



**General Certificate of Education
June 2011**

Sociology

1191

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

Unit 2

Mark Scheme

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

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

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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

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

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of 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

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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

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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 referred to in the highest mark band of the 12- and 20-mark questions may be present in any of the mark bands, not solely the highest band.

Section A: Education with Research Methods

Total for this section: 90 marks

0	1	Explain what is meant by the term 'immediate gratification'. <i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition, such as: wanting rewards now, or leaving school as soon as possible to get a job, or similar.

One mark for a partially satisfactory answer.

0	2	Identify three policies that may promote the marketisation of education. <i>(6 marks)</i>
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Two marks for each of **three** appropriate policies suggested, such as:

- publication of exam league tables
- publication of Ofsted reports
- voucher schemes for school/nursery places
- formula funding/all pupils attracting the same amount of funding
- open enrolment/allowing schools to recruit as many pupils as they can
- schools competing for pupils
- schools opting out of local authority control
- encouragement of greater diversity of school types (specialist schools, academies, faith schools, cooperatives, free schools, etc)
- business sponsorship of schools
- private (fee-paying) schools.

Note: Education Reform Act (or 1988 Act) scores on its own but not in conjunction with any policies contained within it.

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

0	3	Outline some of the functions that the education system may perform. <i>(12 marks)</i>
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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, answers may be one or two insubstantial points about education in general and are likely to lack focus on the question set.

Higher in the band, answers will present one or two insubstantial points about the function(s) of education. 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 functions of the education system 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. Some material may be less well focused, for example on under-achievement.

Higher in the band, material on two or more functions will be presented and some explanation offered. Some reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation, for example of the idea that education is meritocratic.

10–12 Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on two or more functions that the education system may perform. 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: secondary socialisation; gender role socialisation; social integration; individualism; meritocracy; role allocation; specialisation; vocational training; competition; diversity; reproduction and legitimation of capitalism; correspondence principle; myth of meritocracy; patriarchy; gender regimes.

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 and distinct conclusion.

Sources may include: Althusser; Bowles and Gintis; Davis and Moore; Durkheim; Parsons; Thompson; Willis.
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0 4

Using material from **Item A** and elsewhere, assess the view that factors and processes within the school are the main cause of differences in the educational achievement of different social groups. (20 marks)

0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about education in general, 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 labelling. Interpretation of material may be simplistic or at a tangent to the question.

8–15 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate, if basic, account offered, for example of labelling and the self-fulfilling prophecy, 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 the impact of in-school factors and processes on achievement and may make limited use of Item A, for example to discuss pupil responses to streaming. Material will be accurately interpreted, but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for example of labelling theory as too deterministic.

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 factors and processes within the school in relation to the achievement of different social groups, drawn from Item A and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Answers are likely to deal with two or more different types of group (eg class, gender, ethnic). Concepts and issues such as the following may appear: labelling; self-concept; self-fulfilling prophecy; streaming; high and low status knowledge; the A*-C economy; educational triage; pro- and anti-school subcultures; 'laddism'; differentiation and polarisation; the hidden curriculum; the ethnocentric curriculum; institutional racism; teachers as role models; teacher attention; discipline and exclusions; bullying; stereotyping in learning materials; coursework/assessment systems.

Analysis and evaluation may be developed, for example through a debate between different perspectives or consideration of the relative importance of factors internal and external to the school, or their interrelatedness.

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

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

Sources may include: Ball; Becker; Bourne; Coard; David; Douglas; Epstein; Francis; Furlong; Fuller; Gillborn and Youdell; Gorard; Hargreaves; Keddie; Lacey; Mac an Ghaill; Mirza; Myhill and Jones; Rosenthal and Jacobson; Rist; Sewell; Sharp and Green; Swann; Troyna and Williams; Weiner; Willis.
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0 5

*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 truancy from school:

EITHER official statistics

OR participant observation. (20 marks)

0 No relevant points.

1–7 Answers in this band will show very limited or no interpretation, application, analysis and evaluation, and will show only limited knowledge and understanding.

Lower in the band, there may be one or two insubstantial points about methods in general, or some material ineffectually recycled from Item B.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about the selected method. Some may show very limited skills of application, eg an answer relating solely to the issue of truancy from school with very little or no reference to the selected method. Analysis and evaluation will be very limited or non-existent.

8–15 Answers in this band will show reasonable interpretation, application, analysis and/or evaluation, and will show reasonable knowledge and understanding.

Lower in the band, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of the selected method. However, application to the study of education or to the issue in the question will be very limited or non-existent.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of the selected method and somewhat more successful application of this knowledge. However, while material will be interpreted accurately, some or all of it will be applied in a more generalised way or a more restricted way; for example:

- applying the method to the study of education in general, not to the specifics of studying truancy from school, or
- specific but undeveloped application to truancy from school, or
- a focus on the research characteristics of truancy or the groups/contexts involved in it, with implicit links to some features of the selected method.

There will be some limited explicit analysis and/or evaluation.

16–20 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the selected method. This will be accurately and sensitively interpreted and applied to the demands of the question.

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

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

Candidates will examine a range of relevant strengths and limitations of using the selected method, interpreted and applied to research issues and characteristics relating to truancy from school. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- The research characteristics of potential research subjects, eg truants, schools, truancy officers, parents (power relations and attitudes to authority/school; language skills; low academic ability; class, ethnicity and gender; home conditions; schools' public image/funding).
- The research contexts and settings, eg government policies, out of school settings, welfare/control agencies.
- The sensitivity of researching truancy, eg associations with delinquency; researchers' 'guilty knowledge'; consequences for pupils, parents, schools, government (eg school reputation; juvenile delinquency).

Official statistics:

Strengths and limitations, as applied to the particular issue in education, may include: reliability; cost; time; large scale; representativeness; generalisation; hypothesis testing; lack of validity; comparability; trends and patterns; official vs sociological definitions; problem taking.

Participant observation:

Strengths and limitations, as applied to the particular issue in education, may include: informed consent; getting in/staying in/getting out; Hawthorne effect; lack of reliability; overt/covert; unrepresentativeness; small scale; verstehen; insight; validity; sensitivity; interpretation/analysis problems; rich data; time; cost.

Note: In any mark band, candidates who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

0	6	Explain what is meant by 'validity' in sociological research. (2 marks)
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Two marks for a satisfactory explanation or definition, such as: a true or authentic picture of the thing being studied, or research that measures what the researcher set out to measure, or that allows the researcher to get close to the reality being studied, or similar.

One mark for a partially satisfactory answer.

0	7	Explain the difference between a sampling frame and a sample. (4 marks)
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Four marks for a satisfactory explanation, such as:

- a sampling frame is a list of a population/research population
- a sample is a group/individuals selected from a wider population to take part in research.

Two marks in total for transposing the correct explanations.

One mark for each of two partially appropriate answers.

0	8	Suggest two problems of using documents in sociological research. (4 marks)
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Two marks for each of two appropriate answers, such as:

- lack of authenticity
- lack of representativeness
- lack of credibility
- difficulties of access
- difficulties of interpreting the author's meaning.

One mark for each of two partially appropriate answers.

0 9

Examine the problems that some sociologists may face when using different kinds of 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, there may be one or two very insubstantial points about research in general.

Higher in the band, answers will show limited, undeveloped sociological knowledge of two or three weak descriptive points about experiments. Interpretation and application of material may be simplistic or at a tangent to the question, for example a weak account of other methods (probably observation) poorly linked 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 limited 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 using experiments.

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 and/or types of experiment. 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 a weakly developed comparison of field and laboratory experiments. Evaluation will begin to be more closely related to the problems identified in the answer.

16–20 Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the problems of using different types of experiments in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will be more balanced in their coverage of practical, ethical and theoretical concerns and will deal with two or more types of experiment (eg laboratory, field, thought experiments/comparative method). 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. Concepts and issues such as the following may appear: methodological preference; reliability; validity; representativeness; dependent and independent variables; control, artificiality and naturalness; the Hawthorne effect; experimenter bias; problems of scale, duration and studying the past; accessibility; deception/informed consent; effects 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, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

Section B: Health with Research Methods

Total for this section: 90 marks

1	0	Explain what is meant by the term 'total institution'. <i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition, such as: an organisation in which individuals/inmates spend their entire time or a hospital/asylum where patients' lives are completely controlled by the authorities, or similar.

One mark for a partially satisfactory answer.

1	1	Suggest three reasons for international differences in health and illness. <i>(6 marks)</i>
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Two marks for each of **three** appropriate reasons suggested, such as differences between countries in:

- levels of spending on health care
- cultural/religious practices that affect health (eg vegetarianism)
- standards of living
- degrees of economic inequality (eg Sweden vs USA)
- the position of specific groups (eg women)
- health risks prevalent in different countries/climates, etc
- demographic profile (eg West has more elderly population).

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

1	2	Outline some of the reasons for gender differences in health chances. <i>(12 marks)</i>
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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, answers may be one or two insubstantial points about health in general and are likely to lack focus on the question set.

Higher in the band, answers will present one or two insubstantial points about gender differences in health chances. Alternatively, more substantial accounts of health/care, 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 reasons for gender differences in health chances 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. Some material may be less well focused, for example on gender and care.

Higher in the band, material on two or more reasons will be presented and some explanation offered. Some reasonable knowledge and understanding will be shown, and interpretation and application will begin to meet the demands of the question. Candidates may begin to offer some analysis and/or evaluation, for example of biological explanations.

10–12 Answers in this band will show sound, conceptually informed knowledge and understanding of sociological material on two or more reasons for gender differences in health chances. 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: morbidity and mortality rates; cross-cultural comparisons; mental health and stress; patriarchy; gender role socialisation; cultural, structural, material deprivation and biological explanations; women's reproductive role; domestic violence; gender roles; the domestic division of labour; risk-taking/binge drinking/smoking; male and female employment patterns. Analysis and evaluation may be developed for example through debate about the relative importance of biological versus social, cultural or economic factors. Material on differences in health care, where used, will be applied appropriately to explaining gender differences in health chances.

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 and distinct conclusion.

Sources may include: Bernard; Blaxter; Graham; Kempson; Lyng; McIntyre; MacFarlane; Glendinning and Millar; Oakley; Pahl; Popay.
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1 3	Using material from Item C and elsewhere, assess the view that the main function of the medical profession is social control of the population. (20 marks)
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0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about health in general, or material ineffectually recycled from 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 role of doctors. Interpretation of material may be simplistic or at a tangent to the question.

8–15 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate, if basic, account offered, for example of one or two functions of the medical profession, 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 the social control function and may make limited use of Item C, for example to discuss Parsons on the sick role. Material will be accurately interpreted, but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for example of the functionalist view of the role 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 sociological material on the medical profession and social control, drawn from Item C and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question.

Concepts and issues such as the following may appear: capitalism; reproduction of labour; legitimation; ideology; iatrogenesis; the sick role; professionalisation; altruism; medical versus social models of health; social closure; white eye; ethnocentrism; patriarchy; the medicalisation of childbirth; the male gaze; labelling; surveillance. Analysis and evaluation may be developed for example through debates between different perspectives (eg functionalist, Marxist, feminist, poststructuralist, Weberian) or consideration of the relative importance of different functions of the medical profession.

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

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

Sources may include: Donzelot; Foucault; Freidson; Graham; Hart; Illich; Jamous and Pelloille; Jewson; McKeown; Navarro; Parry and Parry; Parsons; Turner; Witz.

1 4

*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 diet and health:

EITHER unstructured interviews

OR self-completion questionnaires. (20 marks)

0 No relevant points.

1–7 Answers in this band will show only very limited or no interpretation, application, analysis and evaluation and will show only limited knowledge and understanding.

Lower in the band, there may be one or two very insubstantial points about methods in general or some material ineffectually recycled from Item D.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example, in the form of two or three insubstantial points about the selected method. Some may show very limited skills of application, eg an answer relating solely to the issue of diet and health, with very little or no reference to the selected method. Analysis and evaluation will be very limited or non-existent.

8–15 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, answers will present some potentially relevant material, including a broadly accurate (though probably list-like) account of some of the strengths and/or limitations of the selected method. However, application to the study of health or to the issue in the question will be very limited or non-existent.

Higher in the band, there will be broader and/or deeper knowledge of the strengths and limitations of the selected method and somewhat more successful application of this knowledge. However, while material will be interpreted accurately, some or all of it will be applied in a more generalised way or a more restricted way; for example:

- applying the method to the study of health in general, not to the specifics of studying the particular issue of diet and health, or
- specific but undeveloped application to diet and health, or
- a focus on the research characteristics of diet and health, or the groups/contexts etc involved in it, with implicit links to some features of the selected method.

There will be some limited explicit analysis and/or evaluation.

16–20 In this band, interpretation, application, analysis and evaluation will be explicit and relevant. Answers will show sound, conceptually detailed knowledge and understanding of the strengths and limitations of the selected method. This will be accurately and sensitively interpreted and applied to the demands of the question.

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

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

Candidates will examine a range of relevant strengths and limitations of using the selected method, interpreted and applied to research issues and characteristics relating to diet and health. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks:

- The research characteristics of potential research subjects, eg patients, doctors, nutritionists, general public (eg gender, class and ethnic differences; stigma; communication skills; professional skills and concerns).
- The research contexts and settings, eg GP surgeries and clinics, respondents' homes.
- The sensitivity of researching diet and health, eg cultural practices, body image and self-esteem, notions of beauty, victim-blaming.

Unstructured interviews:

Strengths and limitations, as applied to the particular issue in health, may include: time; cost; access; sensitivity; rapport; verstehen; insight/depth; lack of comparability; categorisation of responses; limited scale; validity; unreliability; unrepresentativeness; interview effect; interviewer bias/effect; impression management; quality of data; informed consent; damage to participants.

Self-completion questionnaires:

Strengths and limitations, as applied to the particular issue in health, may include: operationalising concepts; types of questions; questionnaire design; mode of delivery; imposition of researcher views; comparability; cost; time; large scale; geographical distribution; reliability; response rate; representativeness; lack of validity; quantification; correlation; hypothesis testing; respondents' literacy; informed consent.

Note: In any mark band, candidates who make relevant reference to their own research experiences or to sociological studies using the method in the question will be rewarded, when such material is applied appropriately to the set question.

1	5	Explain what is meant by 'validity' in sociological research. (2 marks)
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Two marks for a satisfactory explanation or definition, such as: a true or authentic picture of the thing being studied, or research that measures what the researcher set out to measure, or that allows the researcher to get close to the reality being studied, or similar.

One mark for a partially satisfactory answer.

1	6	Explain the difference between a sampling frame and a sample. (4 marks)
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Four marks for a satisfactory explanation, such as:

- a sampling frame is a list of a population/research population
- a sample is a group/individuals selected from a wider population to take part in research.

Two marks in total for transposing the correct explanations.

One mark for each of two partially appropriate answers.

1	7	Suggest two problems of using documents in sociological research. (4 marks)
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Two marks for each of two appropriate answers, such as:

- lack of authenticity
- lack of representativeness
- lack of credibility
- difficulties of access
- difficulties of interpreting the author's meaning.

One mark for each of two partially appropriate answers.

1 8	Examine the problems that some sociologists may face when using different kinds of experiments in their research. (20 marks)
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0 No relevant points.

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

Lower in the band, there may be one or two very insubstantial points about research in general.

Higher in the band, answers will show limited, undeveloped sociological knowledge possibly of two or three weak descriptive points about experiments. Interpretation and application of material may be simplistic or at a tangent to the question, for example a weak account of other methods (probably observation) poorly linked 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 limited 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 using experiments.

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 and/or types of experiment. 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 a weakly developed comparison of field and laboratory experiments. Evaluation will begin to be more closely related to the problems identified in the answer.

16–20 Answers in this band will display sound, conceptually detailed knowledge and understanding of sociological material relating to the problems of using different types of experiments in sociological research. This will be accurately and sensitively interpreted and applied to the demands of the question. Answers will be more balanced in their coverage of practical, ethical and theoretical concerns and will deal with two or more types of experiment (eg laboratory, field, thought experiments/comparative method). 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. Concepts and issues such as the following may appear: methodological preference; reliability; validity; representativeness; dependent and independent variables; control, artificiality and naturalness; the Hawthorne effect; experimenter bias; problems of scale, duration and studying the past; accessibility; deception/informed consent; effects 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, 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: June 2011****Education**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	1		1	1	2
	0	2		3	3	6
	0	3		8	4	12
	0	4		8	12	20
Sub-Total				20	20	40

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	5		8	12	20
Sub-Total				8	12	20

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	6		1	1	2
	0	7		2	2	4
	0	8		2	2	4
	0	9		10	10	20
Sub-Total				15	15	30

Total				43	47	90
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Health

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	1	0		1	1	2
	1	1		3	3	6
	1	2		8	4	12
	1	3		8	12	20
Sub-Total				20	20	40

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	1	4		8	12	20
Sub-Total				8	12	20

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	1	5		1	1	2
	1	6		2	2	4
	1	7		2	2	4
	1	8		10	10	20
Sub-Total				15	15	30

Total				43	47	90
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Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion