

Version 0.1



**General Certificate of Education
June 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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

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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 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

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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

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

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

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

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

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

Section A: Education with Research Methods

Total for this section: 90 marks

0	1	Explain what is meant by 'material deprivation'.	(2 marks)
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Two marks for a satisfactory explanation or definition of 'material deprivation', such as poverty, a lack of necessities or similar.

One mark for a partially satisfactory answer, such as an example only, or for a definition or explanation of only one of the two words, e.g. 'a lack of materials'.

Note: no marks for an explanation of *cultural* deprivation.

0	2	Identify three government policies that may have reduced social class differences in educational achievement.	(6 marks)
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Two marks for each of **three** appropriate policies identified, such as:

- Sure Start
- Operation Headstart
- comprehensive schooling
- expansion of higher education
- the tripartite system/eleven-plus
- raising of the school leaving age
- Education Maintenance Allowance
- maintenance/fees grants for higher education
- lotteries to allocate pupils to secondary schools
- vocational education.

One mark for each of **three** partially appropriate answers, such as equal opportunities.

0	3	Outline some of the reasons why pupils form subcultures in schools.	(12 marks)
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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 pupil subcultures. 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 reasons why pupils form subcultures in schools 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 various causes of

underachievement.

Higher in the band, material on two or more reasons why pupils form subcultures in schools 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 reasons why pupils form subcultures in schools. 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; streaming; selection; self-concept; self-fulfilling prophecy; polarisation; differentiation; alternative status hierarchies; typologies of subcultures, e.g. pro- and anti-school; laddism; ladettes; the myth of meritocracy; ideology; hegemony; resistance; shopfloor culture; educational policies; sexual, gender, ethnic and class identities.

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

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

Sources may include: Ball; Francis; Fuller; Furlong; Hargreaves; Lacey; Mac an Ghail; Sewell; Willis; Woods.
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0 4

Using material from **Item A** and elsewhere, assess sociological explanations of gender differences in achievement and in subject choice. (20 marks)

0 No relevant points.

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

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

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about differences in subject choice. Interpretation of material may be simplistic or at a tangent to the question, eg drifting into a 'class and achievement' 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 reasons for girls achieving more than boys, 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 achievement and subject choice and may make limited use of the Item, for example to discuss relevant educational policies. 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 role of internal as against external factors in achievement.

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 both achievement and subject choice, drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will deal with both boys and girls but not necessarily to the same extent.

Concepts and issues such as the following may appear: equal opportunities policies; subject-choice policy initiatives (GIST, WISE, mentoring); gender routes; single-sex schooling; feminisation of education; role models in school and at home; changes in family structure; legislation; labour market changes/career opportunities; girls' changing priorities; de-industrialisation; crisis of masculinity; 'laddism'; absentee fathers; curriculum changes; coursework; early socialisation; gender regimes; teacher attention; peer pressure; stereotyping; sexual harassment; patriarchy; meritocracy; liberal feminism.

Analysis and evaluation may be developed, for example through a debate between perspectives (eg New Right, postmodernism, feminism) or different varieties of feminism, or through consideration of the impact of class or ethnicity on gender differences in achievement.

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: Boaler; Browne & Ross; Colley; Dewar; Elwood; Epstein; Francis; Gorard; Jackson; Kelly; Leonard; Mitsos & Browne; McRobbie; Murphy; Myhill & Jones; Norman; Paetcher; Pirie; Prosser; Sewell; Sharpe; Slee; Stables & Wikeley; Swann; Weiner.

0 5

Using material from **Item B** and elsewhere, assess the strengths and limitations of using **one** of the following methods for investigating social class differences in university entrance:

EITHER group interviews

OR postal 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 the Item, or some knowledge relating solely to the issue of social class differences in university entrance, 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 social class differences in university entrance, or
- specific but undeveloped application to social class differences in university entrance, or
- a focus on the research characteristics of social class differences in university entrance, 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, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Students will apply a range of relevant strengths and limitations of using the selected method to research issues and characteristics relating to social class differences in university entrance. 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, e.g. pupils, parents, teachers, HE admissions tutors, careers service (eg class differences; parental educational level; stereotypes of class and of HE held by research subjects).
- The research contexts and settings (e.g. classrooms; pupils' homes; universities).
- The sensitivity of researching social class differences in university entrance (e.g. policy and resource implications for government, HE and schools; political debates about equity; schools' public image/market position; parental consent).

Group interviews

Strengths and limitations, as applied to the **particular** issue in education, may include: cost, time, access, validity, lack of reliability, unrepresentativeness, insight, verstehen, group dynamics, qualitative data, lack of anonymity, psychological harm, informed consent.

Postal questionnaires

Strengths and limitations, as applied to the **particular** issue in education, may include: time, cost, access, informed consent, anonymity, quantitative data, reliability, representativeness, generalisation, hypothesis testing, inflexibility, large scale, lack of validity, 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.

0 6	Explain what is meant by the term 'objectivity'.	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'objectivity', such as absence of bias or prejudice, being detached/neutral, keeping personal values or opinions out of research, or similar.

One mark for a partially satisfactory answer, e.g. the truth/facts.

0 7	Suggest two disadvantages of longitudinal studies in sociological research.	<i>(4 marks)</i>
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Two marks for each of **two** appropriate disadvantages suggested, such as:

- sample attrition
- problems processing the large amounts of data produced
- costly to run
- risk of Hawthorne/experimenter effect
- demographic changes in the research population.

One mark for each of **two** partially appropriate answers, e.g. funding.

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

- cheap
- quick
- training of interviewers is straightforward
- can cover large samples
- can produce easily quantified data
- can produce reliable data/research is easily repeated by others
- can produce high response rate
- useful for gathering basic/factual data
- answers of interviewees can be compared.

One mark for each of **two** partially appropriate answers, e.g. everyone is asked the same questions.

0 9

Examine the problems that sociologists may face when using covert participant observation and covert non-participant observation in their research. (20 marks)

0 No relevant points.

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

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

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three weak descriptive points about observation in general. Interpretation and application of material may be simplistic or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

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

Lower in the band, this may be confined to a competent, if basic, account of a few problems of using covert participant observation in sociological research. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may be diverted into often lengthy descriptive accounts of particular examples of studies using participant observation.

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 problems of one of the two methods, or will consider both covert participant observation and covert non-participant observation, but in less detail. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance through a weakly developed comparison of covert participant observation and covert non-participant observation. Evaluation will begin to be more closely related to the problems identified in the answer.

16-20 Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the problems of both covert participant observation and covert non-participant observation in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will consider a range of problems of using these two covert observational methods. Answers will be more balanced in their coverage of practical, ethical and theoretical concerns. Students will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation will be closely related to the problems identified in the answer, or may consider the inter-relationship between practical, ethical and theoretical concerns.

Concepts and issues such as the following may appear: methodological preference; reliability; validity; representativeness/generalisation; quantitative and qualitative data; cost; time; informed consent/deception; danger; illegality; access/getting in, staying in/'going native' and getting out; grounded theory/hypothesis formation; data analysis; publication of findings; utility in relation to different research contexts and issues.

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

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

conclusion.

Section B: Health with Research Methods

Total for this section: 90 marks

1	0	Explain what is meant by the term 'impairment'.	(2 marks)
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Two marks for a satisfactory explanation or definition of 'impairment', such as abnormal physical or mental structure or functioning, or similar.

One mark for a partially satisfactory answer, eg the terms 'disability' or 'handicap', or an example only of impairment (eg blindness).

1	1	Suggest three reasons why women seem to have higher rates of illness than men.	(6 marks)
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Two marks for each of **three** appropriate reasons suggested. These may include both reasons why women *in fact* are ill more than men and reasons why they *appear* to be so, such as:

- because of women's reproductive role/more complex reproductive biology
- because pregnancy and childbirth are medicalised
- because of the stress caused by women's domestic role/double burden/patriarchy
- because women visit the doctor more often as a result of childcare responsibilities
- because men think it is unmasculine to visit the doctor
- because there are more older women than older men, and older people have higher rates of illness.

One mark for each of **three** partially appropriate answers, eg because men die younger than women.

1	2	Outline some of the cultural and material factors causing social class differences in health chances.	(12 marks)
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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 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 class differences in health chances. 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 factors (material or cultural) causing class differences in health chances 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 class differences in healthcare unlinked to chances.

Higher in the band, material on two or more material and/or cultural factors causing class differences in health chances 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 both material and cultural factors causing class differences in health chances. 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: class patterns of mental and physical illness; class differences in risk behaviour (smoking, alcohol, diet, exercise etc); subcultural values (eg short-term hedonism); immediate vs deferred gratification; different aspects of material deprivation/poverty (housing; unemployment; low pay etc); dangerous/unhealthy manual work; stress; insecurity; capitalism; exploitation; alienation.

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: Blackburn; Blaxter; Doyal & Pennell; Graham; Macran; Marmot; McKinlay; Phillimore et al; Townsend & Davidson; Wagstaff et al; Whitehead; Wilkinson.
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1 | 3

Using material from **Item C** and elsewhere, assess the view that the medical profession is more concerned with serving the interests of the powerful than those of patients or wider society. (20 marks)

0 No relevant points.

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

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

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about the role of doctors. Interpretation of material may be simplistic or at a tangent to the question, eg drifting into a 'class and healthcare' 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 Parsons on the sick role, 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 whose interests the medical profession might serve, and may make limited use of the Item, for example to discuss how the profession serves capitalism. 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.

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 the medical profession in relation to the interests of powerful groups, patients and wider society, drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Concepts and issues such as the following may appear: capitalism; 'Big Pharma'; transnational corporations; iatrogenesis; social control; the sick role; ideology; professionalism; de-professionalisation; white eye; patriarchy; medicalisation of childbirth; male gaze; surveillance; labelling; social closure; the sick role; illness as deviance; altruism. Evaluation may be developed for example through debates between different perspectives (e.g. functionalist, Marxist, Weberian, feminist).

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

Higher in the band, interpretation and application 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: Barber; Donzelot; Freidson; Foucault; Graham; Illich; Jamous & Pélouille; Jewson; McKeown; Navarro; Oakley; Parry & Parry; Parsons; Turner; Witz.

1 | 4

Using material from **Item D** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating ethnic differences in the use of health care services:

EITHER official statistics

OR unstructured interviews.

(20 marks)

0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about methods in general or some material ineffectually recycled from the Item, or some knowledge relating solely to the issue of ethnic differences in the use of health care services, with very little or no reference to the selected method.

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

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

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

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

- applying the method to the study of health in general, not to the specifics of studying ethnic differences in the use of health care services, or
- specific but undeveloped application to ethnic differences in the use of health care services, or
- a focus on the research characteristics of ethnic differences in the use of health care services, or groups/contexts 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, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Students will apply a range of relevant strengths and limitations of using the selected method to research issues and characteristics relating to ethnic differences in the use of health care services. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- The research characteristics of potential research subjects, eg patients, doctors, nurses, receptionists (eg medical conditions prevalent in certain ethnic groups; cultural differences in health care attitudes/preferences; doctors' professionalism or stereotypes).
- The research contexts and settings (eg hospitals; GP surgeries; mental health services; specialist services, eg sickle-cell anaemia screening/counselling).
- The sensitivity of researching ethnic differences in the use of health care services (eg policy and resource implications for the NHS; institutional and individual racism in services; the problems of defining and measuring ethnicity; reputation of service providers; consent and other ethical issues in researching this area).

Official statistics

Strengths and limitations, as applied to the **particular** issue in health, may include: cost, time, access, lack of validity, reliability, universal coverage, representativeness, generalisation, correlations, patterns and trends, hypothesis testing, quantitative data, anonymity, official versus sociological categories and concerns; 'hard' versus 'soft' statistics.

Unstructured Interviews

Strengths and limitations, as applied to the **particular** issue in health, may include: time, cost, access, informed consent, anonymity, rapport and sensitivity, qualitative data, lack of reliability, problems of representativeness and generalisation, grounded theory/hypothesis formation, flexibility, small scale, validity, interviewer bias, social desirability.

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 'objectivity'. (2 marks)

Two marks for a satisfactory explanation or definition of 'objectivity', such as absence of bias or prejudice, being detached/neutral, keeping personal values or opinions out of research, or similar.

One mark for a partially satisfactory answer, e.g. the truth/facts.

1 6 Suggest **two** disadvantages of longitudinal studies in sociological research. (4 marks)

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

- sample attrition
- problems processing the large amounts of data produced
- costly to run
- risk of Hawthorne/experimenter effect
- demographic changes in the research population.

One mark for each of **two** partially appropriate answers, e.g. funding.

1 7 Suggest **two** advantages of using structured interviews in sociological research. (4 marks)

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

- cheap
- quick
- training of interviewers is straightforward
- can cover large samples
- can produce easily quantified data
- can produce reliable data/research is easily repeated by others
- can produce high response rate
- useful for gathering basic/factual data
- answers of interviewees can be compared.

One mark for each of **two** partially appropriate answers, e.g. everyone is asked the same questions.

1 | 8

Examine the problems that sociologists may face when using covert participant observation and covert non-participant observation in their research. (20 marks)

0 No relevant points.

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

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

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three weak descriptive points about observation in general. Interpretation and application of material may be simplistic or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

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

Lower in the band, this may be confined to a competent, if basic, account of a few problems of using covert participant observation in sociological research. Interpretation may be limited and not applied explicitly to the demands of the question; for instance, answers may be diverted into often lengthy descriptive accounts of particular examples of studies using participant observation.

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 problems of one of the two methods, or will consider both covert participant observation and covert non-participant observation, but in less detail. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance through a weakly developed comparison of covert participant observation and covert non-participant observation. Evaluation will begin to be more closely related to the problems identified in the answer.

16-20 Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the problems of both covert participant observation and covert non-participant observation in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will consider a range of problems of using these two covert observational methods. Answers will be more balanced in their coverage of practical, ethical and theoretical concerns. Students will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation will be closely related to the problems identified in the answer, or may consider the inter-relationship between practical, ethical and theoretical concerns.

Concepts and issues such as the following may appear: methodological preference; reliability; validity; representativeness/generalisation; quantitative and qualitative data; cost; time; informed consent/deception; danger; illegality; access/getting in, staying in/'going native' and getting out; grounded theory/hypothesis formation; data analysis; publication of findings; utility in relation to different research contexts and issues.

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

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

conclusion.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 2 (SCLY2)**Examination Series: June 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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