



# **General Certificate of Education**

*Sociology 6191*

**SC5W      Theory and Methods**

## **Mark Scheme**

*2008 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.

**GUIDANCE NOTES IN THE USE OF GENERAL AND QUESTION SPECIFIC  
MARK SCHEMES FOR UNITS 4 AND 5.**

**TWO RELATED MARK SCHEMES ARE PROVIDED**

Examiners are required to consult and apply the two related mark schemes as follows:

**A General Mark Scheme** made up of two sections on:

- (i) Knowledge and Understanding;
- (ii) Identification, Analysis, Interpretation and Evaluation.

**A Question Specific Mark Scheme** made up of one section on:

- (i) Knowledge and Understanding. This will enable examiners to assess the knowledge and understanding requirements of particular questions.

**Marking**

In the process of marking a particular question, you must follow the procedure detailed below in marking the different Skill Domains:

- (i) **Knowledge and Understanding**

Refer to the Question Specific Mark Scheme and the General Mark Scheme.

- (ii) **Identification, Analysis, Interpretation and Evaluation**

Refer to the General Mark Scheme.

Each answer should be assessed separately for each of the two Skill Domains and the mark for each Skill Domain recorded and totalled to give an overall mark. For example in the case of an answer which was rewarded 6 marks for Knowledge and Understanding and 6 for Identification, Analysis, Interpretation and Evaluation, the total mark for this answer would be 12.

## GENERAL MARK SCHEME FOR UNITS 4 AND 5

### Knowledge and Understanding

**0** No relevant knowledge or understanding.

**1 – 5** Answers in this band will show a very limited sociological knowledge and understanding.

Lower in the band, knowledge will consist of commonsensical points. Answers will show only minimal understanding of either the question or the material offered in response to it.

Higher in the band, knowledge will consist of a few isolated quasi-sociological points, with omissions and perhaps with significant errors. Understanding both of the question and of material offered in response to it will be very simplistic and perhaps confused.

**6 – 10** Answers in this band will show a somewhat limited sociological knowledge and understanding.

Lower in the band, there will be a shallow knowledge of a limited amount of sociological material, perhaps with errors. Understanding both of the question and the material presented in response to it will be superficial.

Higher in the band, there will be a reasonably accurate but rather shallow and descriptive knowledge of a still limited amount of sociological material, or alternatively a slightly deeper but very narrow knowledge. There may be a generalised understanding of the question, or one which shows a specific understanding of only a very limited aspect of the question.

**11 – 16** Answers in this band will show a reasonably good sociological knowledge and understanding.

Lower in the band, there will be a reasonably accurate knowledge of a range of sociological material with some limited success in conveying conceptual detail, or alternatively a more conceptually detailed but narrowly based knowledge. Knowledge shown may be either theoretical, empirical or both. Answers will show a specific understanding of some of the demands of the question and of the material offered in response to it, but other aspects will be neglected or treated in a generalised fashion.

Higher in the band, there will be somewhat greater success in conveying conceptual detail, or a slightly greater breadth, of knowledge; however, answers will remain somewhat limited in range or depth. Knowledge shown will be both theoretical and empirical. There will be a specific understanding of most of the principal demands or aspects of the question, but some others will be neglected or treated in a generalised fashion.

**17 – 20** Answers in this band will show a very good sociological knowledge and understanding.

Lower in the band, there will be a wide-ranging theoretical and empirical knowledge which will, with only very minor exceptions, be thorough, accurate and conceptually detailed. Accurate and explicit links will be made between some of the theoretical and empirical material. There will be a clear understanding both of the question, including its theoretical context, and of the material offered in response to it.

Higher in the band, knowledge will be comprehensive and will be thorough, accurate and conceptually detailed throughout. There will be a clear understanding of the theoretical context of the question, and there will be accurate and explicit links between the theoretical and empirical parts of the answer. Answers will show a clear, full and complex understanding of the question and the material offered.

## GENERAL MARK SCHEME FOR UNITS 4 AND 5

### Identification, Analysis, Interpretation and Evaluation

**0** No relevant identification, analysis, interpretation or evaluation.

**1 – 5** Answers in this band will show very limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be very limited and/or inaccurate. There will be little or no evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation of the question and the material offered in answer to it will be minimal and/or confused. Analysis of arguments and/or methodological issues, if present, will be very limited. Evaluation may be absent or limited to one or two undeveloped examples.

Higher in the band, there will be some limited and undeveloped identification of perspectives, arguments and/or methodological issues, and some evidence of the ability to distinguish between facts, opinions and value judgements. There will be some limited interpretation of the question and/or the material offered in answer to it. Analysis, if present, will be undeveloped and possibly contain inaccuracies. Evaluation may be implicit or confined to one or two critical comments on some aspect of the question or general topic area.

**6 – 10** Answers in this band will show somewhat limited skills of identification, analysis, interpretation and evaluation.

Lower in the band, identification of perspectives/arguments will be broadly accurate, although limited and undeveloped. Attempts to distinguish between facts, opinions and value judgements will show some sociological awareness. Interpretation of the question and the material offered in answer to it will be limited but broadly sociological. Examples may be undeveloped or applied to the general topic area rather than the set question. Analysis of material, if present, will be partial and poorly focused. Evaluation may take the form of a weak juxtaposition and/or brief list of criticisms of a study, concept, perspective or method.

Higher in the band, arguments/perspectives will be accurately identified, and there will be clear evidence of the ability to distinguish between facts, opinions and value judgements. Interpretation will be focused and examples will show some development and be broadly applied to the question set. There will be some, albeit limited and undeveloped, attempt to analyse material. There will be a few explicit points or criticisms raised.

**11 – 16** Answers in this band will show reasonably good skills of identification, analysis, interpretation and evaluation.

Lower in the band, there will be some explicit and largely successful attempts to identify and interpret sociological arguments and perspectives. There will be a general awareness of methodological issues. Analysis may remain undeveloped and/or partial. There will be some explicit evaluation, although this may be one-sided and/or undeveloped.

Higher in the band, the use of skills will be more balanced and comprehensive. Sociological arguments, perspectives and methodological issues will be accurately identified and interpreted, and examples will be generally applied to the question. Both analysis and evaluation will be explicit, though not necessarily fully developed or comprehensive.

**17 – 20** Answers in this band will show very good skills of identification, analysis, interpretation and evaluation, applied to a range of sociological ideas, evidence and issues.

Lower in the band, sociological arguments and perspectives will be, with only very minor exceptions, accurately identified and successfully interpreted to meet the demands of the question. Analysis and evaluation of a wide range of material, including methodological issues, will be thorough, comprehensive and balanced.

Higher in the band, all the skills will be demonstrated in a thorough, accurate and comprehensive manner throughout. There will be clear evidence that identification, interpretation, analysis and evaluation follow a clear rationale and are applied with sensitivity and sophistication. Evaluative comparisons and contrasts may be made between different areas of sociology, and analysis and argument may be applied to wider and possibly more complex issues than those raised by the set question.

## 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:

- 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;
- ensure text is legible, and spelling, punctuation and grammar are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply to the assessment of Question 1 (d) and Questions 2 and 3. The following criteria should be applied in conjunction with the mark schemes (the general mark scheme and the question specific 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.

### Question 1 (d)

**In the 1 – 3 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 4 – 7 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 8 – 10 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 2 and 3

**In the 1 – 5 band**, candidates' answers are likely to be characterised by the very poor logical expression of ideas and the use of a very limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, impairing the intelligibility of significant parts of the answer.

**In the 6 – 10 band**, candidates' answers are likely to be characterised by the generally fair logical expression of ideas, though perhaps with some occasional flaws, and the use of a somewhat limited range of conceptual terms, perhaps sometimes used imprecisely and/or inaccurately. Spelling, punctuation and grammar will be fair. Commonly used words and sociological terms will mostly be spelt correctly. There may be some errors in punctuation and grammar which impair the intelligibility of some parts of the answer.

**In the 11 – 16 band**, candidates' answers are likely to be characterised by the reasonable 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 good standard. Commonly used words and sociological terms will be spelt correctly. Punctuation and grammar will be of a good standard facilitating a competent expression of ideas.

**In the 17 – 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, with commonly and less commonly used words and sociological terms almost always spelt correctly. Meaning will be clear throughout.



## SECTION A: THEORY AND METHODS

Answer **all** parts of this Section.

**Total for this section: 20 marks**

**1**

(a) Briefly explain what is meant by 'meta-narratives' (**Item B**, line 6).

*(2 marks)*

Two marks for a satisfactory explanation such as: bodies of theory/big stories that seek to explain how the whole of society works or is structured.

One mark for a partial explanation such as bodies of theory/big stories, or an example alone.

(b) Identify and briefly explain **two** disadvantages of using quantitative methods (**Item A**).

*(4 marks)*

**One** mark for each of **two** disadvantages identified, such as:

- lack of validity
- lack depth
- give false impression of scientificity
- do not find meanings
- imposing researchers' meanings
- social construction of reality.

**One** further mark for each of **two** satisfactory explanations such as:

- lack of validity: a criticism of quantitative methods is that they do not find the true meanings behind actions
- lack depth: quantitative methods usually cover large numbers of respondents but the information they elicit is usually fairly superficial and does not probe easily into meanings underlying views.
- give false impression of scientificity: some would claim that because quantitative methods can generate large numbers of statistics and tables they appear to look scientific but that this image is not sustained by the reality of the data found.

(c) Identify and briefly explain **two** factors that researchers must consider in the wording of questionnaires.

*(4 marks)*

**One** mark for each of **two** factors identified, such as:

- clarity of meaning and understanding
- how to ensure that the question elicits the required information
- how to ensure that all possible answers are allowed for
- avoid leading questions
- avoid questions with two aspects.

**One** further mark for each of **two** satisfactory explanations, such as:

- clarity of meaning and understanding: is the wording of the question such that the recipient will clearly understand the question as meant by the researcher?
- how to ensure that the question elicits the required information: is the question worded so that it will actually produce the information that the researcher wants?
- how to ensure that all possible answers allowed for: in multiple-choice questions has the researcher allowed for all possible responses to the question?

(d) Briefly examine the contribution of post-modernism to our understanding of society today.  
(10 marks)

**0** No relevant points.

**1 – 3** Answers in this band will have only limited success in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. There will be little evidence of relevant knowledge or understanding.

**Lower in the band**, one or two points may be made on modern or post-modern society in general. Alternatively there may be a tendency to recycle material from the Items without identifying specific points or analysing possible explanations.

**Higher in the band**, one or two points related to post-modernism may be mentioned with some limited attempt to address the question. Evaluation will be limited or non-existent. Understanding will be partial.

**4 – 7** Answers in this band will be reasonably successful in identifying, interpreting, analysing and/or evaluating material to meet the requirements of the question.

**Lower in the band**, this may be confined to a competent if basic account, for example listing two or three aspects of post-modernity with links to different substantive areas of the specification. Answers will show a reasonable underlying knowledge and understanding. Some limited explicit evaluation may be offered.

**Higher in the band**, answers will be more developed and focused. Knowledge and understanding will be broader and/or deeper and will begin to identify a wider range of material. There may still be a tendency to present the material in a rather list-like manner, for example briefly listing four or five aspects of post-modern views of society, such as the emphasis on surface, style and people as consumers, the focus on signs and symbols, the lack of objective truth about society, the decline of meta-narratives and the challenge to sociological theories, pick and mix religion, etc. Knowledge and understanding may extend to an awareness of some theoretical aspects but these are likely to be undeveloped.

**8 – 10** Answers in this band will be successful in identifying, interpreting, analysing and evaluating material to meet the requirements of the question. Analysis and evaluation will be explicit and relevant. Sociological knowledge will be more detailed, showing an understanding of a range of sociological material, drawn from the Items and elsewhere.

**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, developed and explicit.

Answers will address the central issues of the question, considering how post-modernism has contributed to our understanding of society today. Many answers may take as a starting point a general description of post-modernism, and develop their response citing points such as those listed in the 4 – 7 band. Others may take a substantive area of the specification, such as the family or religion, giving consideration to the contribution of post-modernism to that particular range of topics. Either approach is acceptable. Depending on the approach taken, candidates may consider theoretical as well as practical concerns, though not necessarily to the same depth. Sources such as Lyotard, Baudrillard, Bauman, Barrett & Phillips, Harvey and Derrida may feature in many answers.

**Note:** however, **not** all the points mentioned in the last paragraph above are necessary for an answer to be awarded full marks.

## SECTION B: THEORY AND METHODS

Answer **one** question from this Section.

**Total for this section: 40 marks**

**2** Assess the view that sociological research cannot and should not be objective and value-free.

*(40 marks)*

### Knowledge and Understanding

**20 marks**

Candidates may approach this question from different starting points. Some candidates may take the practicalities of research as their initial focus and develop an answer from there with the emphasis more on the 'could' than 'should' from the question. Others may take a more theoretical starting point, possibly within the context of the positivist/anti-positivist debates. Better answers will combine aspects of the practical with the theoretical. Better answers will also address both the 'could' and 'should' aspects of the question. Sources used in response to this question may vary depending on which substantive areas are chosen by candidates to illustrate their answers. Sources such as Gouldner, Weber, Becker, Project Camelot, Comte and Mouzelis may feature in many answers.

**0** No knowledge or understanding relevant to the set question.

**1 – 5** Answers in this band will show very limited sociological knowledge and understanding.

**Lower in the band**, candidates will present an answer based on a common sense understanding of sociology rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

**Higher in the band**, candidates may present a flawed account of knowledge on sociological research in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about sociological research or,
- some flawed material from different theoretical perspectives.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

**Lower in the band**, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of practical points related to sociological research and bias or,
- some disjointed but basically accurate material from one or more perspective(s) or,
- a list of points about science and/or scientificity.

**Higher in the band**, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- a more extensive list of practical points related to sociological research or,
- more coherent and accurate material from one or more perspective(s) but lacking detail on the implications for value freedom or,
- an outline of the positivist/anti-positivist debate with the question left largely implicit.

**11 – 16** Answers in this band will show reasonably good sociological knowledge and understanding.

**Lower in the band**, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- a more extensive list of points related to the practicalities of doing sociological research (ie with a focus on the ‘could’ sociology be objective and/or value free, probably indicating where values influence some aspects) and with a limited theoretical structure or,
- coherent and broadly accurate material from two or more perspectives, such as feminism and the New Right, but with only limited development on objectivity, value freedom and research or,
- an account of the positivist/anti-positivist debate with limited references to the question and the focus more on sociology as a science.

**Higher in the band**, candidates’ answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- accounts of sociological research with a focus on the ‘can’ and ‘should’ sociology be objective and/or value free, though not necessarily well balanced, and with a limited theoretical structure or,
- coherent and accurate material from several perspectives, such as feminism, functionalism, post-modernism and the New Right, and with some development on value freedom and research or,
- an account of the positivist/anti-positivist debate with clear references to the question.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

**Lower in the band**, candidates’ answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- increasingly full, accurate and wider accounts of sociological research with a focus on the ‘can/not’ and ‘should’ sociology be objective and/or value free and with a clear theoretical structure or,
- coherent and accurate material from a range of perspectives and with terms and concepts such as objectivity, subjectivity, value-laden, value-freedom and validity understood and discussed or,
- detailed and/or referenced accounts of the positivist/anti-positivist debates with concepts and/or ideological issues accurately explored and clearly understood.

**Higher in the band**, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debates and their complexities made explicit.

At this level possible answers might also include some of the following:

- greater understanding of the ideological issues in sociological debates
- greater understanding of the pragmatic nature of many research decisions
- greater understanding of the context of the debates in the development of sociology.

**3** 'Participant observation should always be conducted overtly'.

To what extent do sociological arguments and evidence support this view?

*(40 marks)*

Many candidates will see this question as a straightforward account of the advantages and disadvantages of participant observation. They will probably focus mainly on the practicalities of different types, such as overt and covert. Issues raised may include seeing this as the only possible method, PO as time-consuming, the stressful aspects of PO, the need for training and observational skills, issues linked to personal characteristics such as gender, ethnicity or age and the problems of recording data. While this material may form part of most answers, better candidates will see the opportunity given to explore the nature of sociological research where observational methods are used and to consider some of the ethical, theoretical, ideological and practical factors involved with particular reference to the overt/covert issue. Issues of reliability and validity may be discussed along with the difficulties surrounding the question of objectivity and the lack of a concept of structure. Candidates may also explore the range of influences that help to determine decisions within the research process, such as funding, time, access, personnel, sponsorship, the nature of the topic and so on. Sources referred to by candidates will vary depending on the substantive area from which the candidate draws the material but Humphries, Whyte, Cicourel, Patrick, Punch, Hargreaves, Lacey, Downes & Rock may feature in many answers.

**Knowledge and Understanding****20 marks****0** No knowledge or understanding relevant to the set question.**1 – 5** Answers in this band will show very limited sociological knowledge and understanding.

**Lower in the band**, candidates will present an answer based on a common sense understanding of research methods rather than sociological arguments or evidence. There will be only a peripheral link to the question with little evidence that the candidate has understood either the question or the material offered in response to it.

**Higher in the band**, candidates may present a flawed account of knowledge on observational methods in general. The answer is likely to be characterised by isolated or disjointed points that show very little understanding. The material is still likely to lack a clear focus and is unlikely to raise issues stemming from the question set. Conceptual terms will tend to be used imprecisely or inaccurately and meaning will be unclear.

At this level possible answers might include:

- some isolated points about observational methods or,
- some flawed material from theoretical perspectives.

**6 – 10** Answers in this band will show limited sociological knowledge and understanding.

**Lower in the band**, candidates will present knowledge on the set question that is likely to contain inaccuracies and some confusion in understanding. Knowledge is likely to be stronger than understanding. Answers at this level may contain significant amounts of irrelevant material.

At this level possible answers might include:

- a brief list of points related to different observational methods or,
- some flawed accounts of sociological research using observation.

**Higher in the band**, candidates will present an essentially descriptive account of sociological knowledge on the question. Answers will display a basic understanding of the material presented, although a few inaccuracies may still be present. There will be a limited understanding of the demands of the question set.

At this level possible answers might include:

- a brief and occasionally flawed list of practical factors, advantages and/or disadvantages associated with participant observation or,
- brief descriptions of two or three studies using participant observation, with the question left largely implicit or,
- somewhat flawed accounts of two or three contrasting perspectives on research, with the question left largely implicit.

**11 – 16** Answers in this band will show reasonably good sociological knowledge and understanding.

**Lower in the band**, candidates may present accounts that are still somewhat generalised and descriptive and often narrowly focused.

At this level possible answers might include:

- a more developed and largely accurate list of ethical and/or practical factors, advantages and/or disadvantages associated with participant observation, distinguishing covert and overt, or,
- fuller and more detailed descriptions of observational studies, possibly from the substantive areas of deviance or the family, presented in a fairly timeless manner with the question largely implicit, or,
- more accurate and developed accounts of contrasting perspectives on research, with some explicit linkage to the question.

**Higher in the band**, candidates' answers will present an increased amount of appropriate empirical and/or theoretical detail, and will be increasingly accurate and organised. There will be evidence that the theoretical debate is understood. Candidates will display a clear understanding of the demands of the set question.

At this level possible answers might include:

- an extensive, accurate and more detailed list of ethical and/or practical factors, advantages and/or disadvantages associated with participant observation, linked appropriately to covert and/or overt, and with a limited theoretical structure or,
- fuller and more detailed descriptions of observational studies clearly linked to the set question or,
- fuller, coherent and accurate material from two or more perspectives and with more development on covert and overt observational methods of research.

**17 – 20** Answers in this band will show very good sociological knowledge and understanding.

**Lower in the band**, candidates' answers will demonstrate a thorough and accurate knowledge on the set question and a very good understanding of a range of relevant empirical and theoretical material.

At this level possible answers might include:

- an extensive, accurate and more detailed list of ethical and practical factors, advantages and/or disadvantages associated with participant observation, linked appropriately to covert and overt, and with a clear theoretical structure or,
- full and detailed descriptions of observational studies clearly linked to the set question and showing a good focus on participant and a balance of practical and theoretical factors or,

- coherent and accurate material from a range of perspectives, with relevant concepts clearly explored and understood, and clearly linked to covert and overt observational research.

**Higher in the band**, the links between theoretical and empirical material will be made more explicit. Accounts of studies and theories will be more detailed and the understanding of the debate and its complexities made explicit.

At this level possible answers might also include some of the following:

- greater awareness of the complexity of the ideological issues involved with sociological theory and research
- greater understanding of the pragmatic nature of many research decisions
- greater understanding of the subtleties within the research process and theoretical debates.



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**ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY (6191) UNIT 5 (SC5W)**
**Theory and Methods (Data Response)**

	<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
1 a	0	2	2
1 b	0	4	4
1 c	0	4	4
1 d	4	6	10
<b>Total</b>	4	16	20

**Theory and Methods (Essay)**

Candidates answer **one** question.

	<b>ASSESSMENT OBJECTIVES</b>		
<b>Questions</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
2	20	20	40
3	20	20	40