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**SOCIOLOGY**

**9699/23**

Paper 2 Theory and Methods

**May/June 2018**

MARK SCHEME

Maximum Mark: 50

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	<p><b>What is meant by the term <i>validity</i>?</b></p> <p>One mark for a partial definition, such as ‘the research study is true’ or ‘there is no bias’.</p> <p>Two marks for a clear and accurate definition:</p> <p>Validity concerns whether a research method gives a true picture of what it claims to have recorded and depicts social reality accurately.</p>	<b>2</b>
1(b)	<p><b>Describe two strengths of using content analysis.</b></p> <p>Strengths might include:</p> <p>Quantitative approaches:</p> <ul style="list-style-type: none"> <li>• Reliability – the data can be checked and replicated.</li> <li>• Can identify underlying themes and patterns encoded in representations.</li> <li>• Produces (quantitative) data which is easily comparable – across media, over time, between societies.</li> <li>• Cheap to produce – from easily available sources (e.g. television, newspapers, internet).</li> <li>• Can be used easily in combination with other methods e.g. semiology.</li> </ul> <p>Qualitative approaches:</p> <ul style="list-style-type: none"> <li>• Can identify the ‘hidden meanings’ embedded in texts (semiology).</li> </ul> <p>One mark for the example plus one mark for development (2 × 2 marks).</p> <p><i>Answers must describe <u>why</u> it is a strength and not just repeat what is in the stem.</i></p>	<b>4</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(c)	<p><b>Explain why interpretivists criticise the use of quantitative data in sociological research.</b></p> <p><b>0–4</b> Answers at this level are likely to show only limited appreciation of the issues raised by the question and make little use of relevant sociological concepts and theories.</p> <p>Lower in the band, a few simple points about quantitative data, perhaps derived largely from the stem.</p> <p>Higher in the band, there may be a limited attempt to describe why interpretivists criticise the use of quantitative data but the response will not be well directed to the set question e.g. perhaps focusing on some practical problems with quantitative data or ones not directly linked to interpretivism. There may be some reliance on material in the stem.</p> <p><b>5–8</b> Answers at this level will show some sociological knowledge and understanding of the question.</p> <p>Lower in the band, a sound account of why interpretivists criticise the use of quantitative data, but lacking in either breadth or depth; responses that make clear links to interpretivism are likely to gain 5 or 6 marks. Accounts at this level are likely to show why quantitative data make lack validity.</p> <p>Higher in the band, the explanation will be developed and well informed, either covering a range of points or fewer points in detail. Answers at this level should demonstrate sound understanding of why interpretivists object to a method that uses a quantitative element. Different quantitative methods may be used to illustrate points made. There may be good use of empirical examples to illustrate points made.</p> <p>Points against the use of quantitative data might include:</p> <ul style="list-style-type: none"> <li>• Rejection of the scientific method and its use of quantitative data.</li> <li>• Low validity: the use of quantitative data ignores the subjective meanings and interpretations individuals put on actions.</li> <li>• People exercise free will and are unpredictable. Therefore, a quantitative approach will not identify cause and effect.</li> <li>• Methods like questionnaires are social constructed and not as objective/value free as is claimed.</li> <li>• Only qualitative methods are able to understand the complexity of the social world.</li> </ul>	<b>8</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(d)	<p><b>Assess the limitations of using qualitative data in sociological research.</b></p> <p><b>0–4</b> Answers at this level are likely to be assertive and show only limited appreciation of the issues raised by the question.</p> <p>Lower in the band, a few simple points about qualitative methods in general with no links to the question.</p> <p>Higher in the band, one or two arguments are identified but with little development or links to the question. A discussion of only practical problems should be confined to this level.</p> <p><b>5–8</b> Answers at this level show some sociological knowledge and understanding of the question.</p> <p>Lower in the band a simplistic account of the limitations of qualitative research, perhaps with greater emphasis on practical rather than theoretical issues. At this level answers are likely to be lacking in breadth or depth. Any theoretical links to concepts like reliability, validity or representativeness are likely to be weak or implicit. References to particular methods are likely to be sparing.</p> <p>Higher in the band, a sound account with links between the critique of qualitative data and some recognition of the position taken by the positivist approach is likely to be present though it may be implicit. At this level, the response may identify problems of maintaining objectivity when using methods like unstructured interviews or participant observation, and reflect on how this impacts on the validity of the data generated.</p> <p>A descriptive answer cannot gain more than 8 marks.</p>	<b>11</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(d)	<p><b>9–11</b></p> <p>Answers at this level will demonstrate good sociological knowledge and understanding applied to the question and there will be some assessment.</p> <p>Lower in the band, the assessment may be limited in range or depth. This could take various forms, for example, by subjecting a particular qualitative method to some evaluative scrutiny.</p> <p>Higher in the band, the assessment may have more range or depth. For example, by focusing on some strengths of the interpretivist position perhaps by highlighting that interpretivists reject the positivist premise that sociologists can conduct studies objectively.</p> <p>Possible points to be included:</p> <ul style="list-style-type: none"> <li>• Qualitative data lacks reliability and cannot be easily replicated.</li> <li>• The data from qualitative methods lack objectivity are value laden and subjective.</li> <li>• Respondents in qualitative research are likely to be influenced by the presence of the researcher.</li> <li>• There are sometimes ethical problems linked to qualitative methods.</li> <li>• Researcher imposition.</li> <li>• The small numbers involved often leads to unrepresentative samples.</li> <li>• Practical considerations – time, money etc.</li> </ul> <p>Possible evaluation points:</p> <ul style="list-style-type: none"> <li>• They produce highly valid data that explores the subjective meanings actors hold from their point of view.</li> </ul> <p>Evaluation points need not be wide ranging or in great depth for candidates to achieve full marks.</p>	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2	<p><b>Explain and assess the view that human behaviour is determined by structural forces.</b></p> <p><b>0–6</b> Answers at this level are likely to be assertive and focus on a few common sense observations.</p> <p>Lower in the band, answers may be confined to a few vague points about individual freedom and the influences on human behaviour with little or no linkage to the question.</p> <p>Higher in the band, there may be a wider range of simple points based on assertion/common sense understanding. There may be some attempt to explain the concept of socialisation, but there will be very little detail or development that is relevant to the question as set.</p> <p><b>7–12</b> Answers at this level will show some sociological knowledge and understanding of the question.</p> <p>Lower in the band (7–9 marks), the answer may be confined to a narrow range of points, lacking detail and possibly with some inaccuracies. Answers will be rather list-like, descriptive accounts of the processes of socialisation, with no clear references to theoretical perspectives. Answers at this level may recount examples of so-called feral children. There may be reference to biological influences.</p> <p>Higher in the band (10–12 marks), answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in less detail. Responses are likely to make some attempt to explain the idea that society acts as an external force that constrains and shapes our behaviour. This is likely to be achieved through a link with a structural theory (Marxist or functionalist), perhaps with reference to Durkheim.</p> <p><b>13–18</b> Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no requirement for assessment at this level although it may be present.</p> <p>Lower in the band (13–15 marks), answers may use a range of knowledge, there will be some use of concepts and/or theory, but the points covered may lack development. At this level answers are likely to address what it means to claim that society is an external force that constrains and shapes our behaviour. This is most likely to be achieved through reference to the work of Durkheim or other functionalists, but other structural theories (Marxist, structuralist) could be used to explain the notion that society exists as an external force.</p>	25



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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2	<p>Higher in the band (16–18) answers will use a wider range of knowledge, some well-developed points and perhaps be supported by the use of studies, concepts and theory. For example, there may be an attempt to explore the views of a range of structural theories on the relationship between the individual and society.</p> <p>There is no requirement for assessment at this level.</p> <p><b>19–25</b> Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> <li>• <b>First</b>, there will be good sociological knowledge and understanding.</li> <li>• <b>Second</b>, the material used will be interpreted accurately and applied effectively to answering the question.</li> <li>• <b>Third</b>, there must also be some evidence of assessment.</li> </ul> <p>Lower in the band (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments/theories – structuralist and interactionist. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. This may be through consideration of relevant empirical evidence, for example from studies of education or deviance. There will be a good exploration of the view that society acts as a force and the opposing perspective that social action plays a significant role. However, the assessment at this level may lack depth and possibly contain some over-generalisation.</p> <p>Higher in the band (22–25 marks), there will be sustained assessment and the points offered will be explicit and well directed towards the question. Arguments may be advanced both for and against the emphasis on social constraint that characterises structural theories, though the two sides do not need to be treated with equal consideration or respect. Determinism versus voluntarism, or Wrong’s ‘oversocialised’ argument may feature; postmodernist views highlighting the limitations of the structuralist viewpoint. Other answers may explore Giddens’ concept of structuration.</p> <p>There is likely to be a well-formulated conclusion.</p>	

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Question	Answer	Marks
3	<p><b>Explain and assess the post-modernist view that class divisions have little influence in shaping social identities today.</b></p> <p><b>0–6</b> Answers at this level are likely to be assertive and focus on a few common sense observations with little focus on the question.</p> <p>Lower in the band there may be misunderstanding or a few assertions about social class as a concept</p> <p>Higher in the band, there may be a wider range of simple points based on assertion/common sense understanding that demonstrates a basic understanding. For example, answers may demonstrate a basic understanding of traditional social identities but offer very little detail or development that is relevant to the question. Any reference to postmodernism will be very vague.</p> <p><b>7–12</b> Answers at this level will show some sociological knowledge and understanding of the question.</p> <p>Lower in the band the answer may be confined to a narrow range of points, lacking detail and possibly with some inaccuracies. Answers will be rather list-like and is more likely to be lacking in some key respects. For example, the response may lack references to postmodernism and offer rather generalised sociological accounts of social class identity and lifestyle.</p> <p>Higher in the band, answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in less detail. There will be some attempt made to show why postmodernist thinkers reject the traditional views on the acquisition of class identity, perhaps showing some awareness of changes in society, but this will be undeveloped.</p> <p><b>13–18</b> Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no requirement for assessment at this level although it may be present.</p> <p>Lower in the band (13–15), answers are likely to make use of concepts/theory or studies but the range of knowledge demonstrated may be limited and the points covered may lack development. At this level answers are likely to address postmodern arguments that reject traditional metanarratives and which show class as a declining factor in shaping identity traits. There may be reference to key thinkers such as Pakulski and Waters, Lyotard, Taylor, Baudrillard.</p>	25

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3	<p>Higher in the band (16–18) answers will use a wider range of knowledge, some well-developed points and perhaps be supported by the use of studies, concepts and theory. This may be achieved through the critique of economic determinism, reference to social class fragmentation, leisure and consumption choices made and to fluidity of identity. Tentative links to other identity markers like gender, ethnicity or age may be outlined though not in detail.</p> <p>Candidates will begin to address the specific wording of the question, though the analysis of the view may not be fully convincing.</p> <p>There is no requirement for assessment at this level.</p> <p><b>19–25</b> Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> <li>• <b>First</b>, there will be good sociological knowledge and understanding.</li> <li>• <b>Second</b>, the material used will be interpreted accurately and applied effectively to answering the question.</li> <li>• <b>Third</b>, there must also be some evidence of assessment.</li> </ul> <p>Lower in the band (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments/theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. There is likely to be more detailed treatment of relevant theoretical issues, for example, perhaps rejecting the post-modernist view on broadly structural grounds or via arguments that point to the continuing centrality of class as a concept, though perhaps less clearly in terms of identity. However, the assessment at this level may lack depth and possibly contain some over-generalisation.</p> <p>Higher in the band (22–25), there will be sustained assessment and the points offered will be explicit and well-directed towards the question. There is likely to be direct engagement with the issues raised by the post-modernist view. One sophisticated option would be to take employment as a concept and show how people’s experience of work continues to shape their leisure and consumption patterns as well as attitudes [Parker] and how choice takes place in a context of inequality [Scruton].</p> <p>There is likely to be a well-formulated conclusion</p>	