

A-LEVEL SOCIOLOGY

SCLY2 Education with Research Methods; Health with Research Methods
Mark scheme

1191
June 2014

Version: 1.0 Final

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

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 from aqa.org.uk

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:

- 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 'deferred gratification'. (2 marks)
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Two marks for a satisfactory explanation or definition of 'deferred gratification', such as postponing immediate pleasures for greater rewards later, or similar.

One mark for a partially satisfactory answer, eg 'staying on at school', or a definition or explanation of only one of the two words.

Note: no marks for an explanation or partial explanation of *immediate* gratification.

0	2	Suggest three reasons why some working-class parents fail to attend parents' evenings at their children's school. (6 marks)
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Two marks for each of **three** appropriate reasons suggested, such as:

- feelings of social inferiority
- they place a low value on/lack interest in education
- a lack of education/inability to understand the schoolwork
- cannot afford the costs of attending
- have to work longer hours to make a living wage
- more likely to be shift workers.

One mark for each of **three** partially appropriate answers, eg speaking restricted code.

0 3

Outline some of the reasons for ethnic differences in educational achievement.
(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 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 ethnic differences in achievement. 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 for ethnic differences in achievement 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.

Higher in the band, material on two or more reasons for ethnic differences in achievement 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 for ethnic differences in 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: teacher racism/labelling; streaming; ethnocentric curriculum; selection policies; marketisation; the A* to C economy; exclusions; pupil subcultures; family structures; language issues; cultural and material deprivation; cultural capital; identity.

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: Archer; Bereiter & Engelmann; Fuller; Gewirtz; Gillborn; Gillborn & Youdell; Mac an Ghail; Pryce; Sewell.

0 4

Using material from **Item A** and elsewhere, assess the contribution of functionalist sociologists to our understanding of the role of the education system in 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 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 the socialisation function. 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 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 deal explicitly with the functionalist contribution(s) and may make limited use of the Item, for example to discuss the economic functions of education. 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 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 the contribution of functionalists to our understanding of the role of education, 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: school as the focal socialising agency; particularistic versus universalistic standards; achieved versus ascribed status; meritocracy; role allocation; social solidarity/integration; specialist skills; the division of labour; economic efficiency; social justice; capitalism; the myth of meritocracy; ideological state apparatuses; the correspondence principle; the hidden curriculum; new vocationalism; patriarchy; diversity of schools/school experience.

Analysis and evaluation may be developed, for example, through a debate with other perspectives (eg Marxism, feminism, New Right) or through consideration of empirical evidence on differential 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: Althusser; Blau & Duncan; Bowles & Gintis; Buswell; Chubb & Moe; Davis & Moore; Durkheim; Finn; MacDonald; Marx; Parsons; Tumin; Willis; Wrong.
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0 5

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

either self-completion questionnaires

or official statistics.

(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 pupils' literacy, 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 pupils' literacy, or
- specific but undeveloped application to pupils' literacy, or
- a focus on the research characteristics of pupils' literacy, 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 pupils' literacy. 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, ethnic and gender differences; parental literacy skills; teachers' professionalism or self-interest)
- the research contexts and settings (eg classrooms; pupils' homes; staffrooms; ESOL and SEN provision)
- the sensitivity of researching pupils' literacy (eg policy and resource implications for schools; schools' market and league table position; the importance of literacy for achievement; stigmatisation; parental consent).

Self-completion 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, question design.

Official statistics

Strengths and limitations, as applied to the **particular** issue in education, 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.

Note: In any mark band, students 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 the term ‘pilot’ study. (2 marks)
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Two marks for a satisfactory explanation or definition of ‘pilot’ study, such as a study carried out prior to the main study, a study to test aspects of the research design, or similar.

One mark for a partially satisfactory answer, eg an example of a pilot study.

0	7	Suggest two advantages of using personal documents in sociological research. (4 marks)
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Two marks for each of **two** appropriate advantages suggested, such as:

- provide valid/truthful data
- allow researcher to get close to actors’ reality/grasp their meanings/gain insight or depth
- may be the sole source of data in historical studies
- provide data cheaply
- save the sociologist time
- can be used to check results gained by other methods.

One mark for each of **two** partially appropriate answers, eg they are secondary data/already exist.

0	8	Explain the difference between the ‘dependent’ variable and the ‘independent’ variable in sociological experiments. (4 marks)
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Four marks for appropriate explanations of both the dependent variable and the independent variable, such as:

- ‘dependent’: the variable or factor that changes as a result of changes in something else; the effect
- ‘independent’: the variable or factor to be tested/controlled/manipulated; the cause.

Two marks for an appropriate explanation of one only of the terms.

One mark for each of **two** partially appropriate answers, eg one factor affects another.

0 9

Examine the ethical problems that sociologists may face in conducting 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 ethics 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 some ethical issues 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.

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 ethical issues. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation. 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 ethical issues that sociologists may face in conducting their research. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will consider a range of issues. 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 in relation to different research contexts and methods: deception; informed consent; vulnerable groups; harm (eg psychological; material; life chances); legislation; confidentiality; privacy; publication of findings; public interest; benefit to participants; researcher's participation in illegal/immoral activities; access; getting out; primary and secondary sources; quantitative and qualitative methods/data.

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 'mortality rate'.	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition of 'mortality rate', such as the number of deaths per thousand of the population, or similar.

Note: The notion of 'per year' is not necessary, even for full marks.

One mark for a partially satisfactory answer, eg the number of deaths (whether per year or not).

1	1	Identify three features of the biomedical 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 machine/the mechanical metaphor
- doctors as body technicians
- curative focus
- disease as chance occurrence
- mind-body dualism/the irrelevance of patients' mental, spiritual or moral state
- individualisation of ill health/disregarding the social or environmental causes of illness.

One mark for each of **three** partially appropriate answers, eg 'rejects the social model of health'.

1 2

Outline some of the ways in which the body is 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 body or social construction. 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 the body 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 or non-existent. Some material may be less well focused.**Higher in the band**, material on two or more ways in which the body is socially 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.**10-12** Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on two or more ways in which the body is 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: cross-cultural and historical variation in ideas about the body; the natural body; body modification (eg tattooing; genital mutilation; cosmetic surgery; gender reassignment); dress and fashion; presentation of self; 'body language'; dieting/eating disorders; the beauty myth; media images; sexuality; the body as classification system; the body as religious symbol (eg fasting; purification); bodily disability as a construct; stigma and identity; prostheses; organ transplants; transhumanism; reproductive technologies; bodily order; the body as project; surveillance and punishment of the body; modernity; postmodernity; power/knowledge; discourse; social constructionism; patriarchy; ageism; capitalism.

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: Bourdieu; M. Douglas; Elias; Featherstone & Hepworth; Foucault; Frank; Goffman; Jordanova; Orbach; Shilling; Turner; Wolf.

1 3

Using material from **Item C** and elsewhere assess sociological explanations of differences in health care between social groups. (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 health care of ethnic minorities. Interpretation of material may be simplistic or at a tangent to the question, eg drifting into a weak 'health chances' 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 gender differences in health care, though interpretation and application to the demands of the question may remain implicit (for example, indiscriminately listing material on unequal health chances).

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal explicitly with two or more groups, and may make limited use of the Item, for example to discuss reasons for men not using GP services. 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 class 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 differences in health care between social groups, drawn from the Item and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Students will consider a range of reasons and two or more groups (eg class, ethnic, gender, regional, national, age). Concepts and issues such as the following may appear: discrimination, stereotyping, institutional racism, patriarchy, rationing/postcode lottery; language barriers; speech codes; cultural capital; material factors (ability to pay, availability of transport, paid time off work etc.); private care; medicalisation of childbirth; the male gaze/white eye; the inverse care law; costs and benefits of access; funding differences within the NHS (between regions, providers, services); different types of service (preventative, curative, palliative, mental health, etc); ethnic or class differences in health beliefs; differences in the nature of treatment received; use of alternative or traditional remedies/practitioners.

Analysis and evaluation may be developed, for example, through debates about the relative importance of material versus cultural factors in uptake/access, or

methodological issues (eg quantitative vs. qualitative measures of access).

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 the Black Report, Blackburn, Blaxter, Cartwright & O'Brien, Doyal, Doyal & Pennell, the Health Divide, Howlett & Ashley, Oakley, Thorogood, Townsend, Tudor Hart, Wiles & Higgins, Wilkinson.

1 4

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

either official statistics

or written 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 international differences in health, 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 or more restricted way. For example:

- applying the method to the study of health in general, not to the specifics of studying international differences in health, or
- specific but undeveloped application to international differences in health, or
- a focus on the research characteristics of international differences in health, 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 international differences in health. 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, administrators, policy makers, aid agencies (eg illnesses prevalent in different countries; health care budgets; cross-cultural differences in health behaviour and attitudes)
- the research contexts and settings (eg hospitals; GP surgeries; vaccination programmes, health promotion programmes)
- the sensitivity of researching international differences in health (eg policy and resource implications for governments and international agencies; racism and victim-blaming; 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, quantitative data, 'hard' versus 'soft' statistics, reliability, universal coverage, representativeness, generalisation, correlations, patterns and trends, hypothesis testing, anonymity, official versus sociological categories and concerns; lack of validity.

Written questionnaires

Strengths and limitations, as applied to the **particular** issue in health, may include: time, cost, access, informed consent, anonymity, quantitative data, reliability, representativeness, generalisation, hypothesis testing, large scale, inflexibility, social desirability effect, low response rate, lack of validity, lack of rapport, misunderstanding,

Note: In any mark band, students 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 the term 'pilot' study. (2 marks)
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Two marks for a satisfactory explanation or definition of 'pilot' study, such as a study carried out prior to the main study, a study to test aspects of the research design, or similar.

One mark for a partially satisfactory answer, eg an example of a pilot study.

1	6	Suggest two advantages of using personal documents in sociological research. (4 marks)
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Two marks for each of **two** appropriate advantages suggested, such as:

- provide valid/truthful data
- allow researcher to get close to actors' reality/grasp their meanings/gain insight or depth
- may be the sole source of data in historical studies
- provide data cheaply
- save the sociologist time
- can be used to check results gained by other methods.

One mark for each of **two** partially appropriate answers, eg they are secondary data/already exist.

1	7	Explain the difference between the 'dependent' variable and the 'independent' variable in sociological experiments. (4 marks)
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Four marks for appropriate explanations of both the dependent variable and the independent variable, such as:

- 'dependent': the variable or factor that changes as a result of changes in something else; the effect.
- 'independent': the variable or factor to be tested/controlled/manipulated; the cause.

Two marks for an appropriate explanation of one only of the terms.

One mark for each of **two** partially appropriate answers, eg one factor affects another.

1 8

Examine the ethical problems that sociologists may face in conducting 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 ethics 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 some ethical issues 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.

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 ethical issues. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation. 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 ethical issues that sociologists may face in conducting their research. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will consider a range of issues. 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 in relation to different research contexts and methods: deception; informed consent; vulnerable groups; harm (eg psychological; material; life chances); legislation; confidentiality; privacy; publication of findings; public interest; benefit to participants; researcher's participation in illegal/immoral activities; access; getting out; primary and secondary sources; quantitative and qualitative methods/data.

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 SCLY2

Examination Series: June 2014

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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