
SOCIOLOGY

9699/21

Paper 2 Theory and Method

May/June 2018

MARK SCHEME

Maximum Mark: 50

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.

PUBLISHED**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>hypothesis</i>? One mark for a partial definition such as ‘... something the researcher wants to test’. Two marks for a clear and accurate definition: A hypothesis is a statement about a relationship between concepts/variables that a sociologist believes to be true but which hasn’t been tested against evidence.	2
1(b)	Describe two reasons a researcher may choose a laboratory experiment rather than a field experiment. Reasons might include: • Greater control in isolating and manipulating variables. • Greater ability to test hypotheses/identify causation. • Greater reliability/replicability. • Greater ability to correlate and draw comparisons with similar laboratory experimental research. • Any other reasonable point. One mark for the reason plus one mark for development (2 × 2 marks).	4

Question	Answer	Marks
1(c)	Explain why positivists are in favour of methods that use a scientific approach. 0–4 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. Lower in the band, a few simple points about research methods in general or vague observations about natural science might be worth 1 or 2 marks. Higher in the band, there may be a limited attempt to describe the merits of the scientific method with undeveloped links to positivism. There may be some reliance on material in the stem. 5–8 Answers at this level will show some sociological knowledge and understanding of the question. Lower in the band, a sound account of the positivist perspective but which is lacking in either breadth or depth. Accounts at this level might refer to one or two methods to illustrate scientific credentials but without fully linking them to positivism. Higher in the band, the explanation will be developed and well informed, either covering a range of points or fewer points in detail. A more detailed account that explores the issues concerning sociology as a science with good use of theory could gain 7 or 8 marks. There may be good use of examples to illustrate points made. A good list of undeveloped points may gain up to six marks. To go higher, some of the points should be developed. Note: This question asks candidates to ‘explain’, therefore there is no requirement for assessment. Points that may be included: • The scientific method is the best way to understand the social laws that governs people’s behaviour. • Science is objective and value free. • The social world is predictable and it is possible to study it in a logical way [look for cause and effect]. • Research questions can be tested and retested to produce reliable data that can be generalised. • Large research populations produce representative results. • Scientific data enables comparisons across groups and over time.	8

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Question	Answer	Marks
1(d)	Assess arguments against the use of experiments in sociological research. 0–4 Answers at this level are likely to be assertive and show only limited appreciation of the issues raised by the question. Lower in the band, a few simple points about experiments with no direct reference to the question. Higher in the band, one or two arguments are identified but the response will not be well directed to the set question. There may be some reliance on material in the stem. A discussion of only practical problems is likely to be confined to this level 5–8 Answers at this level show some sociological knowledge and understanding of the question. Lower in the band a simplistic account of some arguments used against experimental research. Practical, ethical and theoretical issues might be addressed but overall the response is lacking in either breadth or depth. Higher in the band, a sound account of the links between the critique of experiments and some recognition of the position taken by the interpretivist approach is likely to be present. Answers are likely to show understanding of issues from at least issues two of the following areas: practical, ethical or theoretical issues. Empirical examples may be used to illustrate points e.g. Hawthorne or Bandura. 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 band, There should be a good account of the arguments against the use of experiments with likely reference to the interpretivist position. Responses may distinguish between laboratory and field experiments to show greater understanding and possibly to generate evaluation. The assessment may be limited in range or depth. Higher in the band, the assessment may have more range or depth. For example, the assessment is likely to either cover more than one issue and/or demonstrate depth of evaluative understanding e.g. recognition of the value positivists place on this approach perhaps by highlighting its reliability, or via points rejecting ethical or practical misgivings.	11

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Question	Answer	Marks
1(d)	Arguments against the use of experiments might include: • The difficulty of isolating variables for testing and identifying causes. • Problems of validity arising from the artificial setting [ecological validity]; the influence of the presence of the observer. • Possible ethical issues arising from treating individuals differently; of consent etc. • Small-scale experiments likely to be unrepresentative. • Interpretivist objections on the grounds that a scientific approach is inappropriate. In evaluation: • Laboratory experiments are objective and value free. • Laboratory experiments allow researchers to establish cause and effect relationships. • Research questions can be tested and retested to produce reliable data that can be generalised. Evaluation points need not be wide ranging or in great depth for candidates to achieve full marks.	

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Question	Answer	Marks
2	‘The values of the sociologist will inevitably affect their research.’ Explain and assess this view. 0–6 Answers at this level are likely to be assertive and focus on a few common sense observations. Lower in the band, answers may show awareness of about research methods but without reference to values. There is likely to be misunderstanding of the question Higher in the band, there may be a wider range of simple points based on assertion/common sense understanding about the way that values might influence sociological research 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 are likely to be lacking in some key respects. For example, there may be general discussion of the strengths or limitations of different research methods but with little reference to values. 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. For example, answers at this level may make an attempt to explain how the values of the researcher might influence the choice of research topic or the process of producing data. 13–18 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. Lower in the band (13–15 marks), answers are likely to make use of concepts/theory but the range of knowledge demonstrated may be limited and the points covered may lack development. Answers are likely to identify different ways in which the values of the researcher might affect the research process, perhaps showing how difficult it is for values not to intrude on the process and for research to remain objective. Higher in the band (16–18 marks) answers will use a wider range of knowledge, some well-developed points and perhaps be supported by the use of studies, concepts and theory. At this level the answers should directly engage with the idea that research studies are affected by the sociologist’s values.	25

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Question	Answer	Marks
2	The interpretivist position on the nature of objectivity and how values affect the selection of topics and execution of research may be explored. Gouldner's view on the relationship between facts and values in sociology may be discussed. 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. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, there must also be some evidence of assessment. 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 contrast the positivist view of the nature of objectivity with that of interpretivism. Other responses may outline and discuss different research methods to evaluate how far the selection and/or implementation of each method is subject to influence by the values of the researcher. 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. This may involve examining how sociologists in different theoretical perspectives view the role of values in sociology. At this level, answers will discuss whether it is inevitable that values affect the research process. Popper's view that value laden theories will eventually be falsified, or Weber's view that whilst a sociologist cannot be value free in selecting topics, but that value freedom is possible in the research itself may be explored. A realist or postmodern position may be presented. There is likely to be a well-formulated conclusion.	

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Question	Answer	Marks
3	Explain and assess the interactionist view that individuals are free to choose their own social roles. 0–6 Answers at this level are likely to be assertive and focus on a few common sense observations. Lower in the band there may be misunderstanding or a few assertions about how individuals choose social roles. Higher in the band, there may be a range of simple points based on assertion/common sense understanding of the process of socialisation, but 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, 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 are likely to be lacking in some key respects. For example, they might provide a straightforward account of the importance of socialisation to human development but with little or no reference to the interactionist approach. There may be some outlines of cases of feral children. Higher in the band, answers may either cover a narrow range of points in reasonable detail or a wider range of points in limited detail. There will be a basic description the interactionist perspective on socialisation. The views of thinkers may be present (e.g. Mead’s view of how social competence is achieved) but accounts are likely to be undeveloped and conceptually limited. 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. There is no requirement for assessment at this level although it may be present. There is also likely to be an attempt to explain the idea that individuals are shaped by structural forces. Lower in the band (13–15 marks), answers are likely to make use of concepts/theory but the range of knowledge demonstrated may be limited and the points covered may lack development. At this level, answers are likely to reference the work of key thinkers such as Mead, Cooley or Garfinkel and engage with the interactionist view that individuals are free to negotiate and construct their own social roles. Higher in the band (16–18 marks) answers will use a wider range of knowledge, some well-developed points and perhaps be supported by the use of studies, concepts and theory [e.g. symbolic interactionism, ethnomethodology]. There is likely to be reference to relevant conceptual issues e.g. voluntarism, determinism. At this level, candidates will begin to address the specific wording of the question, though the analysis may lack subtlety.	25

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Question	Answer	Marks
3	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. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, there must also be some evidence of assessment. Lower in the band (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments/theories i.e. structure versus action. 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 voluntarism and discussion of determinism. 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. There is also likely to be direct engagement with the issues raised by the interactionist view of that individuals are free to construct their social roles, particular the absence of attention paid to economic and political forces; for example, functionalist [Parsons] and structuralist [Levi-Strauss] criticisms, sociobiological thinking or postmodernism might be used to challenge the claims of interactionism. Some responses may reference social psychological approaches and this can be credited. There is likely to be a well-formulated conclusion.	