



**General Certificate of Education**

**Sociology 2190**

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

**Mark Scheme**

*2009 examination - January series*

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

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

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*Dr Michael Cresswell*, Director General.

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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 (c), (d), Q 2, Q 3 (d), Q 4 (c), (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.

### Questions 1(c), 4(c)

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

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

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

### Questions 1(d), 2, 3(d), 4(d), 5, 6(d)

**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.

Choose **either** Section A **or** Section B and answer **all** the questions from that Section.

## SECTION A: EDUCATION WITH RESEARCH METHODS

1

**Total for this section: 90 marks**

(a) Explain what is meant by the term 'cultural capital'.

*(2 marks)*

**Two** marks for a satisfactory explanation or definition of 'cultural capital', such as the values, etc that the middle class transmit to their children or that confer advantage in the education system.

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

(b) Suggest **three** reasons for gender differences in subject choice.

*(6 marks)*

**Two** marks for each of **three** appropriate reasons suggested, such as differences in:

- primary socialisation
- subject images
- subject channelling
- peer pressure
- gender domains
- career choices
- coursework.

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

(c) Outline some of the policies introduced by governments to create an education market in the United Kingdom.

*(12 marks)*

**0** No relevant points.

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

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

**Higher in the band**, answers will present one or two insubstantial points about educational policies, but their relationship to an education market will be very limited. Alternatively, more substantial accounts of education, at a tangent to the question, may be offered.

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

**Lower in the band**, material on one or more policies to create an education market 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.

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**Higher in the band**, material on two or more policies will be presented and some explanation offered. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation of the policies given.

**10 – 12** Answers in this band will show sound, conceptually informed, knowledge and understanding of sociological material on marketisation policies. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Suitable policies and concepts may include:

- 1988 Education Reform Act
- formula funding
- parental choice
- business sponsorship of schools, eg academies
- publication of exam league tables
- Ofsted inspection reports
- open enrolment
- specialist schools
- parentocracy
- diversity/choice.

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

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

Sources may include: Ball, Chubb & Moe, David, Gewirtz, Whitty, New Right.

- (d) Using material from **Item A** and elsewhere, assess the claim that 'ethnic differences in educational achievement are primarily the result of school factors' (**Item A**, lines 5 – 6). (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**, this may be one or two very insubstantial points, eg about race or schools, or material ineffectually recycled from Item A, with little understanding of relevant issues.

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

**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 correctly presented and a broadly accurate, if basic, account offered, for example of school factors that may contribute to ethnic differences in educational achievement, 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 a wider range of issues or factors and may make limited use of Item A. 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 explaining the way labelling may lead to a self-fulfilling prophecy or commenting on the relative importance of non-school 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 the achievement of different minority ethnic groups, drawn from Item A and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a range of school factors.

Concepts and issues such as the following may appear: teacher expectations and racism, labelling, institutional racism, pupil responses and subcultures, the ethnocentric curriculum and selection processes, educational triage, the A\*-C economy, stereotyping, streaming, setting. Candidates will recognise that not all ethnic minorities have identical experiences in UK schools. Candidates may make reference to the problems of defining ethnicity and of measuring ethnic differences in achievement.

Analysis and evaluation may be developed, for instance through an assessment of alternative, non-school factors such as linguistic skills, family structure, societal racism or material deprivation.

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

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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Gillborn and Youdell, Mac an Ghail, Wright, Fuller, Troyna and Williams, Coard, Mirza, Sewell, Evans.
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- 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 investigating boys' underachievement:

**EITHER** (i) official statistics

**OR** (ii) unstructured interviews.

*(20 marks)*

**0** No relevant points.

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

**Lower in the band**, this may be one or two very insubstantial points about methods in general or some material ineffectually recycled from Item B, with little understanding of relevant issues.

**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, or offer an answer relating solely to the issue of boys' underachievement. 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**, some potentially relevant material will be presented, offering a broadly accurate account of the strengths and/or limitations of the selected method. Candidates may begin to apply these to the study of education. Some less focused material may also appear, for example lengthy, descriptive accounts of issues with this method.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will deal specifically with a range of strengths and limitations of the selected method and will apply some of these to the study of education. To access 14 or 15 marks, the answer will apply one or more strengths and/or limitations to investigating boys' underachievement. There will be some limited explicit analysis and/or evaluation, for example through some brief reference to methodological issues.

**16 – 20** In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material, drawn from Item B and elsewhere, concerning the usefulness of the selected method in investigating boys' underachievement. This will be accurately and sensitively interpreted and applied to the demands of the question.

Answers will present the strengths and limitations of the selected method and discuss them in some detail. These will be interpreted and applied to the research issues identified in Item B and elsewhere in an explicit manner. Research concerns relating to investigating boys' underachievement will appear. These could include the following and/or other relevant concerns: political sensitivity of issues, research characteristics of

potential research subjects (eg teachers – power and status; pupils – vulnerability and communication skills), and schools as a research environment.

Analysis and evaluation may be developed through the concepts of reliability, representativeness or validity, or through linkage to methodology. Explicit analysis and evaluation may also be shown through direct comparison with other 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.

**NB:** Candidates who make relevant reference to their own research experiences (in any band) will be rewarded.

**Official Statistics:**

Strengths and limitations may include issues such as: access, availability, cost, time, consent, official categorisation, political manipulation, social construction, comparability, etc.

**Unstructured Interviews:**

Strengths and limitations may include issues such as: time, cost, access, sensitivity, categorisation of responses, insight, interviewer bias, comparability, etc.

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

(a) Explain what is meant by the term 'longitudinal' study. (2 marks)

**Two** marks for a satisfactory explanation or definition of 'longitudinal', such as surveying a group of research participants at intervals over an extended period of time.

**One** mark for a partially satisfactory explanation, such as 'over a long period of time'.

(b) Identify **two** sampling techniques used in sociological research. (4 marks)

**Two** marks for each of **two** appropriate sampling techniques identified, such as:

- random
- systematic/quasi-random
- quota
- multi-phase
- multi-stage
- opportunity
- snowball
- cluster.

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

(c) Suggest **two** disadvantages of using media reports in sociological research. (4 marks)

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

- bias in media reports
- unrepresentativeness
- problems with interpretation of meanings
- difficulties in quantification
- time-consuming to analyse.

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

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|---|------------|
| (d) Examine the problems some sociologists may face when using experiments 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**, this 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 experiments in general. Interpretation and application of material may be simplistic or at a tangent to the question, for example an account of forms of observation poorly related to experiments. 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 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 experiments 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 that used experiments, weakly linked to the question. Evaluation will tend to take the form of one or two stated apparent strengths unconnected to the problems identified.

**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. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance through some weakly developed comparison of the laboratory and field experiments. Evaluation will 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 the problems of using experiments in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question, will be more balanced in its coverage of practical, ethical or theoretical concerns, and will make reference to more than one form of experimental technique. Candidates will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation will be more closely related to the problems identified in the answer or may consider the inter-relationship between practical, ethical and theoretical concerns.

Answers will consider a range of problems of using experiments. Material may be drawn from issues of methodological preference, validity, representativeness, Hawthorne Effect, experimenter bias, reliability; issues of availability, scale identification and control of variables, accessibility; deception/informed consent, effect on research subjects; 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 in their coverage of the different ways in which the experimental technique may be used in sociological research, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

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**SECTION B: HEALTH WITH RESEARCH METHODS**


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**4****Total for this section: 90 marks**

(a) Explain what is meant by the term 'morbidity'.	(2 marks)
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**Two** marks for a satisfactory explanation or definition of 'morbidity', such as sickness.

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

(b) Suggest <b>three</b> examples of ways in which the body can be seen as a social construct.	(6 marks)
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**Two** marks for each of **three** appropriate ways suggested, such as:

- health is increasingly seen in terms of body maintenance
- technological developments mean greater ability to alter bodies (eg cosmetic surgery or organ transplants)
- body image as a feminist issue
- the body and consumption patterns
- issues of ownership of the body (eg organ donation)
- a 'somatic society' in which the body is a central focus of cultural activity.

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

(c) Outline some of the ways in which mental illness is socially defined.	(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 interpretation, application, analysis or evaluation.

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

**Higher in the band**, answers will present one or two insubstantial points about mental illness, but their relationship to the process of social definition will be very limited. Alternatively, more substantial accounts of health, at a tangent to the question, may be offered.

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

**Lower in the band**, material on one or more aspects of the process of the social definition and construction of mental illness 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.

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**Higher in the band**, material on two or more aspects of the social definition of mental illness will be presented and some explanation offered. Reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation of the ways in which mental illness is socially defined.

**10 – 12** Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on mental illness. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will show the ability to organise material and to analyse and/or evaluate it explicitly, so as to produce a coherent and relevant answer.

Concepts and issues such as the following may appear:

- labelling
- self-fulfilling prophecy
- master status
- mortification
- medical power
- racism
- patriarchy
- institutionalisation
- stigma
- medicalisation of deviance
- residual deviance.

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

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

Sources may include: Foucault, Gove, Goffman, Laing & Esterson, Philo, Scrambler and Hopkins, Scheff, Sutton, Szasz, Turner, Link & Phelan, Rosenhan, etc.
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(d) Using material from **Item C** and elsewhere, assess the functionalist view of the medical profession. (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**, this may be one or two very insubstantial points, eg about social class background of doctors, or material ineffectually recycled from Item C, with little understanding of relevant issues.

**Higher in the band**, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about the power exercised by doctors over their patients. 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 correctly 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 a wider range of views or issues relating to the medical profession and may make limited use of Item C. 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, through a weak contrast between two alternative views of the medical profession.

**16 – 20** In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of the functionalist view of the medical profession, drawn from Item C and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Candidates will consider a range of perspectives.

Concepts and issues such as the following may appear: traits of a profession, universalism, affective neutrality, social closure, social distance, policing the sick role, occupational domination, gendered exclusion strategies, reproduction of labour power, ideological functions for capitalism/patriarchy, the indeterminacy/technicality ratio, professionalisation, de-professionalisation, proletarianisation, alternative medicines, focus on preventative rather than curative medicine, marketisation and managerialism in the NHS, erosion of trust, information revolution, critical governance.

Analysis and evaluation may be developed, for instance, through a critical appraisal of the functionalist view.

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



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

In answering this question, candidates may refer to some of the following sources and/or relevant alternative ones: Parsons, Millerson, Weber, Friedson, Turner, Jamous and Peloille, Witz, Haug, Mackinlay and Arches, Navarro, Foucault, Morgan.
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- 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 investigating the relationship between ethnicity and access to health care:

**EITHER** (i) questionnaires

**OR** (ii) unstructured interviews.

*(20 marks)*

**0** No relevant points.

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

**Lower in the band**, this may be one or two very insubstantial points about methods in general or some material ineffectually recycled from Item D, with little understanding of relevant issues.

**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, or offer an answer relating solely to the issue of ethnicity and access to health care. 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**, some potentially relevant material will be presented, offering a broadly accurate account of the strengths and/or limitations of the selected method. Candidates may begin to apply these to the study of health. Some less focused material may also appear, for example lengthy, descriptive accounts of issues with this method.

**Higher in the band**, knowledge and understanding of material will be broader and/or deeper. The answer will deal specifically with a range of strengths and limitations of the selected method and will apply some of these to the study of health. To access 14 or 15 marks, the answer will apply one or more strengths and/or limitations to investigating ethnicity and access to health care. There will be some limited explicit analysis and/or evaluation, for example through some brief reference to methodological issues.

**16 – 20** In this band, interpretation, application, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material, drawn from Item D and elsewhere, concerning the usefulness of the selected method in investigating ethnicity and access to health care. This will be accurately and sensitively interpreted and applied to the demands of the question.

Answers will present the strengths and limitations of the selected method and discuss them in some detail. These will be interpreted and applied to the research issues identified in Item D and elsewhere in an explicit manner. Research concerns relating to investigating ethnicity and access to health care will appear. These could include the

following and/or other relevant concerns: political sensitivity of issues, research characteristics of potential research subjects (eg doctors – power and status; patients – vulnerability and communication skills), and hospitals/surgeries as research contexts.

Analysis and evaluation may be developed through the concepts of reliability, representativeness and validity, or through linkage to methodology. Explicit analysis and evaluation may also be shown through direct comparison with other 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.

**NB:** Candidates who make relevant reference to their own research experiences (in any band) will be rewarded.

**Questionnaires:**

Strengths and limitations may include issues such as: cost, time, access, mode of delivery, response rate, question design and layout, categorisation, imposition of meanings, social construction, sampling, etc.

**Unstructured interviews:**

Strengths and limitations may include issues such as: time, cost, access, sensitivity, categorisation of responses, insight, interviewer bias, comparability, etc.

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

(a) Explain what is meant by the term 'longitudinal' study'. (2 marks)

**Two** marks for a satisfactory explanation or definition of 'longitudinal', such as surveying a group of research participants at regular intervals over an extended period of time.

**One** mark for a partially satisfactory explanation, such as 'over a long period of time'.

(b) Suggest **two** advantages of using overt observation in sociological research. (4 marks)

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

- gains informed consent
- can ask direct questions
- can take notes openly
- does not have to join in all the activities of the group
- may develop trust.

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

(c) Suggest **two** problems with using field experiments in sociological research. (4 marks)

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

- misleading research participants
- lack of informed consent
- potentially negative effect on participants
- Hawthorne Effect
- difficult to control variables.

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

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|---|------------|
| (d) Examine the problems some sociologists may find when using personal documents and public documents 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**, this 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 documents or secondary sources in general. Interpretation and application of material may be simplistic or at a tangent to the question, for example confusing primary and secondary sources. 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 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 personal and public documents 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 that used personal and public documents, weakly linked to the question. Evaluation will tend to take the form of one or two stated apparent strengths unconnected to the problems identified.

**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. Material will be accurate, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance through some weakly developed comparison of specific types of documents. Evaluation will 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 the problems of using personal and public documents in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question, will be more balanced in its coverage of practical, ethical or theoretical concerns, and will make reference to different types of personal and public documents. Candidates will show the ability to organise material and analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer. Evaluation will be more closely related to the problems identified in the answer or may consider the inter-relationship between practical, ethical and theoretical concerns.

Answers will consider a range of problems of using personal and public documents. Material may be drawn from issues of methodological preference, authenticity, credibility, meaning and interpretation, validity, representativeness, comparison, reliability, access, availability, informed consent, and 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 in their coverage of the different ways in which personal and public documents may be used in sociological research, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

**ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 2 (SCLY2)****Examination Series: January 2009****Education**

	<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>	20	20	40

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

	<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>	15	15	30

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

	<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>	20	20	40

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

	<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>	15	15	30

<b>Total</b>	43	47	90
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