer housing
- regional differences in behaviour or lifestyle (eg smoking, alcohol, dietary preferences).

One mark for each of **three** partially appropriate answers, eg housing quality.

1	2
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Outline some of the ways in which health and illness are socially constructed. *(12 marks)*

0 No relevant points.

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

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

Higher in the band, answers will present one or two insubstantial points about the social construction of health and/or illness. Alternatively, more substantial accounts of health, at a tangent to the question, may be offered.

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

Lower in the band, material on one or more ways in which health or illness is socially constructed will be presented and some limited description will be offered. Some reasonable knowledge and understanding will be shown, though analysis and evaluation will be very limited. Some material may be less well focused, for example on the social causes of ill health.

Higher in the band, material on two or more ways in which health and/or illness are constructed will be presented and some explanation offered. Some reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Students may begin to offer some analysis and/or evaluation, for example of the notion of social construction from a biological perspective.

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

Concepts and issues such as the following may appear: labelling; doctor-patient interactions; professional power; social and medical models; lay theories of health and illness; ethnic and class differences in perceptions of health/illness; 'sinking heart'; cross-cultural and historical comparisons; medicalisation; cultural iatrogenesis; patriarchy.

Lower in the band, answers may outline a more limited range of material.

Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a suitable and distinct conclusion.

Sources may include: Armstrong; Blaxter; Doyal; Doyal & Pennell; Goffman; Helman; Illich; Nettleton; Rosenhan.
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1 | 3

Using material from **Item C** and elsewhere, assess sociological explanations of gender differences in health chances and health care. (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 domestic labour and stress. 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 reasons for gender differences in GP consultations, 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 both health chances and health care and may make limited use of Item C, for example to discuss the health effects of women's responsibility for childcare. 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 biological explanations of differences in health chances.

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

Answers will deal with gender differences in both health chances and health care. Concepts and issues such as the following may appear: patriarchy (in family, society, medical profession); gender roles/division of labour; dual burden/triple shift; domestic violence; risk-taking (eg driving, smoking, drug use, binge drinking); male and female employment patterns; mortality and morbidity rates; GP consultations; health promotion campaigns; the medicalisation of childbirth; the male gaze; health care as 'gendered space'. Analysis and evaluation may be developed for example through debates about the relative importance of biological, cultural or structural factors in determining health chances.

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

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

Sources may include: Bernard; Blaxter; Doyal; Doyal & Pennell; Graham; Kempson; Laing & Esterson; Lyng; McIntyre; MacFarlane; Millar & Glendinning; Oakley; Pahl; Popay; Popay & Bartley.

1 4

Using material from **Item D** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating interactions between nurses and patients:

EITHER participant observation

OR self-completion questionnaires. *(20 marks)*

0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about methods in general or some material ineffectually recycled from Item D, or some knowledge relating solely to the issue of interactions between nurses and patients, with very little or no reference to the selected method.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about the selected method. Analysis and evaluation will be very limited or non-existent.

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

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

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

- applying the method to the study of health in general, not to the specifics of studying the particular issue of interactions between nurses and patients, or
- specific but undeveloped application to interactions between nurses and patients, or
- a focus on the research characteristics of interactions between nurses and patients, or groups/context etc involved, with implicit links to some features of the selected method.

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

16-20 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the selected method. This will be accurately and sensitively interpreted and applied to the demands of the question.

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

Higher in the band, interpretation and application will be more fully focused and evaluation more thorough.

Students will apply a range of relevant strengths and limitations of using the selected method to research issues and characteristics relating to interactions between nurses and patients. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- The research characteristics of potential research subjects, eg patients, nurses, other health workers (eg gender, class, ethnic and age differences among nurses and patients; the variety of presenting medical conditions; communication skills; professional skills and concerns; codes of conduct).
- The research contexts and settings (eg hospital wards, theatres, A & E units and OP departments; clinics; community; GP surgeries).
- The sensitivity of researching interactions between nurses and patients (eg patient confidentiality; the intimacy of the relationship; patient distress and suffering; abuse of patients; children and vulnerable adults).

Participant observation

Strengths and limitations, as applied to the **particular** issue in health, may include: time; cost; access; informed consent; validity; insight; lack of reliability; qualitative data; overt versus covert observation; data recording; small scale; flexibility; grounded theory; Hawthorne effect.

Self-completion questionnaires

Strengths and limitations, as applied to the **particular** issue in health, may include: time; cost; access; anonymity; lack of validity/insight/depth/rappport/sensitivity; inflexibility; reliability; comparability; representativeness; generalisation; ease of data analysis; large scale; imposition of researcher views; quantitative data; hypothesis testing; informed consent; low response rate.

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

1	5	Explain what is meant by the term 'interview schedule'. <i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'interview schedule', such as the list of questions to be asked in an interview, or similar.

One mark for a partially satisfactory answer, eg research issues.

1	6	Suggest two reasons why sociologists sometimes use a pilot study as part of their research. <i>(4 marks)</i>
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Two marks for each of **two** appropriate reasons suggested, such as:

- to refine/clarify questions to be asked
- to test the data analysis technique to be used
- to test the sampling method to be used
- to give interviewers practice.

Note: Two marks for "test the research design to be used" but not in conjunction with any of the first three reasons above.

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

1	7	Suggest two problems of using official statistics in sociological research. <i>(4 marks)</i>
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Two marks for each of **two** appropriate problems suggested, such as:

- official statistics on some topics are not collected
- official statistics on some topics are not published
- definitions used by the state may differ from sociological definitions
- changing definitions makes comparison over time difficult
- different definitions used in different countries makes international comparisons difficult
- they lack validity
- they are merely social constructs/are not social facts or 'real rates'
- officials may make errors in collecting or recording the data
- may be out of date
- may be politically biased/manipulated.

One mark for each of **two** partially appropriate answers, eg the problem of definition.

1 8

Examine the view that theoretical issues are the most important factor influencing sociologists' choice of research methods. (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 issues affecting the choice of research methods. Interpretation and application of material may be simplistic or at a tangent to the question, for example a weak account of a particular research method. 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 theoretical and/or other issues affecting choice of research method. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may be diverted into often lengthy descriptive accounts of the strengths and limitations of various methods, 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 issues, with more focus on theoretical issues and/or linkage to specific research methods. 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 some weakly developed comparison of the relative importance of theoretical and other issues.

16-20 Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the theoretical and other issues influencing the choice of research method. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation may for example take the form of direct comparison of the relative importance of different issues, or may consider the inter-relationship between theoretical, practical and ethical concerns.

Concepts and issues may include theoretical issue such as methodological preference (positivist/interpretivist), reliability, validity, representativeness, researcher bias, Hawthorne effect; practical factors such as access, time, cost, research opportunity, utility in relation to the research issue/context, funding bodies, researcher's safety, researcher's personal skills/characteristics; and ethical issues such as harm to participants, informed consent, confidentiality and anonymity.

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 2013****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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