GCSE

Sociology

General Certificate of Secondary Education **B673**

Applying Sociological Research Techniques

Mark Scheme for June 2010

Section A					
Question			**Expected Answer**	**Mark**	**Rationale**
Using Investigation 1 and your sociological knowledge, answer the following questions.					
1			**Identify one aim of Investigation 1.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the identification of **one** of the aims. Eg (one from) • To find out how parents treat their children and see whether daughters are treated differently from sons. • To find out parents' views about gender stereotyping. • To see if toys, games and representation in books show children that boys and girls are expected to act differently. If aim is slightly re-worded (or only half of the first aim is identified) but is still clearly one of the aims listed it should be credited. The title of the investigation should not be credited.	**[1]**	This question is targeted at D to G grade candidates. No annotation required. However, a 'tick' may point to a particular word which indicates why an answer might be given credit.
2	**(a)**		**Describe what is meant by the term 'hypothesis'.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a partial description eg a statement or claim (or an example of a statement or claim) **Two marks** for a clear description eg a statement to be tested or as the predicted outcome of research.	**[2]**	No annotation required. However, a 'tick' may point to a particular word which indicates why an answer might be given credit. Candidates may use the word 'quote' in place of 'claim' or 'statement'.

Section A					
Question			**Expected Answer**	**Mark**	**Rationale**
2	**(b)**		**Identify one possible hypothesis the researcher could have used to study primary socialisation in Investigation 1.** **Zero marks** for no evidence submitted or response does not address the question. This would include an answer which refers to "a study into.." without reference to or an example of a claim or question. **One mark** for a partial example. Eg the identification of a statement (with no reference to the topic). **or** a question related to the topic of primary socialisation. **Two marks** for a clear example. Eg a statement/claim, related to the topic of primary socialisation. **[2]**		Credit for a partial answer is targeted at D to G grade candidates. No annotation required. However, a 'tick' may point to a particular word which indicates why an answer might be given credit.
3			**Identify and explain two possible advantages of making the interview type in Investigation 1, 'semi-structured'.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the correct identification of **one** possible advantage of the interview being semi-structured. Possible answers might include: • Supplementary questions can be asked. • Allows answers to be developed further/gain in-depth information. • Focus can be on the areas of interest to the researcher (but with flexibility). • More reliable than unstructured. • Quicker than unstructured. • Easier to collate than an unstructured. • Rapport with respondent Any other reasonable response. **[4]**		To gain both marks for each advantage the candidate must relate the answer back to the source. If an advantage is explained through comparison with another method, it will not be credited unless the method is a different type of interview from semi-structured. Candidates will not be credited for 2 advantages within one point. Annotation: – ID for identifies an advantage – S for relating to source However, a 'tick' may point to a particular word which indicates why an answer might be given credit.

Section A

Question	Expected Answer	Mark	Rationale
	One mark for relating this to the investigation (ie the candidate should be able to justify the method in relation to the topic being studied rather than advantages of semi-structured interviews in general). eg (supplementary questions can be asked) such as the interviewer adding the question 'why'? when asking about chores. eg (quicker than unstructured) and the interviewer was asking parents picking up children from school and they may be in a hurry to go home. **Two** marks maximum for each advantage. **Four marks maximum.**		
4	**Describe what is meant by the term 'interviewer bias'.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a partial description. eg Will lead them on. Unfair question. Or, An example being given instead of a description. eg A young person won't tell an old interviewer they take drugs. **Two marks** for a clear description. eg the respondent gives the answers they think the interviewer wants to hear, not true ones, and this affects validity. eg personal characteristics of the researcher could influence respondents answers eg the researcher might phrase a question in a way that may lead the respondent to answer in a particular way A weak description can be given 2 marks if a clear example is given to support it. Candidates should be rewarded for use of sociological terms such as validity.	**[2]**	The answer has to indicate some sort of influence or effect on the response or the results to be credited – so, eg "the interviewer has a one-sided view" would not be credited. Answers which imply only that the researcher changes the results after the interview will not be credited –ie there must be some indication of understanding that the bias occurs during the interaction. An answer which is limited to bias being the clear intention of the researcher to lead the respondent into a particular answer will only be credited with 1 mark. No specific annotation is required but a weaker answer which gains marks may be annotated BOD. Additionally, a 'tick' may point to a particular word which indicates why an answer might be given credit.

Section A					
Question			**Expected Answer**	**Mark**	**Rationale**
5	**(a)**		**Identify and explain two possible disadvantages of the secondary sources used in Investigation 1.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the correct identification of one possible disadvantage of the secondary sources. Possible answers might include: • Not collected directly by the researcher. • May not focus on exactly what the researcher wants. • Not just collected and could be dated. • May be biased/not valid. • Sample unknown – may not be representative. • May be edited/adapted. • May not be reliable Any other reasonable response. **One mark** for relating this to the investigation (ie the candidate should refer specifically to one or both of the two sources rather than disadvantages of secondary data in general). Possible answers might include: • Internet source not identified/may not be reliable or valid. • One source American/one source from Sweden – (1 mark max for not in UK). • 'Well-respected' researcher not justified. • Research by psychologist not sociologist. • One source out of date – 1996. Any other reasonable response. **Two** marks maximum for each disadvantage. **Four marks maximum.**		This is targeted at D to G grade candidates. Annotation: ID - identifies a disadvantage S - relates the disadvantage to a source However, a 'tick' may point to a particular word which indicates why an answer might be given credit. Reference to the "Internet", a specific date or any other link to a source will be credited as relating to the source. To gain both marks for each disadvantage the candidate must relate the answer back to the source. Candidates will not be credited for 2 disadvantages within one point. If the same disadvantage is repeated in the second point even if a different source is used, it can only be credited once. Candidates will not be credited for reference to a source if there is no credited disadvantage given.
				[4]	

Section A					
Question			**Expected Answer**	**Mark**	**Rationale**
5	(b)		**Identify and explain two advantages of the use of secondary sources in Investigation 1.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the correct identification of one advantage of using secondary data. Answers could include: • Low in cost. • Saving time/effort • Easy and quick to access. • Wider geographical range. • Support or refute primary findings • Primary background information • Helps achieve aims • Can be conducted by professional sociologist Any other reasonable response. **Two marks** for the correct identification of two advantages of using secondary data. **One additional mark** for each advantage related to the investigation sources (ie not simply advantages of secondary data generally). Answers could include: • Teacher not paid researcher, so costs need to be kept down. • Internet data is easy to access. • Cross cultural comparison (America/Sweden) possible. • Reference to specific findings eg. gender stereotyping was backed up in the Journal article on children's books • Journal includes studies by well-respected sociologists Any other reasonable response. **Two** marks maximum for each advantage. **Four marks maximum.**	 **[4]**	This is targeted at D to G grade candidates. Annotation: ID - identifies a advantage S - relates the advantage to a source BOD- Benefit of the doubt NBOD – no benefit of doubt IMP – implicit Additionally, a 'tick' may point to a particular word which indicates why an answer might be given credit. Reference to the "Internet", a specific date or any other link to a source will be credited as relating to the source. To gain both marks for each advantage the candidate must relate the answer back to the source. A generic answer can only be credited with a maximum of 1 mark for each point. Candidates will not be credited for 2 advantages within one point. If the same advantage is repeated in the second point even if a different source is used, it can only be credited once. The source can be credited twice provided it relates to two different advantages across the two points.

Section A			
Question	**Expected Answer**	**Mark**	**Rationale**
6	**Using the interview (lines 39-73) in Investigation 1:** **Evaluate whether the aims of the Investigation have been met.** **Zero marks** for no evidence submitted or response does not address the question. **Level 1: 1 – 2 marks** Candidates apply limited interpretation and analysis of the relationship between the aims and the interview results. For one mark, answers may make some brief reference to the findings or question from the interview, or of an aim of the research. Eg the interviewer found out about buying toys. **or** Brief reference to an aim of the research. Eg The study was to find out about parents treatment of children. **One clear reference to the findings, question or an aim can credit 2 marks.** **Maximum of 2 marks.** For two marks the findings, question or aim should be more specific. Possible (findings) answers might include: • Buying toys depends upon whether it is for a boy or a girl. • Mum thought about what their friends had when buying toys for her children. • Both children had to tidy their rooms. • Sarah helped Mum and Tom helped Dad. • Mum didn't worry about Tom being out but did worry about Sarah. • Sarah has dolls, Tom likes skateboarding and motocross. • Mum thinks boys are more likely to lead in stories. • Mum doesn't see sex stereotyping as a problem.	**[6]**	Level 1 is targeted at D to G grade candidates. Annotation: ID – to identify aim, finding or question EX- used to show where there is a link Level 1 candidates will be able to identify questions, aims and findings but will not show links between them. Level 2 candidates will be able to identify questions, aims and findings and will make a link between them. Level 3 candidates will be able to identify questions, aims and findings and make more than one link. At the top, the candidate will evaluate.

Section A

Question	Expected Answer	Mark	Rationale

	Possible (aims) answers might include:
	• To see whether parents treated girls different to boys
	• To find out parents' views about gender stereotyping.
	• To see if toys/games/representation in books show different behaviour.
	
	At this level there will be no attempt to link the aims and the findings.
	
	Level 2: 3 – 4 marks
	Candidates apply basic interpretation and analysis of the relationship between the aims and the interview results.
	
	For **3 marks**, candidates will correctly identify a specific aim and a specific question or finding but there will be a weak attempt to link them.
	
	    Eg the study aimed to find out whether parents treated their daughters different to their sons and the interviewer found the mother was worried about Sarah staying out in the evening but wasn't worried about Tom.
	
	For **4 marks**, **either** there will be a clear link indicating whether the aim is met or not.
	
	    Eg the study aimed to find out whether parents treated their daughters different to their sons. The interviewer found they did treat them differently because the mother let her son stay out in the evening but didn't let her daughter stay out.
	
	At this level the answer may be restricted to only one clear link being made.
	
	Or more than 1 weak link made.
	
	Level 3: 5 – 6 marks
	Candidates apply good interpretation and analysis of the relationship between the aims and the interview results.
			Where a candidate refers to the aims as 'aim one', 'aim two' or 'aim three' for example (as listed in the investigation), this will be accepted for credit but considered to be a weak identification.
			
			The evaluation of the methodology will not be credited.

Section A					
Question			**Expected Answer**	**Mark**	**Rationale**
			For **5 marks**, 2 or more clear links made between specific aims and specific questions or findings, indicating whether the aims are met or not but these will support **one** side, ie give two or more ways the aims have been met or two or more ways they have not been met. For **6 marks**, there will be 2 or more clear links made between specific aims and specific questions or findings, indicating whether the aims are met or not and candidates will be expected to show both how the aims have been met and also identify and explain how they have not been met. **Six marks maximum.**		'Link' refers to a link between a specific aim and a specific question or finding,
			Section A Total	**[25]**	

Section B				
Question		**Expected Answer**	**Mark**	**Rationale**
Using Investigation 2 and your sociological knowledge, answer the following questions.				
7		**Identify the hypothesis in Investigation 2.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the correct identification of the hypothesis. ie 'Males are socialised more than females into risk-taking and thrill – seeking behaviour'.	**[1]**	Some omissions in the wording of the hypothesis maybe accepted provided the essence of the hypothesis remains the same.
8		**Using lines 3-16, identify a third possible aim for Investigation 2.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a partial example. Eg The identification of an aim which is not related to the topic of socialisation/risk-taking and thrill-seeking or some part of the results. **or** A response which is related to the topic or some part of the results but is not clearly an aim/intention of investigation. **Two marks** for a clear example. Eg An aim (indicating intention) which is also related to the topic of socialisation/risk-taking and thrill-seeking or some part of the results.	**[2]**	This is targeted at D to G grade candidates An example would be "I want to find out what newspapers people read." This would be credited with 1 mark because it shows understanding of an aim but is not related to the topic in the investigation. or "Do boys and girls both like fast roller-coasters?" This would be credited with 1 mark because it shows understanding of the topic but is not an aim.

Section B					
Question			**Expected Answer**	**Mark**	**Rationale**
9	**(a)**		**Describe what is meant by the term 'pilot study'.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a partial description which relates in some way to research done before the study but the answer lacks a clear understanding. This might be lifted from Investigation 1. Eg A study of 5 people done before she did the research. **Two marks** for a clear description which shows understanding of a small study done before the main study and used to test for possible errors or problems which could arise in the main research such as testing for badly phrased questions which can be changed, find out about possible response rate to see if the research needs to be changed or abandoned, respondents refusal to answer questions as intrusive or misunderstood, inadequate choice on pre-coded questions or to find out the kinds of results you would obtain in the main study. Eg A small study carried out before the research to find out if there are any questions that respondents do not understand so they can be changed. Any other reasonable response.	**[2]**	Any indication of testing on a smaller group than the sample will be credited.

Section B					
Question			**Expected Answer**	**Mark**	**Rationale**
	(b)		**Identify and describe two weaknesses with the design of the questionnaire (page 7) in Investigation 2.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for one correct disadvantage identified. **Two marks** for two correct disadvantages identified. Possible responses might include: • 'Gender' should be 'sex'. • Age groups overlap. • Only two options for answers for some questions. • Instructions not given for some answers. • Identifies Questions 3, 4 or 8 are two questions. • Question 9 will be answered as a closed question • Nowhere to develop their answers on most questions Any other reasonable response. **Two marks maximum.** **One additional mark** for each disadvantage explained. Eg The age groups overlap and some 14 year olds will tick one category and others will tick a different one and be in different group. Eg Question 9. does not tell the respondent to explain so people might just say 'yes' or 'no' and the researcher would not get much data. Any other reasonable response.		There needs to be a clear explanation of the weakness identified for the additional mark to be credited – eg. simply saying a question would 'confuse' a respondent would not be sufficient for a mark. Candidates who consider the content of the questionnaire and question whether the sample is appropriate for the content can be credited – eg a 12-year old would not lawfully be able to drive.
				[4]	

Section B					
Question			**Expected Answer**	**Mark**	**Rationale**
10	**(a)**		**Describe what is meant by the term 'non-official statistics'.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a partial description. This could be showing understanding of statistical data as numbers/percentages/graphs etc or could be an example of non-government data without a description. Eg Number of people who go to a sports centre/youth club etc. **Two marks** for a clear example. This should show understanding of data which is produced by someone other than the government. It is not necessary to explain 'statistical' data for two marks.	**[2]**	This is targeted at D to G grade candidates Credit will be given to a candidate who shows understanding of the term 'statistics' –eg statistics are data in numbers. Candidates will not be credited for an answer which refers to non-official statistics as being statistics not 'authorised' or 'approved' by the government.
	(b)		**Using Evidence 1 on page 8, identify the percentage of young drivers who admit driving under the influence of illegal drugs.** **One mark** for the correct identification of 9 (percent).	**[1]**	
	(c)		**Using Evidence 2 on page 8, identify the number of 17 year old male drivers killed or seriously injured in 2004 in Great Britain.** **One mark** for the correct identification of 187.	**[1]**	
11			**Identify and explain two conclusions which could be made from the results of the questionnaire (pages 9 and 10) in Investigation 2.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for one correct conclusion identified. Answers might include:	**[4]**	Annotation: ID – identifies a conclusion EX- explains a conclusion A candidate who identifies the study as not being able to meet the aims or hypothesis because of lack of reliability or validity could be credited. However, identifying limitations of the study alone will not be credited.

Section B					
Question			**Expected Answer**	**Mark**	**Rationale**
			• Males are more risk-taking/thrill-seeking than females. • Males do different activities to females. • More males than females prefer to drive fast • All the sample/both males and females enjoy going on fast rides. • Only one person (male) had suffered a high speed injury. • More males are encouraged to take risks than females or males and females equally are encouraged to take risks • Hypothesis is correct. • Aims have been achieved. • Young people take more risks than older people. Any other reasonable response. **Two marks** for two correct conclusions identified. **Two marks maximum.** **One additional mark** for each conclusion explained. These must be related accurately to the results. Answers could identify specific statistics from: • Pie charts which show boys are more likely to consider themselves to be risk-takers/thrill-seekers than girls. • Table which shows that boys are more likely than girls to take part in dangerous activities. • Table which shows that more males prefer to drive fast than females. • All respondents, males and females enjoy fast rides. • Table which shows that parents do not treat boys and girls differently in relation to risk. Any other reasonable response.		

Section B				
Question		**Expected Answer**	**Mark**	**Rationale**
12	**(a)**	**Using the secondary data in Investigation 2, on page 8:** **Explain one reason why the statistical data may not be accurate.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the correct identification of one possible reason for inaccuracy of the secondary statistical data. Possible answers might include: • Respondents might have lied/exaggerated. • Not just collected and could be dated. • May be biased. • Sample not specified. • May be edited/adapted/manipulated. • Depends on how concepts have been measured/operationalised. • Depends whether they are numbers or %s. Any other reasonable response. **One mark** for relating specifically to one or both of the two sources to explain the inaccuracy. Eg Some of the 33% of young drivers who overtook might have exaggerated to impress others. Eg Numbers don't show proportions and in Evidence 2, it could be that fewer females drive so the difference seems greater.	**[2]**	No credit is given to candidates who explain inaccuracy with the primary data. The answer is not intended to be about drawing conclusions or making reference to the aims of the investigation or meeting the hypothesis and such answers will not be credited. Simple reference to a source without an explanation of why the statistics are inaccurate will not be credited.
	(b)	**Evaluate whether the secondary data tests if males are socialised more than females into risk-taking and thrill-seeking behaviour.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a weak link the candidate makes between the hypothesis and data in the secondary sources or reference to relevant evidence in the source. There is no explanation or inaccurate explanation of how this does or does not test the hypothesis.		If the candidate talks about 'proving' or 'disproving' instead of 'testing' it will be credited. Annotation: ID – identifies a link EX- explains the link

Section B					
Question			**Expected Answer**	**Mark**	**Rationale**
			Possible answers could include: - Risk-taking (and/or thrill-seeking) is in the hypothesis and the data includes: - having more car accidents/overtaking when unable to see what's coming/using illegal drugs and driving/using a hand-held phone and driving. - Male/female comparison is in the hypothesis and also in the results. - Not about socialisation. - Only about driving. Any other reasonable response **Two marks maximum.** **One mark** for an explanation of how the evidence or link tests or does not test the hypothesis. Possible answers could include: • Tests it because hypothesis claims that males are more likely to be risk takers and they are more likely to have driving accidents. • Does not test it because hypothesis claims that socialisation causes risk taking but neither of the secondary sources relate to socialisation. • Does not test it because hypothesis claims that males are more likely to be risk takers than females but the statistics are in numbers not %s ie males not riskier drivers, just more likely to be driving. • Does not test it in Evidence 1 because the hypothesis claims there is a difference in gender behaviour but the source does not relate to gender. • Does not test risk taking because all the evidence is about driving and not other types of risk taking. Any other reasonable response. **Four marks maximum.**	**[4]**	1 weak link – eg only about driving – will be credited with 1 mark. Candidates can be credited with 2 marks.
			Section B Total	**[23]**	

Section C					
Question			**Expected Answer**	**Mark**	**Rationale**
Using both Investigation 1 and Investigation 2 and your sociological knowledge, answer the following question. Answer **this** question.					
13			**Using <u>both</u> of the investigations and your sociological knowledge, evaluate to what extent the sampling used was successful for the investigations. You could focus on the following:** • The aims • Sample size • Sampling types • Sample composition • Pilot study. Candidates' responses may include: • Identification of the target populations in the aims of each investigation ie parents, toys, games, books, people. • Use of the pilot study in Investigation 2 and how it might have been improved eg size and results used to test the degree of representation of the sample. • How a pilot study could have been used for Investigation 1 to test the sample. • Identifying the size of the samples used for each investigation, consideration of whether the number is adequate and suggested alternative sizes and justification for these. Reference to the method used might be made eg small samples need to be used for unstructured methods/large samples for structured methods.		Candidates do not have to address all the bullet points in the question to achieve full marks. Annotation: ID – identifies a point S – source EX- explanation of a technique/justification why a type of sampling should be done EV- evaluating quality of sampling in a source C-concept In Investigation 2 there is some lack of clarity about the sample size and candidates who interpret this as 50 males and 50 females will not be penalised.

Section C					
Question			**Expected Answer**	**Mark**	**Rationale**
			• Identification and explanation of the sample frames and sampling types used (random and snowball but these are not specified and there is some lack of clarity and therefore flexibility in responses). Suggestion and justification of alternative ways of sample selection. • Identification of the composition of the samples and consideration of representation in relation to the target population in the aims. Issues of age, social class, family type etc considered. Suggestions for improvement such as Increasing the geographical spread of the respondents. Identifying and explaining sampling techniques which could be used and why. Any other reasonable response. **Marks will be awarded for the depth and detail of the identification and justification for any changes. Candidates will also be rewarded for positive evaluation and use of sociological concepts.** **Zero marks** for no evidence submitted or response does not address the question. **Level 1 [1-4 marks]** Candidates apply limited knowledge and examples to the question. Candidates analyse and evaluate the debate in a limited way. Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply. There are likely to be some errors of spelling, punctuation and grammar of which some might be noticeable and intrusive. *There may be 1 or 2 comments about the sample –* *eg they asked 5* *eg they were his friends* *Reference to only 1 investigation is likely.* *At the top of Level I there will be more points made and they will be more clearly made.*		

Section C					
Question			**Expected Answer**	**Mark**	**Rationale**
			Level 2 [5-8 marks] Candidates reveal a basic knowledge of sampling as a technique and apply basic knowledge and examples to the question. Candidates analyse and evaluate the debate in a basic way. Relevant information and evidence is presented and meaning is generally clear. At the bottom of the level, typical answers will contain sociological ideas but possibly without sociological language. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning. *Responses show understanding of the weaknesses of the sampling techniques and at the top of Level 2 there is some explanation of why these are a problem. Also at the top there would be some use of sociological language.* *Some reference to both investigations is likely.*		
			Level 3 [9-12 marks] Candidates reveal a good knowledge of sampling as a technique and apply good knowledge and examples to the question. Candidates analyse and evaluate the debate in a good way. A wide range of evidence and information is used to critically support substantiated arguments and conclusions in relation to the issue. Meaning is clear. Typically answers will contain a range of sociological ideas and language throughout. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar. *Responses are likely to be offering alternatives or ways sampling could be improved.* *Reference to size, type and composition of the samples will be made.* *At the top of Level 3, there will be clear justification for the alternative methods or techniques.* *At this level, both investigations will be referred to in the answer.*	**[12]**	For Level 3 we would expect to see clear understanding of different sampling types such as random, systematic and stratified. We would also expect to see terms such as validity and reliability used accurately.
			Section C Total	**[12]**	
			Paper Total		

[60]

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