

**GCSE**

**Sociology**

General Certificate of Secondary Education

Unit **B673**: Applying Sociological Research Techniques

**Mark Scheme for June 2014**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

















Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Sociological Concept
	Relevant point made
	Where a full definition or description has been made on a 2 mark question
	If writing or idea or answer is unclear
	To be used in question 13 to show the development of a point
	To be used in question 6 to show a vague / implicit link to the hypothesis
	To show an evaluation point in question 13
	To show benefit of doubt has been awarded
	To show where no benefit of doubt has been awarded
	To show where answer has included application to the study of work, or the investigation – question 13
	To show where an answer has included irrelevant information
	To show that information has been looked at when there is no other annotation on the answer. Not to be used on zero mark answers
	To show a level one answer on questions 6 & 13. To be placed at the end of the answer.
	To show a level two answer on questions 6 & 13. To be placed at the end of the answer.
	To show a level three answer on questions 6 & 13. To be placed at the end of the answer.

## Subject-specific marking instructions

Question		Answer	Mark	Guidance
1	(a)	Leeds	1	
	(b)	<p><b>One mark</b> for a partial example. Eg. The identification of an aim which is not related to the topic of work or some part of the results.</p> <p><b>or</b> a response which is related to the topic of work and gender or some part of the results but is not clearly an aim / intention of investigation. E.g. question or statement.</p> <p><b>Two marks</b> for a clear example. Eg. An aim (indicating intention) which is also related to the topic of work or some part of the results.</p>	2	<p>If the response goes on to say what method was used to find out and this relates to the topic of work, two marks can be awarded.</p> <p>Eg To use an interview to find out how people feel about their job</p> <p>Reference to a method only and not related to finding out about work, cannot be credited e.g. to do an interview.</p>
2	(a)	58	1	
	(b)	89	1	
3	(a)	<p><b>One mark</b> for a partial description which relates in some way to research being dependable or brief reference to repeatable eg it can be done again, repeatable.</p> <p><b>Two marks</b> for a clear description which shows understanding of reliable as data gained if the research is repeated and the results are the same or similar (if the variables remain the same).</p>	2	<p>Reference to validity ie data which is accurate cannot be credited.</p> <p>Credit can be given if the response does not state that the variables / conditions must be the same.</p>
	(b)	<p><b>One mark</b> for one correct conclusion identified. Answers might include:-</p> <p>Identification as any of the following as more likely to be male:</p> <ul style="list-style-type: none"> <li>• managers and senior officials</li> <li>• construction managers</li> <li>• workers in skilled trades</li> </ul>	4	<p>Answers must be able to be gained from the table. Responses which relate to pay or other issues which require specific knowledge of work which cannot be gained from the table cannot be credited.</p> <p><b>One mark</b> can be credited for a finding i.e. identification of accurate statistical data without an overall conclusion</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• workers carrying out vehicle repairs</li> <li>• plant and machine operatives</li> <li>• tram and train drivers</li> </ul> <p>Identification as any of the following as more likely to be female.</p> <ul style="list-style-type: none"> <li>• admin and secretarial workers</li> <li>• receptionists</li> <li>• caring and leisure workers</li> <li>• nursery nurses</li> <li>• sales and customer service workers</li> <li>• sales assistants</li> </ul> <p>Answers which make accurate general comparison between the types of jobs done by males / females  eg men more likely than women to have jobs which are manual  eg women are more likely than men to work in caring / service jobs  eg There are more men than women higher up the occupational ladder.</p> <p>Any other reasonable response.</p> <p><b>Two marks</b> for two correct conclusions identified.</p> <p><b>One additional mark</b> for each conclusion described ie supported by reference to the data.  eg tram and train drivers are more likely to be male as there are 21000 males but 0 or under 1000 females  eg caring and leisure workers are more likely to be female as there are 2170 thousand females but only 450 thousand males.</p> <p>Any other reasonable response</p>		<p>(max 2 marks)</p> <p>Answers which make accurate comparison between occupational areas can be credited, e.g. skilled trades have the largest gender division than any other occupational group.</p> <p>An example following a general comparison can be credited with the additional mark for description but only if there is some reference to quantity.</p> <p>E.g. men are more likely to work in manual jobs e.g. there are more men than women who are plant and machine operatives.</p>

Question	Answer	Mark	Guidance
(c)	<p><b>One mark</b> for identification of one way the data may not be valid ie reference to accuracy / data being incorrect Answers might include:-</p> <ul style="list-style-type: none"> <li>• Some groups were missed out</li> <li>• The jobs within the groups were not included – only one eg of each</li> <li>• Numbers were rounded to the nearest 10,000</li> <li>• Numbers below 1000 were shown as 0</li> <li>• Government statistics may have been manipulated</li> </ul> <p>Any other reasonable response.</p> <p><b>Two marks</b> for two correct ways identified.</p> <p><b>One additional mark</b> for each way explained. This must show how the data is inaccurate eg:</p> <ul style="list-style-type: none"> <li>• some groups such as professional workers were missed out and this group makes up a large part of the workforce</li> <li>• numbers under 1000 were shown as 0 and this makes it seem there are no females working as vehicle repairers but there are some</li> </ul> <p>Any other reasonable response</p>	4	<p>Responses which identify that results have been adapted scores 1 mark.</p> <p>No additional mark can be credited unless the response relates specifically to the table and / or work, and how missing or changed data affects the validity.</p> <p>Numbers on the table are rounded to the nearest 10,000. Responses which refer to 1,000 are inaccurate and cannot be credited with 2 marks, even with a description. However they can be credited for the identification that numbers have been rounded.</p> <p>A response which explains that the inclusion or exclusion of some jobs from the table is biased, can be credited with an explanation mark</p> <p>Credit will not be given for candidates who identify the table as out of date.</p>
4	(a)	Semi-structured	1
(b)	<p><b>One mark</b> for the identification of one of:</p> <ul style="list-style-type: none"> <li>• Structured</li> <li>• Unstructured</li> <li>• Group</li> </ul> <p><b>One additional mark</b> for a description of how this could have been used in the Investigation eg:</p>	2	<p>Responses which accurately refer to the characteristics of the correct type chosen eg as being more flexible or as producing quantitative / qualitative data etc should be credited with the additional mark.</p> <p>The additional mark can be credited without specific reference to work.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• a structured interview could have been done with more questions like the examples given and only yes /no answers.</li> <li>• an unstructured interview could have been done with open questions in which the interviewee can respond in any way they choose.</li> <li>• a group interview with several workers together could have been done to gain more valid answers as they would have felt more comfortable.</li> </ul> <p>Any other reasonable response</p>		
5	<p><b>One mark</b> for a partial description eg a statement or claim</p> <p><b>Two marks</b> for a clear description eg a statement to be tested or as the predicted outcome of research</p>	2	A weak description with a clear example can be credited with 2 marks
6	<p><b>Level 3 [5–6]</b> At this level candidates apply good interpretation and analysis of the secondary data and how this relates to the hypothesis.</p> <p><b>Level 2 [3–4]</b> At this level candidates apply basic interpretation and analysis of the secondary data and how this relates to the hypothesis.</p> <p><b>Level 1 [1 – 2]</b> At this level candidates apply limited interpretation and analysis of some of the secondary data.</p> <p>Answers might include:- Identification of the hypothesis:-</p>	6	<p>For <b>6 marks</b>, there will be clear understanding of the data and more than one clear relationship between the data and the hypothesis explained. There will be at least one way the data supports the hypothesis and at least one way it refutes it. Reference to both sources of secondary data will be made.</p> <p>For <b>5 marks</b>, there will be clear understanding of the data and more than one clear relationship between the data and the hypothesis explained. This may be two or more ways the data either supports the hypothesis or two or more ways it refutes it. Reference to both sources of secondary data will be made.</p>

Question	Answer	Mark	Guidance
	<p>'Peoples' attitudes to women doing traditional men's jobs nowadays are different to 1945'.</p> <p>Ways the secondary data links to the hypothesis:</p> <ul style="list-style-type: none"> <li>• Source 1 – helps to prove the hypothesis as it is statistical data on attitudes which shows views have changed and an increase in women who believe in working after marriage.</li> <li>• Source 1 – does not help to prove the hypothesis as it is statistical data on the views only of women not all people.</li> <li>• Source 2 – does not help to prove the hypothesis as it is for one year and does not show change.</li> <li>• Source 2 – does not help to prove the hypothesis as it does not show attitudes, only the numbers in particular jobs.</li> <li>• Any other reasonable response</li> </ul>		<p>For <b>4 marks</b>, accurate identification of some of the data and the hypothesis will be made. Part of the answer may be implicit, but 2 links will be made between the data and the hypothesis, and one of these will be clear.</p> <p>For <b>4 or more marks</b>, there will need to be clear identification of the hypothesis and the point from the source being used in addition to the clear link or links.</p> <p>For <b>3 marks</b>, accurate identification of some of the data and the hypothesis will be made. There will be a link between the data and hypothesis or two or more implicit links.</p> <p>For <b>two marks</b> there must be reference to all or part of the hypothesis and some of the data.</p> <p>For <b>one mark</b> answers may make some brief reference to either all or a part of the hypothesis or some of the data.</p> <p>Responses are likely to identify the separate bullet points in Source 1 and show how they support or refute the hypothesis. These can be credited if accurate.</p> <p>Some candidates may identify the third bullet point as referring to 'people felt' and this supports the hypothesis whilst the other two bullet points refer to women only.</p> <p>Responses which state that source 2 links with the hypothesis could be credited if they directly or implicitly suggest that occupational division is based on attitudes.</p> <p>No credit will be given for evaluating the methodology of the secondary sources</p>



Question		Answer	Mark	Guidance
7	(a)	To find out what causes people to enjoy or not enjoy their work.	1	The aim written should be the same as on the pre-release. Credit can be given if there are minor changes / omissions but re-phrasing of the aim cannot be credited.
	(b)	<p><b>One mark</b> for a partial description which relates in some way to the researcher collecting data first hand but the answer lacks a clear understanding.</p> <p>eg done by the researcher Doing a survey / interviews /questionnaire</p> <p><b>Two marks</b> for a clear description which shows understanding of primary research as the data being gathered directly by the sociologist using methods such as questionnaires etc.</p> <p>A weak description can be given 2 marks if a clear example is given to support it.</p> <p>eg when data is collected eg asking people questions in the street.</p> <p>Any other reasonable response.</p>	2	
8	(a)	<p><b>One mark</b> for a partial description of a disadvantage. This might be brief, unclear or undeveloped e.g. could be wrong / inaccurate / may not be valid/ biased.</p> <p>An accurate example without an identification can be credited with one mark</p> <p><b>Two marks</b> for a clear description.</p> <p>Answers could include:-</p> <ul style="list-style-type: none"> <li>• may be inaccurate as some parts may have been lost / destroyed</li> <li>• because they are from the past they cannot be checked</li> <li>• they may not be relevant today as times have changed</li> <li>• appropriate documents to fit the research may not be available</li> </ul> <p>Any other reasonable response</p>	2	<p>An answer which could be applied to any evidence, not specifically historical, if accurate can be credited with 1 mark, e.g. not valid, difficult to access</p> <p>The term out of date MUST NOT be credited</p>

Question		Answer	Mark	Guidance
	(b)	<p><b>One mark</b> for a partial description of a disadvantage. This might be brief, unclear or undeveloped e.g. only one view / opinion An accurate example without an identification can be credited with one mark</p> <p><b>Two marks</b> for a clear description.</p> <p>Answers could include:-</p> <ul style="list-style-type: none"> <li>not representative as it is only one person's view or opinion</li> <li>data may not be valid – could be exaggerated /distorted</li> <li>data may be biased as it is only one person's views or opinions</li> <li>may not provide the exact information needed for the research as it is a personal document</li> <li>difficult to access</li> </ul>	2	<p>An answer which could be applied to any evidence, not specifically diaries, if accurate can be credited with 1 mark, e.g. information may be distorted / exaggerated or e.g. data is qualitative and difficult to interpret</p> <p>For some responses 'exaggerated' or 'distorted' could be used as an identification rather than a description, but for an additional mark a description of a disadvantage must accurately relate back to the i.d. to be credited.</p> <p>There must be an accurate description of the disadvantage identified for the additional mark to be credited.</p> <p>Responses which refer to disadvantages of using diaries in primary research to record data, e.g. as an observation sheet CANNOT be credited</p>
9	(a)	10	1	
	(b)	Shelf stacker	1	
10	(a)	Blauner Or Daughter's textbook	1	Credit can be given if the response identifies: text book or sociology textbook (Secondary source cannot be credited)
	(b)	<p><b>One mark</b> for identification of a relevant concept / idea which relates to alienation:- Possible responses are:-</p> <ul style="list-style-type: none"> <li>meaningless (pointless)</li> <li>self-estrangement</li> <li>powerless</li> </ul>	2	<p>An accurate description without a concept can be credited with one mark.</p> <p>To gain two marks the description must fit accurately with the concept.</p> <p>Credit pointless used instead of meaningless</p> <p>Credit no power instead of powerless</p>

Question	Answer	Mark	Guidance
	<p><b>One additional mark</b> for description of the concept using information from Investigation 2.</p> <p>Possible responses are:-</p> <ul style="list-style-type: none"> <li>• they found the work meaningless as most people they phoned hung up</li> <li>• the workers experienced self-estrangement because they could not use their ability and skills</li> <li>• the workers felt powerless as they had to ask a supervisor if they needed the toilet</li> </ul>		
(c)	<p><b>One mark</b> for identification of either:-</p> <ul style="list-style-type: none"> <li>• not isolated</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• belong/ community</li> </ul> <p><b>One additional mark</b> for describing the concept using information from Investigation 2 eg the workers were not isolated as most felt they had made some good mates at work</p>	2	<p>An accurate description without a concept can be credited with one mark.</p> <p>To gain two marks the description must fit accurately with the concept.</p>
11	<p><b>One mark</b> for a partial description. eg will lead them on / unfair question.</p> <p>Or, An example being given instead of a description. eg a young person won't tell an old interviewer they take drugs.</p> <p><b>Two marks</b> for a clear description. eg the respondent gives the answers they think the interviewer wants to hear, not true ones, and this affects validity.</p> <p>A weak description can be given 2 marks if a clear example is given to support it. Candidates should be rewarded for use of sociological terms such as validity.</p>	2	<p>For 2 marks the response should have some focus on outcome.</p> <p>When a researcher uses their opinions or beliefs to purposely influence the respondent can only be credited with 1 mark.</p> <p>A possible common answer which is not strong but beyond partial should be credited with 2 marks e.g. "when an interviewer influences you into answering a question in a particular way"</p>

Question	Answer	Mark	Guidance
12	<p><b>One mark</b> for one correct way identified</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> <li>• Can gain qualitative data</li> <li>• Primary (first hand) information</li> <li>• Greater understanding as the researcher has experienced the work</li> <li>• Respondents will not change behaviour if the research is covert</li> <li>• Research taking place in the natural environment means more valid data</li> <li>• More difficult for respondents to lie</li> <li>• Researcher can find out information they would not have thought to ask about</li> <li>• Can gain quantitative data if an observation grid is used</li> </ul> <p>Any other reasonable response.</p> <p><b>Two marks</b> for two correct ways identified  <b>Three marks</b> for three correct ways identified</p> <p><b>One additional mark</b> for each way explained in relation to the study of job satisfaction in Investigation 2  eg can gain qualitative data so a good understanding of how people feel about their jobs can be gained  eg It is valid as people can be observed in their natural environment which may include informal chat during breaks</p>	6	<p>Responses which refer to investigation 1 will not be credited</p> <p>Reference to a weakness of another method to show the advantage of using participant observation can be credited</p> <p>The same advantage cannot be credited twice even if there is a different explanation.</p>

Question	Answer	Mark	Guidance
13	<p><b>Level 3: [9-12]</b> Candidates demonstrate a good knowledge of the primary methods and techniques.</p> <p>At this level, candidates analyse and evaluate through identification of both advantages and disadvantages of the primary methods in a good way. A wide range of evidence from the primary research is used to support arguments and conclusions with developed, if not fully balanced arguments. There will be clear reference to 'studying work'.</p> <p>At the top, candidates will have evaluated a wide range of primary methods in depth and consider range of issues in detail. For full marks, candidates must have identified as least one advantage and disadvantage <i>within</i> at least one primary method.</p> <p>Typically answers will contain a range of sociological ideas and language throughout. Complex ideas will be expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be few, if any, errors of spelling, punctuation and grammar. Meaning and explanation is clear.</p> <p><b>Level 2: [5-8]</b> Candidates demonstrate a basic knowledge of the primary methods and techniques.</p> <p>At this level, candidates analyse and evaluate through identification of advantages and / or disadvantages of the primary methods in a basic way. Candidates will identify and have some explanation of the weaknesses or strengths of the primary research but this may be brief. <i>More than one</i> primary method <b>must</b> be used.</p> <p>A wider range of primary methods may be used but arguments will not be developed or there may be fewer primary methods used but explained in more depth.</p>	12	<p>Responses or parts of responses which refer to the secondary sources cannot be credited.</p> <p>Responses which provide a general account of the advantages or disadvantages of primary methods, without reference to the investigation, can only be credited in level 1.</p>

Question	Answer	Mark	Guidance
	<p>At the top of the level, clear understanding of the primary methods will be demonstrated. The response may start to develop an argument and there will be some reference to 'studying work'.</p> <p>Typically answers will contain sociological ideas but without or limited sociological language. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning. Relevant information and evidence is presented and meaning is generally clear.</p> <p><b>Level 1: [1-4]</b> Candidates demonstrate a limited knowledge of the primary research.</p> <p>At this level, candidates apply limited knowledge and examples to the question. There is likely to be some identified and descriptive points made about the primary methods. Arguments and points are interpreted simply. Typical answers at the bottom may be restricted to one or two points about some of the primary research or discussion about only one of the methods. Candidates may show limited understanding of how they are useful. Information and evidence is presented with some lack of clarity and inaccuracy.</p> <p>At the top of this level, there will be more points made and with some simple criticism of some part of one or more methods showing some understanding of where there may be inaccuracy.</p> <p>eg Only one garage was studied.</p> <p>There are likely to be some errors of spelling, punctuation and grammar, some of which might be noticeable and intrusive.</p> <p>Possible answers could include discussion of some of the following:</p>		

Question	Answer	Mark	Guidance
	<p><b>Investigation 1</b></p> <p><b>Method 1 (observation)</b></p> <ul style="list-style-type: none"> <li>• Research covert – more valid</li> <li>• Easy to record data as a ‘diary’</li> <li>• Observation can produce both quantitative and qualitative data</li> <li>• Justifiable role within the workplace for research</li> <li>• Only one week – too short for a full understanding</li> <li>• Only one garage in one city – not representative</li> <li>• Researcher unable to see all parts of the garage at all times</li> <li>• Could not write everything down if there was work to be done – lack of validity</li> <li>• Bias – one observer’s interpretation</li> <li>• Treatment of the researcher may be due to age / role rather than gender</li> <li>• Ethical issues of covert research</li> </ul> <p><b>Method 2 (interview)</b></p> <ul style="list-style-type: none"> <li>• Semi-structured so both qualitative and quantitative data</li> <li>• Relevant questions asked</li> <li>• Interview stopped half way through</li> <li>• Interviewer bias</li> <li>• Interviewer assumes the respondent has wider experience</li> <li>• Respondent bound by equality laws</li> <li>• Sample of 1 – not representative</li> </ul> <p><b>Method 3 (content analysis)</b></p> <ul style="list-style-type: none"> <li>• Quantitative data can be used to make generalisations</li> <li>• Does not produce qualitative data / explanation so less valid</li> <li>• Categorising can be difficult – eg. ‘typically male / female work’ is vague</li> <li>• Bias in categorising eg primary teacher</li> <li>• Chefs categorised as male</li> </ul>		

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Brief description in the ad may not accurately show the nature of the job</li> <li>• Researched for only 1 week</li> <li>• Only 1 paper (local, evening)</li> <li>• Assumes 5 when ad states more than 1 vacancy</li> <li>• Assumes fairness but laws govern the wording of ads</li> </ul> <p><b>Investigation 2</b></p> <p><b>Method A (questionnaire)</b></p> <ul style="list-style-type: none"> <li>• Sample size of 100 – representative</li> <li>• Includes both day and evening workers</li> <li>• Systematic sampling technique should be representative</li> <li>• Questionnaire results – quantitative data could be used to make generalisations</li> <li>• Open questions will provide more qualitative data</li> <li>• 20 questions should produce a large amount of data</li> <li>• Questionnaires quick and easy</li> <li>• Asking gender will enable comparisons</li> <li>• Sample size could be larger for greater representation</li> <li>• Call centre workers are not representative of all workers</li> <li>• Only one call centre in one city – others may be different</li> <li>• Sampling technique poor as the whole list not covered</li> <li>• Questions eg on fairness may not be answered honestly as the researcher is a supervisor</li> <li>• Low return rate will affect representativeness / validity</li> <li>• Some questions not answered will affect validity</li> <li>• Workers will not have time to answer open questions</li> <li>• Workers will not want to do this in their break</li> <li>• Not anonymous – validity affected</li> <li>• No pilot study done</li> <li>• 20 questions too long for respondents</li> </ul>		



Question	Answer	Mark	Guidance
	<p><b>Method B (Observation in the supermarket)</b></p> <ul style="list-style-type: none"> <li>• Observation – respondents can't lie</li> <li>• Qualitative data more meaningful</li> <li>• Observation over several days</li> <li>• Covert so workers will not change their behaviour</li> <li>• Observation sheet means data can be quantified</li> <li>• Workers categorized into 3 groups to enable comparisons to be made</li> <li>• Only one supermarket was used / in one city - not representative</li> <li>• Carried out at the same time each day, could be same shift of staff</li> <li>• Only observed over five weekday nights – weekends could be different</li> <li>• Can't make generalisations about all employees from only supermarket workers</li> <li>• Interpretation of facial expressions is subjective</li> <li>• Fails to operationalize job satisfaction / happiness effectively - Not smiling / smiling does not provide a valid interpretation of levels of job satisfaction</li> <li>• There are more than three categories of employees – no managers observed</li> <li>• Ethical issues of observing without consent</li> </ul>		

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