

GCE

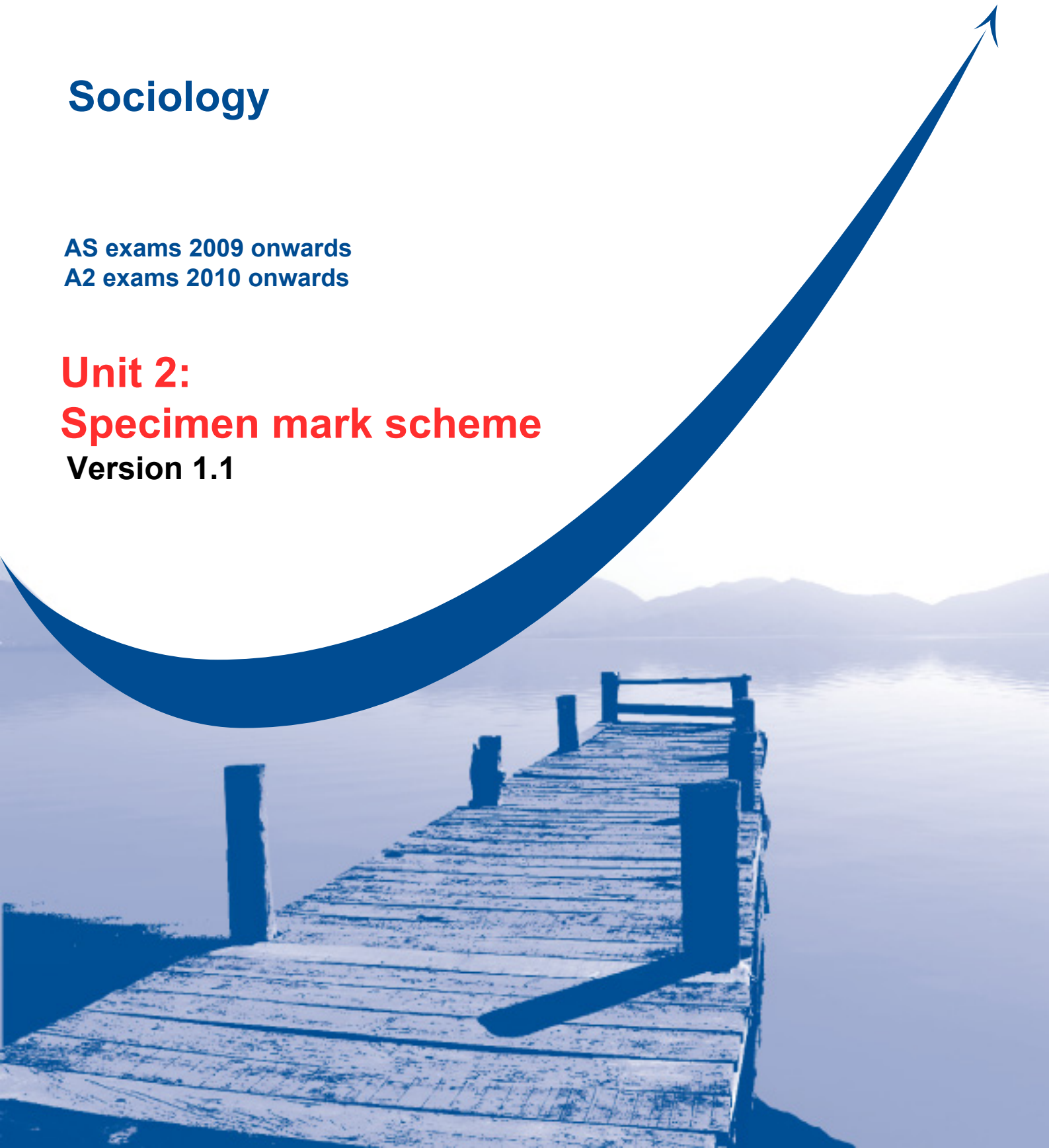
AS and A Level

## Sociology

AS exams 2009 onwards

A2 exams 2010 onwards

### **Unit 2:** **Specimen mark scheme** **Version 1.1**





**General Certificate of Education**

**Sociology 2190**

**Specimen Unit 2      SCLY2**

**Mark Scheme**

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

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

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## QUALITY OF WRITTEN COMMUNICATION

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

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

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

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

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

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

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

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

## INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

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

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1 (a) Explain what is meant by the term 'self-fulfilling prophecy'. (2 marks)
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**Two** marks for an appropriate explanation or definition such as, when a pupil comes to live up to the label given him/her.

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

1 (b) Suggest <b>three</b> functions that education may perform for individuals and/or society. (6 marks)
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**Two** marks for each of **three** appropriate functions, such as:

- teaching specialist skills
- creating social solidarity
- teaching shared values
- a bridge between family and wider society
- role allocation
- creating obedient workers
- justifying inequality.

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

1 (c) Outline some of the reasons for the educational under-achievement of boys. (12 marks)
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**0** No relevant points.

**1 – 4** Answers in this band will show only limited knowledge and understanding, and show limited success in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

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

**Higher in the band**, answers will begin to show some knowledge and understanding. One or two points about the educational under-achievement of boys may be identified but explanations will be very limited.

**5 – 8** Answers in this band will show reasonable knowledge and understanding, and show some success in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

**Lower in the band**, one or more reasons for the educational under-achievement of boys will be identified and some limited explanation will be offered. Some reasonable knowledge will be shown, though analysis and/or evaluation will be very limited.

**Higher in the band**, two or more reasons will be identified and some explanations offered. Reasonable knowledge and understanding will be shown, and interpretation

will begin to meet the demands of the question. Candidates may begin to offer some analysis/ evaluation of the reasons given.

**9 – 12** Answers in this band will show good knowledge and understanding, and will be successful in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

**Lower in the band**, two or more reasons for the educational under-achievement of boys will be identified and some accurate explanations offered. Good knowledge and understanding will be shown and interpretation will focus clearly on the question set. Some explicit analysis and evaluation may be presented.

**Higher in the band**, knowledge and understanding may be broader and/or deeper. Interpretation will be more focused and analysis and/or evaluation more explicit, for example contrasting explanations, or assessing the relative importance of different factors.

Suitable reasons used in any band could include:

- 'laddish' subcultures
- behavioural problems
- decline in traditional male employment opportunities
- male over-confidence
- poorer literacy/reading.

**1** (d) Using material from **Item A** and elsewhere, assess the view that working-class under-achievement in education is the result of home circumstances and family background. *(20 marks)*

**0** No relevant points.

**1 – 7** In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

**Lower in the band**, this may be one or two quasi-commonsensical points, eg about parenting, or material ineffectually recycled from Item A with little understanding of relevant issues.

**Higher in the band**, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about some aspect of speech codes. Interpretation of material may be simplistic or at a tangent to the question.

**8 – 15** In this band there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show reasonable knowledge and understanding.

**Lower in the band**, some suitable material will be correctly identified and a broadly accurate, if basic, account offered, for example of some reasons for class differences in achievement, though interpretation to meet the demands of the question may remain implicit.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper, and the answer will begin to deal explicitly with a range of home/family factors and to make limited use of the Item (eg to discuss compensatory 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 instance of the role of material versus cultural factors.

**16 – 20** In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on class and achievement, drawn from Item B and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Candidates will consider a range of aspects of home circumstances and family background. Concepts and issues such as parental interest/education, early socialisation, family structure and roles, speech codes, linguistic, cultural and material deprivation, cultural capital, class subcultures, deferred gratification, compensatory education etc may appear. Analysis and evaluation may be developed, for instance, by contrasting material and cultural explanations, or considering the relationship between factors within and outside school.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Blackstone and Mortimore, Douglas, Bernstein, Bereiter and Engelmann, Halsey et al, Ball et al, Boudon, Bourdieu, Hyman, Sugarman, Keddie, Smith and Noble, Howard et al.

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

Using material from **Item B** and elsewhere, assess the strengths and limitations of **one** of the following methods for the study of gender and subject choice:

- (i) unstructured interviews
- (ii) official statistics

*(20 marks)*

**0** No relevant points.

**1 – 7** In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

**Lower in the band**, this may be one or two quasi-commonsensical points about data in general or some material ineffectually recycled from Item B.

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

**8 – 15** In this band, there will be some limited analysis and/or evaluation and/or interpretation and application (though lower in the band this will be implicit). Answers will show reasonable knowledge and understanding of some potentially relevant material.

**Lower in the band**, answers will tend to be more limited in range, offering a broadly accurate if basic account of the selected method. Some less focused material may also appear, for example, lengthy, descriptive accounts of often minor issues with this method.

**Higher in the band**, knowledge and understanding will be largely appropriate to the demands of the question, identifying a range of strengths and weaknesses of the selected method. Accounts of studies using the selected method will be more closely linked to the issue of usefulness. There will be some limited explicit analysis and/or evaluation, for example through some brief reference to methodological issues. Interpretation and application of knowledge to the research issues identified in Item B will be weak or implicit.

**16 – 20** In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material drawn from Item B and elsewhere concerning the usefulness of the selected method. This will be accurately and sensitively interpreted and applied to meet the demands of the question. Analysis and evaluation will be explicit and relevant. The strengths and weaknesses of the selected method will be accurately identified in some detail. These may include issues such as time, cost, access, bias, degree of structure, quantitative/qualitative data, informed consent, etc.

Material drawn from Item B and reference to examples of research studies employing the selected method will be relevant, accurate and sensitively interpreted. Material will be interpreted and applied to the research issues identified in Item B in a more explicit manner. Analysis and evaluation will be explicit and sustained, perhaps being anchored in relation to the concepts of reliability, representativeness and validity, or



through linkage to methodological concerns. Explicit analysis and evaluation may also be shown through direct comparison with alternative methods.

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

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

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

**3** (a) Explain what is meant by the term 'sampling frame'. *(2 marks)*

**Two** marks for an appropriate explanation or definition such as, a list of the research population.

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

**3** (b) Suggest **two** social factors that could be used in the creation of a stratified sample, **apart from** social class. *(4 marks)*

**Two** marks for each of **two** social factors, such as:

- ethnicity
- marital status
- housing tenure
- age
- gender.

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

**Note:** no marks for social class.

**3** (c) Suggest **two** reasons why sociologists might use structured interviews. *(4 marks)*

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

- easier comparison of data
- less time-consuming
- lower cost
- filters out irrelevant material
- less intrusive.

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

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<b>3</b> (d) Examine the problems sociologists may find when using participant observation in their research. (20 marks)
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**0** No relevant points.

**1 – 7** Answers in this band will show only limited knowledge and understanding and show limited success in interpreting and applying material to meet the requirements of the question.

**Lower in the band**, this may be one or two quasi-commonsensual points about observation in general with little understanding of relevant issues.

**Higher in the band**, answers will show a limited, undeveloped sociological knowledge, for example, two or three weak descriptive points about some aspects of participant observation. Interpretation of material may be simplistic or at a tangent to the question, for example a weak account of a research study that used participant observation. 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 reasonable success in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

**Lower in the band**, this may be confined to a competent if basic account of a few problems with participant observation. Interpretation may be limited and not explicitly linked to the demands of the question; for instance, answers may be diverted into often lengthy descriptive accounts of particular examples of studies that have used participant observation, poorly linked to the question; or evaluation in the form of a separate list of strengths of participant observation not directly related to the problems identified in the answer.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to identify a wider range of problems with using participant observation. Candidates will identify more than one form of participant observation. Material will be interpreted accurately, though at times its relevance may not be made explicit. There will be some limited analysis and/or evaluation, for instance, through some weakly developed comparison of covert and overt participant observation. Evaluation may begin to be more closely related to the problems identified in the answer.

**16 – 20** Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material relating to more than one form of participant observation. This will be accurately and sensitively interpreted to meet the demands of the question. The candidate 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 related to the problems identified in the answer.

Candidates will consider a range of problems associated with participant observation. Material may be drawn from concepts and issues of theoretical preference, validity, reliability, comparison and representativeness; issues of authenticity/verification; availability; accessibility; Hawthorne Effect; cost; time; researcher training; ethical issues such as confidentiality and informed consent; utility in relation to different research contexts and issues. Evaluation/analysis may be developed, through contrasting the importance of various problems with participant observation.

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

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

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**4** (a) Explain what is meant by the term 'mortality rate'.

*(2 marks)*

**Two** marks for an appropriate explanation or definition such as, the number of deaths per 1000 population per year.

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

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**4** (b) Identify **three** reasons why women on average live longer than men.

*(6 marks)*

**Two** marks for each of **three** appropriate reasons, such as because they:

- are less likely to smoke
- are less likely to drive
- are less likely to be involved in violence
- are less likely to do dangerous/stressful jobs
- are less likely to participate in dangerous leisure
- have greater resistance to major killer diseases
- are more likely to be health conscious
- have lower overall alcohol consumption.

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

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**4** (c) Outline some of the reasons why some ethnic groups experience worse health than others.

*(12 marks)*

**0** No relevant points.

**1 – 4** Answers in this band will show only limited knowledge and understanding, and show limited success in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

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

**Higher in the band**, answers will begin to show some knowledge and understanding. One or two points about health and ethnicity may be identified but explanations will be very limited.

**5 – 8** Answers in this band will show reasonable knowledge and understanding, and show some success in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

**Lower in the band**, one or more reasons why some minority ethnic groups experience worse health than others will be identified and some limited explanation will be offered. Some reasonable knowledge will be shown, though analysis and/or evaluation will be very limited.

**Higher in the band**, two or more reasons will be identified and some explanations offered. Reasonable knowledge and understanding will be shown, and interpretation

will begin to meet the demands of the question. Candidates may begin to offer some analysis/ evaluation of the reasons given.

- 9 – 12** Answers in this band will show good knowledge and understanding, and will be successful in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

**Lower in the band**, two or more reasons why some minority ethnic groups experience worse health than others will be identified and some accurate explanations offered. Good knowledge and understanding will be shown and interpretation will focus clearly on the question set. Some explicit analysis and evaluation may be presented.

**Higher in the band**, knowledge and understanding may be broader and/or deeper. Interpretation will be more focused and analysis and/or evaluation more explicit, for example, through consideration of the relationship between ethnicity and class, age, etc differences, or of the limitations of official data and definitions.

Suitable reasons used in any band could include:

- genetic disorders
- migration and settlement patterns
- family structures
- social class
- age structure
- diet
- housing
- income
- poverty
- language barriers
- racism in health care and wider society.

**4** (d) Using material from **Item C** and elsewhere, assess the materialist explanation of class inequalities in health. *(20 marks)*

**0** No relevant points.

**1 – 7** In this band, analysis/evaluation will be very limited or non-existent, and answers will show only a limited knowledge and understanding.

**Lower in the band**, this may be one or two quasi-commonsensical points about class and health, or material ineffectually recycled from Item C with little understanding of relevant issues.

**Higher in the band**, answers will show a limited, undeveloped sociological knowledge, for example two or three insubstantial points about social factors and health. Interpretation of material may be simplistic or at a tangent to the question.

**8 – 15** In this band, there will be some limited analysis and/or evaluation (though lower in the band this will be implicit), and answers will show a reasonable knowledge and understanding.

**Lower in the band**, some suitable material will be correctly identified and a broadly accurate if basic account offered, for example of a relevant study or theory of class inequalities in health, though interpretation to meet the demands of the question may remain implicit.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper, and the answer will begin to deal explicitly with the materialist explanation and to make limited use of the Item. Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of cultural versus material factors.

**16 – 20** In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material on explanations of class inequalities in health, drawn from Item C and elsewhere. This will be accurately and sensitively interpreted to meet the demands of the question. Concepts and issues such as material and cultural deprivation, diet, smoking, exercise, exploitation, relative and absolute poverty, stress/insecurity, psychosocial pathways, social cohesion, individualism, collectivism, health promotion, access to care, etc may appear. Analysis and evaluation may be developed eg via a debate between materialist and cultural-behavioural or other approaches.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: the Black Report, Whitehead, Brenner, Blackburn, Wilkinson, Fox, Goldblatt, Marmot, Illsley.

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

Using material from **Item D** and elsewhere, assess the strengths and limitations of **one** of the following methods for the study of interaction between doctors and patients in psychiatric wards:

- (i) participant observation
- (ii) questionnaires.

*(20 marks)*

**0** No relevant points.

**1 – 7** In this band, analysis/evaluation will be very limited or non-existent, and answers will show only limited knowledge and understanding.

**Lower in the band**, this may be one or two quasi-commonsensical points about data in general or some material ineffectually recycled from Item D.

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

**8 – 15** In this band there will be some limited analysis and/or evaluation and/or interpretation and application (though lower in the band this will be implicit). Answers will show reasonable knowledge and understanding of some potentially relevant material.

**Lower in the band**, answers will tend to be more limited in range, offering a broadly accurate if basic account of the selected method. Some less focused material may also appear, for example, lengthy, descriptive accounts of often minor issues with this method.

**Higher in the band**, knowledge and understanding will be largely appropriate to the demands of the question, identifying a range of strengths and weaknesses of the selected method. Accounts of studies using the selected method will be more closely linked to the issue of usefulness. There will be some limited explicit analysis and/or evaluation, for example through some brief reference to methodological issues. Interpretation and application of knowledge to the research issues identified in Item D will be weak or implicit.

**16 – 20** In this band, analysis and evaluation will be explicit and relevant, and answers will show a sound, conceptually detailed knowledge and understanding of sociological material drawn from Item D and elsewhere concerning the usefulness of the selected method. This will be accurately and sensitively interpreted and applied to meet the demands of the question. Analysis and evaluation will be explicit and relevant. The strengths and weaknesses of the selected method will be accurately identified in some detail. These may include issues such as time, cost, access, bias, degree of structure, quantitative/qualitative data, informed consent, etc.

Material drawn from Item D and reference to examples of research studies employing the selected method will be relevant, accurate and sensitively interpreted. Material will be interpreted and applied to the research issues identified in Item D in a more explicit



manner. Analysis and evaluation will be explicit and sustained, perhaps being anchored in relation to the concepts of reliability, representativeness and validity, or through linkage to methodological concerns. Explicit analysis and evaluation may also be shown through direct comparison with alternative methods.

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

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

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

**6** (a) Explain what is meant by the term 'snowball sample'. *(2 marks)*

**Two** marks for an appropriate explanation or definition such as: a sample created by successive personal contacts/recommendations.

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

**6** (b) Suggest **two** social factors that could be used in the creation of a stratified sample, **apart from** social class. *(4 marks)*

**Two** marks for each of **two** social factors, such as:

- ethnicity
- marital status
- housing tenure
- age
- gender.

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

**Note:** no marks for 'social class'.

**6** (c) Suggest **two** reasons why sociologists might use structured interviews. *(4 marks)*

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

- easier comparison of data
- less time-consuming
- lower cost
- filters out irrelevant material
- less intrusive.

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

**6** (d) Examine the problems some sociologists may find when using secondary data in their research. *(20 marks)*

**0** No relevant points.

**1 – 7** Answers in this band will show only limited knowledge and understanding and show limited success in interpreting and applying material to meet the requirements of the question.

**Lower in the band**, this may be one or two quasi-commonsensical points about secondary data in general with little understanding of relevant issues.

**Higher in the band**, answers will show a limited, undeveloped sociological knowledge, for example, two or three weak descriptive points about some examples of secondary data. Interpretation of material may be simplistic or at a tangent to the question, for example a weak account of a research study that used secondary data. 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 reasonable success in interpreting, applying, analysing and evaluating material to meet the requirements of the question.

**Lower in the band**, this may be confined to a competent if basic account of a few problems with secondary data. Interpretation may be limited and not explicitly linked to the demands of the question; for instance, answers may be diverted into often lengthy descriptive accounts of particular examples of secondary data such as the Census, poorly linked to the question; or evaluation in the form of a separate list of strengths of secondary data not directly related to the problems identified in the answer.

**Higher in the band**, knowledge will be broader and/or deeper, and will begin to identify a wider range of problems with using secondary data. Candidates will identify more than one form of secondary data. Material will be interpreted accurately, though at times its relevance may not be made explicit. There will be some limited analysis and/or evaluation, for instance, through some weakly developed comparison of secondary and primary data. Evaluation may begin to be more closely related to the problems identified in the answer.

**16 – 20** Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material relating to both quantitative and qualitative secondary data. This will be accurately and sensitively interpreted to meet the demands of the question. The candidate 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 related to the problems identified in the answer.

Candidates will consider a range of problems of collecting and using secondary data. Material may be drawn from concepts and issues of theoretical preference, validity, reliability, comparison and representativeness; issues of authenticity/verification; availability; accessibility; comparison with primary data; as a source of hypotheses; ethics; utility in relation to different research contexts and issues. Evaluation/analysis may be developed, for example, through contrasting different forms of secondary 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 A LEVEL SOCIOLOGY UNIT 2 (SCLY2)**

**Examination Series: Specimen Paper**

**Education with Research Methods**

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

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

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

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

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

<b>ASSESSMENT OBJECTIVES</b>			
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
5	8	12	20
<b>Sub-Total</b>	<b>8</b>	<b>12</b>	<b>20</b>

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

<b>Total</b>	<b>43</b>	<b>47</b>	<b>90</b>
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