

Sociology

General Certificate of Secondary Education

Unit **B673**: Applying Sociological Research Techniques

Mark Scheme for June 2011

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2011

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Section A

| Question | | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|-----|--|------|---|
| 1 | | <p>Using Investigation 1 and your sociological knowledge, answer the following questions.</p> <p>Identify the hypothesis used for Investigation 1.</p> <p>One mark for the correct identification of the hypothesis; 'Children whose parents are unemployed do less well in school'.</p> | [1] | <p>Answer should be as written in the pre-release, but minor changes, e.g. change of a word or a word omitted, can be credited.</p> <p>Answers with significant changes made will not be credited.</p> <p>Identification of an aim should not be credited must be a hypothesis.</p> |
| 2 | (a) | <p>Identify how the behaviour of the children was recorded by the researcher in Investigation 1 (line 36).</p> <p>One mark for the correct identification of film or DVD or other appropriate technical method, e.g. camcorder or video camera.</p> | [1] | <p>Reference only to a research method, e.g. covert observation, should not be credited.</p> |
| | (b) | <p>Identify a <i>different</i> way the behaviour of the children could have been recorded in Investigation 1.</p> <p>One mark for the correct identification of a method other than technical recording, E.g. writing it down, ticking boxes on a grid/checklist, tally chart, behaviour/observation schedule.</p> <p>Any other reasonable response.</p> | [1] | <p>Reference only to an alternative research method, e.g. direct observation, should not be credited.</p> |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------------|--|
| (c) | <p>Describe what is meant by the term non-participant observation.</p> <p>One mark for a partial description i.e. either 'non-participant' or observation e.g. watching to collect information, researcher not part of the group being studied</p> <p>Or, a brief example being given instead of a description, e.g. sitting in a class to see how people act (Answer does not need to relate to education)</p> <p>Two marks for a clear description which addresses both 'non-participant' and 'observation'</p> <p>Eg a researcher watches people but without taking part in their actions/without being part of the group.</p> <p>A weak or partial description can be given 2 marks if a clear example is given to support it and overall this indicates understanding of both 'non-participant' and 'observation', E.g. Watching people to see how they behave such as pretending to be shopping to see how teenagers act in town.</p> <p>Candidates should be rewarded for use of sociological terms such as data collection.</p> | [2] | <p>Candidates should refer to watching, looking at, listening, seeing etc, instead of using 'observes', to gain full marks.</p> <p>Answers which don't refer to these but provide a description of how the observation will take place can be credited, e.g. 'observes from the back', 'fly on the wall' etc.</p> <p>Answers which don't specifically state 'researcher' can still be credited as long as it is clear they are referring to a researcher or sociologist not taking part.</p> |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|---|
| 3 (a) | <p>The researcher in Investigation 1 wants to study the children again when they have left school (lines 44 – 47).</p> <p>Identify and explain <u>one</u> possible advantage of this for Investigation 1.</p> <p>One mark for the correct identification of one possible advantage of studying the children again.</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> • Can see how a person’s life changes • Can see how social circumstances affect a person’s life • The study does not go out of date • Can find out problems and change the study in the light of flaws the first time <p>Any other reasonable response.</p> <p>One mark for relating this to the investigation (ie. the candidate should refer specifically to the issue of educational performance or career or deferred gratification).</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> • Can see if performance at 6 yrs continues the same when older • Can find out if a child’s social situation affects achievement • Can find out if deferred gratification leads to success in school <p>Any other reasonable response.</p> <p>Two marks maximum for an advantage.</p> | [2] | <p>Answers relating to advantages of methods should not be credited, it must relate in some way to an advantage of returning to the sample once they leave school.</p> <p>Answers which identify a return to the sample as overt research therefore more ethical can be credited.</p> |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|--|
| (b) | <p>Identify and explain <u>one</u> possible disadvantage of this for Investigation 1.</p> <p>One mark for one correct possible disadvantage identified.</p> <p>Possible responses might include:-</p> <ul style="list-style-type: none"> • Takes too long to get results • Cost is high • Respondents may drop out /die/move • The first study may have been flawed and so might not produce accurate results • Participants may realise they are being investigated • It may take a long time to track down respondents • Family situations may change i.e. parents loss/gain employment • Characteristics of 16 year old could affect results e.g. moods, puberty <p>Any other reasonable response.</p> <p>One mark maximum</p> <p>One mark for relating this to the investigation (e.g. reference to the issue of educational performance, career, deferred gratification or any other aspect of the investigation).</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> • Will take ten years if the children are 16 for final interviews. • Researcher conducts three studies (at 6, 7 and 16) rather than one. • At 16 the researcher had to track each respondent individually from the address – difficult to find. • At 16 respondents may be less receptive than 6/7 year olds. | [2] | <p>Candidates who refer to finding the latter sample through use of personal details collected unethical during first study can be credited.</p> <p>Candidates who relate answer to ethics in terms of the latter sample refusing to participate due to finding out they were previously observed without their consent.</p> |

| Question | | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|-----|--|------|---|
| | | <p>Any other reasonable response.</p> <p>Two marks maximum for a disadvantage. Two marks maximum</p> | | |
| 4 | (a) | <p>Describe what is meant by the term validity.</p> <p>One mark for a partial description which relates in some way to accuracy but the answer lacks a clear understanding, e.g. Answers are right/correct/accurate/truthful People don't lie</p> <p>Two marks for a clear description which shows understanding of validity as the truthfulness and accuracy of the data, the more accurate something is the more valid it is.</p> <p>A weak description can be given 2 marks if a clear example is given to support it.</p> <p>Eg When information is right because respondents felt comfortable and didn't lie. When people act naturally/as they would normally do.</p> <p>Any other reasonable response.</p> | [2] | <p>A one word answer will not gain two marks e.g. accurate/right/correct/truthful, but if candidate provides a description of what is accurate/right/correct/truthful, 2 marks can be gained, e.g. data collected/research is truthful/accurate</p> <p>Validity described as data "measures what it intends to measure" can be credited with 2 marks but answer which explains this with less clarity e.g. "relevant to the research" should only be credited with one mark.</p> <p>Candidates who refer to data as being bias/unbiased should not be credited.</p> |
| | (b) | <p>Identify and explain two reasons why the findings of the primary research in Investigation 1 (lines 49-60) might not be accurate.</p> <p>One mark for one correct reason identified.</p> <p>Two marks for two correct reasons identified. Possible responses might include:-</p> <ul style="list-style-type: none"> • Children might not know if parents work or not • Children might have lied about parents working/not | [4] | <p>Identification of one of the findings can be credited with one mark and an explanation of how this can affect the research can gain the additional.</p> |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|-------------------------------|
| | <ul style="list-style-type: none"> • Numbers too small (30) • Children are only 6 / young • Sample from 1 school • Don't like toffees • Behaviour affected by peers • Some more hungry/greedy than others • Some told not to take toffees (any type of sweets) from strangers • Other variables may affect behaviour • Mistakes made in recording/interpreting the data • Children did not understand what to do/the instructions • Children may not understand what work or employment is <p>Any other reasonable response.</p> <p>Two marks maximum</p> <p>One additional mark for each reason explained. Eg Children might not know about parents work as they are only 6 yrs old and this will give invalid data. Eg Children may have lied because they were embarrassed about their parents not working and this will give invalid data. Eg Numbers of children eg 3/5 in results are too small to make generalisations Eg The sample was from 1 school which is unrepresentative.</p> <p>Any other reasonable response.</p> | | |

| Question | | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|-----|--|------|--|
| 5 | (a) | <p>Describe what is meant by the term primary research</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark 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>Two marks for a clear description which shows understanding of primary research as the data being gathered directly by the sociologist.</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] | Accurate reference to a method of primary research only will be credited with one mark e.g. using a questionnaire. |
| | (b) | <p>Using the primary research in Investigation 1 (lines 49 – 60), explain why the study is unethical.</p> <p>Level 1: 1 – 2 marks Candidates apply limited interpretation and analysis of the ethical issues within the primary research. For one mark, answers may make some brief reference to ethical issues.</p> <p>Eg Sociologists mustn't do things which are bad for people.</p> <p>or Brief reference to the research itself Eg The children were only little</p> | [6] | Candidates who give examples which imply harm/discomfort can be credited, but without explanation this will be unlikely to score higher than level 1 e.g. peer pressure, asking uncomfortable questions i.e. regarding parents employment. |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|---|------|-------------------------------|
| | <p>They didn't know The teacher lied</p> <p>For two marks the answer should be more specific or still brief but related to the research</p> <p>Possible (findings) answers might include:- Eg (specific)</p> <ul style="list-style-type: none"> • Researchers should ask people if they can study them • Researchers shouldn't lie to people they study • The children were filmed • The head teacher didn't know • Their names were given <p>Eg (brief but linked)</p> <ul style="list-style-type: none"> • The children were only little and this might be bad for them <p>Answers at this level may be restricted to one or two points.</p> <p>Level 2: 3 – 4 marks Candidates apply basic interpretation and analysis of the ethical issues within the primary research. Candidates may start to use sociological terminology such as consent, confidentiality but may not be fully explained.</p> <p>For 3 marks, candidates will correctly identify specific ethical issues or specific areas of concern in the research but there will be no or very weak attempt to link them.</p> <p>Eg (ethical issues in general)</p> <ul style="list-style-type: none"> • People being studied shouldn't come to any harm • People being studied shouldn't be embarrassed or uncomfortable • People should be able to refuse to be researched • People should be able to remain anonymous | | |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|---|------|-------------------------------|
| | <ul style="list-style-type: none"> • Researchers must not misuse the data collected <p>Eg (in the research)</p> <ul style="list-style-type: none"> • The teacher allowed her friend to research without telling the parents • The names and addresses of the children were given to the researcher for later study • The researcher might use information collected to teach students later • The children didn't know they were being studied • The head teacher's consent had not been gained • The children could be upset by the activity <p>For 4 marks At this level most points made will be clear and the answer will make links between the ethical issues and the primary research. This could be implied through reference to both specific ethical issues and reference to the primary research but there should be one clear link made. E.g. Researchers must make sure people being studied give their consent, but the children were studied without their knowledge.</p> <p>Level 3: 5 – 6 marks At this level candidates apply good interpretation and analysis of obligations that researchers have and how far these have been applied in the primary research.</p> <p>For 5 marks, there will be discussion of ethical issues in research and more than one clear link between specific ethical issues and conduct in the primary research.</p> <p>For 6 marks, there will be developed points in the discussion as above and the answer is likely to consider wider implications such as the welfare of respondents, teacher,</p> | | |

| Question | | | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|--|--|-------------|-------------------------------|
| | | | participants families, researcher, school or reference to CRB checks, or effects on other sociologists Eg <ul style="list-style-type: none"> • The teacher could lose his/her job for allowing a researcher into the school • This research would give sociologists a bad name/make people suspicious of sociologists Candidates can be credited for any other reasonable response. | | |
| | | | Section A Total | [23] | |

Section B

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|--|
| | <p>Using Investigation 2 and your sociological knowledge, answer the following questions.</p> <p>Answer all questions.</p> | | |
| 6 | <p>Identify one aim for Investigation 2.</p> <p>One mark for the identification of one of the aims.</p> <p>Eg (one from)</p> <ul style="list-style-type: none"> • To find out the GCSE results of children of different social classes and ethnic groups • To find out what teachers think about the different groups of pupils • To find out if teachers treat children of different social classes and ethnic groups in different ways | [1] | <p>Answers should be as written as one of the three aims in the pre-release, but minor changes, e.g. change of a word or a word omitted, can be credited.</p> <p>Answers with significant changes made will not be credited.</p> |
| 7 | <p>Identify one possible hypothesis the researcher could have used to study pupil success in school in Investigation 2.</p> <p>One mark for a partial example. E.g. the identification of a statement (with no reference to the topic). or a question related to the topic of pupil success in school.</p> <p>Two marks for a clear example. E.g. a statement/claim, related to the topic of pupil success in school/attitudes of or treatment by teachers etc</p> <p>Possible answers could include:</p> <ul style="list-style-type: none"> • Social class has the biggest effect on success in school | [2] | <p>If candidate identifies an aim that relates to the topic or does not relate to the topic should not be credited.</p> |

| Question | | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|-----|--|------|--|
| | | <ul style="list-style-type: none"> Ethnicity has the biggest effect on success in school Social class and /or ethnicity have no effect on success in school | | |
| 8 | (a) | <p>Identify and describe <i>one</i> advantage of using quantitative data to study classroom behaviour in Investigation 2.</p> <p>One mark for the correct identification of one advantage of using quantitative data</p> <p>Answers could include:</p> <ul style="list-style-type: none"> It produces an exact measure of behaviour Numbers can be represented in graphs/charts Generalisations can be made about behaviour Trends or patterns can be uncovered Results are less likely to contain researcher bias Said to be more scientific More reliable – can repeat the research and get the same results Easier to compare the behaviour of different groups Easier and quicker to produce results More representative – larger sample Maybe useful statistics for agencies e.g. ofsted/school/government may want quantitative data <p>Any other reasonable response.</p> <p>One additional mark for the advantage described in relation to the investigation and not simply an advantage of quantitative data generally. Reference specifically to studying classroom behaviour should be credited here.</p> | [2] | Needs to be more specific that a simple reference to classrooms or pupils to credit the additional mark. |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|---|
| | <p>eg The exact number of pupils who behave in a particular way such as interrupting the teacher, can be recorded (on the grid) then counted</p> <p>eg If the numbers for one group (eg girls) behaving in school in a particular way such as completing homework is higher than another (eg boys) a generalisation can be made</p> <p>eg Descriptions of classroom behaviour would be more difficult to produce results from and take longer than using numbers to get results</p> <p>Candidates might refer specifically to the observation grid in Investigation 2 and this should be credited</p> | | |
| (b) | <p>Identify and describe <u>one</u> disadvantage of using quantitative data to study classroom behaviour in Investigation 2.</p> <p>One mark for the correct identification of one disadvantage of using quantitative data</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Numbers do not have reasons or explanations • Numbers/statistics lack depth or detail <p>Any other reasonable response.</p> <p>One additional mark for the disadvantage described in relation to the investigation and not simply a disadvantage of quantitative data generally. Reference specifically to studying classroom behaviour should be credited here.</p> <p>eg The pupils don't have the chance to say why they are/are not well behaved in school</p> <p>eg Numbers don't show what the pupils think about school, only what they do or don't do in school.</p> <p>eg. Numbers do not show what teachers think or the way they might judge pupils.</p> | [2] | <p>Needs to be more specific that a simple reference to classrooms or pupils to credit the additional mark.</p> <p>Candidates may identify other factors that may influence behaviour which should be credited, e.g. background information, bad day, family problems.</p> <p>Candidates who make implicit or explicit reference to the grid in the investigation to identify problems of collecting quantitative data can be credited.</p> |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|-------------------------------|
| 9 | <p>Describe what is meant by the term objectivity.</p> <p>One mark for a partial description which relates in some way to the researcher being impartial but the answer is vague and lacks a clear understanding. Eg Writing down the answers they are actually given, not bias</p> <p>Two marks for a clear description which shows understanding of objectivity as not allowing own ideas/values/opinions/bias to influence the research.</p> <p>eg When a researcher does not allow his/her views to affect the results of the study Eg When they write down or record what they are actually told or see without bias.</p> <p>A weak description can be given 2 marks if a clear example is given to support it. Eg The researcher is asking questions on drugs but doesn't tell the person that he/she thinks drug taking is bad.</p> <p>Any other reasonable response. Two marks maximum</p> | [2] | |
| 10 | <p>Identify and describe <i>two</i> disadvantages of the design of the observation grid (page 6) in Investigation 2.</p> <p>One mark for one correct disadvantage identified.</p> <p>Two marks for two correct disadvantages identified. Possible responses might include:-</p> <ul style="list-style-type: none"> • No identification of positive behaviour • Homework has not been set/given • Meaning of 'distract' could vary • 'Interrupt' has different meanings (positive or negative) | [4] | |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------------|-------------------------------|
| | <ul style="list-style-type: none"> • 'Tell off' could be mild or serious • Teacher doesn't 'send out' (not a punishment used) • Implies the 'past behaviour' is negative • Uses abbreviations e.g. wc, mc • Mixed race pupils not included • Could be white and a member of an ethnic minority • Limited range of behaviours identified • Limited range of punishments identified • Gender categories not included • Separates social class & ethnicity which are combined • Ethnic minority pupils are all grouped together <p>Any other reasonable response.</p> <p>Two marks maximum</p> <p>One additional mark for each disadvantage explained.</p> <p>Eg Only recording negative behaviour could make a good class or pupils seem bad</p> <p>Eg If homework is not due in that lesson there is no way of finding out about that behaviour.</p> <p>Eg No way of showing whether the interrupting is by a good student asking a question or a badly behaved student being disruptive.</p> <p>Eg Categorising the class of pupils is personal judgement and could lead to inaccurate results.</p> <p>Eg Abbreviations may be misunderstood</p> <p>Any other reasonable response.</p> | | |
| 11 | Use the secondary sources from Investigation 2. | | |
| (a) | From Source A (page 7), identify which ethnic group has the highest percentage of 5+ A* - C grades. | [1] | |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|--|
| | One mark for the correct identification of Chinese | | |
| (b) | <p>From Source A (page 7), identify which ethnic group has the lowest percentage of 5+ A* - C grades.</p> <p>One mark for the correct identification of black Caribbean</p> | [1] | |
| (c) | <p>From Source B (page 8), identify the percentage of people from ethnic minority groups who are unemployed.</p> <p>One mark for the correct identification of 11%</p> | [1] | |
| (d) | <p>From Source C (page 8), identify one way the Educational Maintenance Allowance (EMA) can help poorer students.</p> <p>One mark for the correct identification of one way</p> <p>Either :</p> <p>They won't need to work in part-time jobs and can use the time to study</p> <p>Or:</p> <p>The money can pay for travel, equipment and food and without this, parents could not afford to keep them in school</p> | [1] | <p>Candidates who shorten a statement from the source can be credited as long as it relates to one of the two ways identified.</p> <p>Candidates who use background knowledge to answer this but the way is not identified in the source will not be credited.</p> |
| (e) | <p>Identify and explain <u>one</u> conclusion which could be made from Source D (page 8).</p> <p>One mark for one correct conclusion identified. Eg Pupils with free school meals do less well than other pupils</p> <p>One additional mark for the conclusion explained Eg Only 33% of pupils with free school meals get 5 grades A* - C but 61% without free school meals get them</p> <p>Any other reasonable response</p> | [2] | <p>Anything relating to deprivation/unemployment could be credited e.g. deprived/poorer children do less well in school – explanation could be because free school meals are based on family income.</p> |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|---|------|--|
| 12 | <p>Identify and explain <i>three</i> ways using a questionnaire would be useful for studying pupil success in school in Investigation 2.</p> <p>One mark for the correct identification of one way the questionnaire would be useful. Two marks for the correct identification of two ways the questionnaire would be useful. Three marks for the correct identification of three ways the questionnaire would be useful.</p> <p>Possible answers might include:-</p> <ul style="list-style-type: none"> • Can ask exactly what you want • Can produce statistical results (numbers/quantitative) • All respondents asked the same questions – can compare answers • Can make generalisations (patterns/trends) • Can ask a large sample/collect large amount of data • Can use a representative sample • Quick and cheap • Can be confidential/anonymous • Can use open or closed questions or both • Can get qualitative data • More reliable than other methods • No interviewer bias • Less likely to be unethical than other method (people can refuse to take part) • Respondents are more likely to answer a questionnaire <p>Any other reasonable response. Three marks maximum</p> <p>One additional mark for each way which is related to the</p> | [6] | <p>An answer which states how a questionnaire can be used for the study, e.g. getting teachers/children's views to compare, should be credited.</p> <p>Candidates who relate to ways the questionnaire can meet the aims of the investigation can be credited.</p> <p>Candidates who refer to in-depth or qualitative data could be credited as this implicitly refers to open questions.</p> <p>Reference to any aspects of groups in education e.g. teachers, students, pupils, should be credited for relating the questionnaire to the investigation for the additional mark.</p> <p>The same advantage can not be credited twice, e.g. questionnaires can be used to compare different ethnic groups & success, and comparing different social classes & success, are the same advantage.</p> <p>Obtaining the same information from two different groups of participants as two separate ways can not be credited twice e.g. asking students & teachers about their views or thoughts.</p> <p>Answers which show how questionnaire results could help to meet the aims of the investigation can be credited.</p> <p>Needs to be more specific that a simple reference to classrooms or pupils to credit the additional</p> |

| Question | | | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|--|--|-------------|-------------------------------|
| | | | <p>investigation and/or the study of pupil success in school</p> <p>Eg From the questionnaire results, exact numbers of white/black pupils who fail can be compared with exact numbers of black/white pupils who pass exams</p> <p>Eg A large sample of pupils from several classes across the school can be used.</p> | | mark. |
| | | | Section B Total | [25] | |

Section C

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|--|
| 13 | <p>Using both <i>Investigation 1</i> and <i>Investigation 2</i> and your sociological knowledge, answer the following question.</p> <p>Using <i>both</i> of the investigations and your sociological knowledge, evaluate how useful the secondary sources are for researching the educational achievement of children in the UK.</p> <p>Answers might include:</p> <p>(Ways the sources are useful)</p> <ul style="list-style-type: none"> • Sources A and D are from official statistics/govt. so likely to be valid • Sources A and D are from official statistics/govt. so likely to be reliable • Source A includes all pupils in the UK - representative • Source C is from a politician who should be knowledgeable about education • The sources are not too old (oldest 2005) and might be relevant today <p>(Ways the sources are not useful)</p> <ul style="list-style-type: none"> • Sources 1, B and C are from the media and may lack accuracy/contain bias • Sources 1 may not apply in the UK (American) • Sources 1, A, B and C are adapted and may lack accuracy/validity • Source C is the view of only one politician so not representative | [12] | <p>Answers which relate to secondary sources generally but do not relate to the investigation can be credited, however they are likely to stay in Level 1 but if very well done could achieve marks in bottom range of level 2, e.g. include reference to sociological terms or specific types of secondary sources.</p> <p>Accurate but simple description of the sources in the investigation can be credited, however this is likely to stay in Level 1, but if done very well could achieve marks in bottom range of Level 2, e.g. detailed or useful reference to a wide range of sources.</p> <p>Answers which attempt to show how far the source meets the aims or proves the hypothesis can be credited, however this is likely to stay in Level 1, but if done very well could achieve marks in bottom range of Level 2.</p> <p>Simple recognition of sources being dated can be credited but without explanation of how this relates to the investigation it will be classed as a Level 1 answer.</p> <p>Candidates who show how the sources are useful for supporting the primary research could be credited.</p> |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|---|
| | <ul style="list-style-type: none"> • Source C – the politician may be biased in favour of the labour party (opinion rather than evidence) • Source 1 is from a sample of only 20 which is too small to be representative • Source 1 is from a sample of only 20 so generalisations are not possible • Pupil success might have changed since the sources were produced • Source is out of date <p>Candidates should be also be credited for referring to the relevance of the content to education</p> <ul style="list-style-type: none"> • eg Source B relates to unemployment and not to education <p>Although not a source, candidates who refer to the study in the appendix (Background information) in an appropriate way as useful or otherwise should be credited. eg American source, not from UK eg Adapted source so validity could be affected</p> <p>Any other reasonable response.</p> <p>Marks will be awarded for the depth and detail of the identification and justification for any changes. Candidates will also be rewarded for positive evaluation and use of sociological concepts.</p> | | <p>Candidates who identify a range of sources but repeat the same issues regarding usefulness eg. date of the source or location of the sample are unlikely to be credited in the top level.</p> <p>Candidates who show how some of the sources link are demonstrating a higher level of skill therefore should be credited for this. eg. Source B tells us about unemployment not education but it can be used with Source A to explain why some ethnic minority children are less likely to achieve success. (Candidates must do this to achieve the top mark in level 3)</p> |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|--|------|-------------------------------|
| | <p>Level 1 [1 – 4 marks]</p> <p>Candidates reveal a limited knowledge of the sources.</p> <p>Candidates apply limited knowledge and examples to the question.</p> <p>Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply.</p> <p>Candidates may be unclear which sources are primary or secondary.</p> <p>There are likely to be some errors of spelling, punctuation and grammar, some of which might be noticeable and intrusive.</p> <p>At this level candidates are likely to produce a one-sided argument which is based simply on some individual sources or secondary sources in general.</p> <p>Level 2 [5 – 8 marks]</p> <p>Candidates reveal a basic knowledge of the sources which is used to analyse and evaluate the debate in a basic way.</p> <p>Relevant information and evidence is presented and meaning is generally clear.</p> <p>Typically at the lower end answers will contain sociological ideas but without sociological language.</p> <p>There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>At this level candidates may start to develop a debate which identifies some ways the sources are useful or not but this may be brief. At the top of the level the candidate may identify a wider range of issues but arguments will not be developed or there may be a narrow range but explained in some depth.</p> <p>Sociological language may start to appear.</p> | | |

| Question | Expected Answer | Mark | Rationale/Additional Guidance |
|----------|---|-------------|-------------------------------|
| | <p>Level 3 [9 – 12 marks]</p> <p>Candidates reveal a good knowledge of the sources and apply this knowledge and examples to the question.</p> <p>Candidates analyse and evaluate the debate in a good way. A wide range of evidence from the sources and wider knowledge is used to critically support substantiated arguments and conclusions in relation to the issue. Meaning is clear.</p> <p>Typically answers will contain a range of sociological ideas and language throughout.</p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p> <p>At this level, candidates will respond with developed if not fully balanced arguments regarding ways the sources are useful or not. At the top, candidates will show how some sources are linked to each other to support/refute an argument / claim or to fulfil an aim or prove a hypothesis</p> | | |
| | Section C Total | [12] | |
| | Paper Total | [60] | |

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2011