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MARK SCHEME

Maximum Mark: 50

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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.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **12** printed pages.

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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Question	Answer	Marks
1(a)	What is meant by the term <i>reliability</i>? One mark for a partial definition such as ‘... able to repeat a study’ or ‘the results are always the same’. Two marks for a clear and accurate definition. Reliability is a measure of the ability to repeat the research procedure and produce the same results	2
1(b)	Describe <u>two</u> factors that affect the choice of research method. Factors might include: - availability of funding - time available - theoretical perspective of sociologist - nature of the topic - location - size and availability of sample - nature of the target population - ethical considerations - the researcher’s skill set - any other reasonable point. One mark for the example plus one mark for development (2 x 2 marks).	4

Question	Answer	Marks
1(c)	Explain why researchers are careful to select a suitable sampling technique when carrying out large scale social surveys. 0–4 Answers at this level are likely to show only limited appreciation of the issues raised by the question. Lower in the band, a few simple points about social surveys might be worth 1 or 2 marks. Higher in the band, there may be a limited attempt to discuss the sampling process in sociological research, but with only weak links to social surveys. 5–8 Answers at this level show some sociological knowledge and understanding of the question. Lower in the band, a sound account of why researchers are careful to select a suitable sampling technique, perhaps relying mainly on material in the stem although it will draw out the significance of the terms used could gain 5 or 6 marks. Higher in the band, a more detailed account that focuses directly on social surveys. The explanation offered will demonstrate a good understanding of why the sampling process is so important to that particular form of sociological research. Answers may introduce theoretical links to their points e.g. positivist views on the role of surveys or sampling. A good list of undeveloped points may gain up to 6 marks. To go higher, some of the points should be developed. Some of the concepts likely to be referred to are: survey/target population representative/generalisable pilot study sampling frame random/non-random. It is not necessary for responses to include an exhaustive list of techniques, although some are likely to be used to explore what is meant by 'suitable'. Note: This question asks candidates to 'explain', therefore there is no requirement for assessment.	8

Question	Answer	Marks
1(d)	Assess interpretivist arguments against the use of quantitative research methods. 0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question. Answers which offer weak, possibly non-sociological points even if on both sides should be placed within this level. Use of sociological references in this level may be misplaced or inaccurate. Lower in the level (1–2 marks), a few simple points about quantitative data with no direct reference to their methodological 'value'. Higher in the level (3–4 marks), general descriptions of broad approaches will be advanced i.e. quantitative versus qualitative. Other answers may make a link to the interpretivist perspective on research methods but without there being explicit references to some of the limitations of quantitative data 5–8 Answers at this level show some sociological knowledge and understanding of the question. Lower in the level (5–6 marks), a simple description of some arguments against the use of quantitative data in sociological research. Any links made to the interpretivist perspective are likely to be somewhat implicit or partial. Higher in the level (7–8 marks), a more detailed account, explicitly linking the critique of quantitative data to the position taken by the interpretivist approach. Answers in this level are likely to address both sides of the debate but a one-sided answer that is done very well, could also gain up to 8 marks. A descriptive answer cannot gain more than 8 marks. 9–11 Answers at this level will demonstrate good sociological knowledge and understanding applied to the question and there will be some assessment. Lower in the level (9–10 marks), there will be a good account of the interpretivist critique of quantitative research methods and some assessment. For example, the response is likely to reference to positivism and the merits of the scientific method. The assessment may be limited in range or depth. Higher in the band, (11 marks), the assessment may have more range or depth. For example, the it is likely to either cover more than one issue and/or demonstrate depth of evaluative understanding	11

Question	Answer	Marks
1(d)	Arguments that may be referred to: Interpretivist rejection of scientific method as inappropriate to the study of human beings; focus on how/what rather than why. Validity limitations e.g. imposition problem; no way to guarantee that respondents interpret questions in the same way as the researcher; socially desirable answers. Issues affecting representativeness. practical problems with quantitative methods – time, expense etc. Ethical Issues.	

Question	Answer	Marks
2	‘Official statistics are of limited use as a source of sociological evidence.’ Explain and assess this view. 0–6 Answers at this level are likely to be assertive and focus on a few common sense observations showing some awareness of what official statistics are and their use in sociological research Lower in the band, answers may show misunderstanding about the nature of official statistics, perhaps confusing them with primary research Higher in the band, there may be a wider range of simple points based on assertion/common sense understanding that demonstrates a basic understanding of the uses of official statistics or secondary data in general, but there will be very little detail or development that is relevant to the question as set 7–12 Answers at this level will show some sociological knowledge and understanding of the question. 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 and is more likely to be lacking in some key respects. For example, the response may be restricted to considering only the practical advantages of using official statistics in sociological research. 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 limited detail. Answers that are confined to examining the strengths and limitations of just one example of official statistics (for example, suicide statistics or crime rates), are likely to achieve up to 12 marks but if done well can gain up to 15 marks. 13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied effectively to answering the question. Lower in the band (13–15 marks), answers may use a limited range of knowledge, there will be less use of concepts/theory, and the points covered may lack development. However, a range of limitations but also strengths will be identified, and these will cover (though not necessarily with equal emphasis) both practical and theoretical points. Examples from studies may be used to illustrate key points e.g. Durkheim.	25

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Question	Answer	Marks
2	Higher in the band (16–18 marks), answers will use a wider range of knowledge, supported by the use of studies, concepts/theory where relevant and include some well-developed points. There is likely to be more detailed treatment of relevant theoretical issues (objectivity, validity, reliability) alongside the practical points. Links are likely to be made to positivism and interpretivism. Candidates will begin to address the specific wording of the question, though the analysis of the view may not be fully convincing. There is no requirement for assessment at this level. 19–25 Answers at this level must achieve three things: First, there will be good sociological knowledge and understanding of the underlying debate about the usage of official statistics in sociological research. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment. At this level expect an accurate and detailed account. 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. For example, answers may consider other types of secondary data as a way of making relevant comparisons with official statistics. The assessment will demonstrate a good understanding of relevant theoretical issues, alongside practical considerations in using official statistics. 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. This may involve examining how sociologists in different theoretical perspectives utilise secondary data, and official statistics specifically, and perhaps discussion of how official statistics have been employed in particular sociological studies. There is likely to be a well-formulated conclusion.	

Question	Answer	Marks
2	Limitations might include: - Survey design is not by researcher; hence, they may not be precisely the questions they would choose to ask. - Concepts used not operationalised by the researcher e.g. poverty. - Researchers have to decide what the data means. - Official statistics may be prone to government manipulation, especially in areas such as crime or employment. - Partial picture because they only provided data on recorded events i.e. they don't show unrecorded crime. - Interpretivist critique of validity – don't reveal much of the reasons why behaviour takes place. - Serve interests of elite groups [Marxist and feminist criticisms]. Strengths might include: - Product of a reliable method that is objective and value-free. - Large scale nature of the surveys leads to representative, generalisable data. - Tend to be comparable as they are typically conducted on a regular basis – enables patterns and trends to be identified [positivists]. - Can be used to test hypotheses [Durkheim]. - Can be used to study groups that otherwise might be inaccessible. - Practical reasons.	

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Question	Answer	Marks
3	‘Structuralist theories offer the best understanding of the relationship between the individual and society.’ Explain and assess this view. 0–6 Answers at this level are likely to be assertive and focus on a few common sense observations showing some awareness about individual freedom and the influences on human behaviour with little or no linkage to the question. Lower in the band there may be misunderstanding or a few assertions about how society influences the individual might be worth 3 or 4 marks. Higher in the band, there may be a wider range of simple points based on assertion/common sense understanding that demonstrates a basic understanding perhaps with a brief attempt to outline the concept of socialisation, with little or no further development that is relevant to the question. 7–12 Answers at this level will show some sociological knowledge and understanding of the question. 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 and is more likely to be lacking in some key respects. For example, the response may be confined to an account of functionalist theory but with few or tacit links to the question. There may be summaries of cases of feral children. 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 limited detail. There will be a basic description of one or more structural theory of society (Marxist or functionalist) would merit the top half of the band. Similarly, an attempt to explain the idea that individuals are shaped by structural forces (for example, through a discussion of Durkheim's notion that society is an external reality shaping the individual) would also trigger the top of the band. 13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied effectively to answering the question. Lower in the band (13–15 marks), answers may use a limited range of knowledge, there will be less use of concepts/theory, and the points covered may lack development. This is most likely to be achieved through reference to the work of Durkheim or other functionalists, but other structural theories (Marxist, feminist) could be used to explain the notion that society exists as a force constraining the individual.	25

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Question	Answer	Marks
3	Higher in the band (16–18 marks), answers will use a wider range of knowledge, supported by the use of studies, concepts/theory where relevant and include some well-developed points. This will most likely be achieved through a discussion of the interactionist perspective and in perhaps its view of socialisation. There is likely to be more detailed treatment of relevant theoretical issues e.g. determinism. Candidates will begin to address the specific wording of the question, though the analysis of the view may not be fully convincing. There is no requirement for assessment at this level. 19–25 Answers at this level must achieve three things: First, there will be good sociological knowledge and understanding of the underlying debate about the relationship between the individual and society. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment. At this level expect an accurate and detailed account. 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, a critique of determinism [Wrong may be cited]. However, the assessment at this level may lack depth and possibly contain some over-generalisation. 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. Although some of the assessment may be in the form of juxtaposing different sociological perspectives, there is also likely to be some direct engagement with the issues raised by the positivist view of society acting as an external force; this might include sophisticated reflections on different strands of determinism in sociological theory e.g. Durkheim and Parsons from a functionalist perspective, Marxist historical materialism, and structuralism. There is likely to be a well-formulated conclusion	