



GCE AS MARKING SCHEME

SUMMER 2023

**AS
SOCIOLOGY- COMPONENT 2
METHODS OF SOCIOLOGICAL ENQUIRY
B200U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

EDUQAS GCE AS SOCIOLOGY
COMPONENT 2 - METHODS OF SOCIOLOGICAL ENQUIRY
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Living apart together: Uncoupling intimacy and co-residence by Miranda Phillips, 2013

A mixed-method study was conducted in 2011–12 and was a detailed study of those who choose to live apart together (LAT). Around one fifth of those normally classified as ‘single’ were actually in a relationship but not living with their partner – 9% of adults in Britain. Three methods were used to gain a thorough understanding of LAT relationships. Firstly, a questionnaire was used to collect **quantitative data** which focused on their social characteristics, motivations, attitudes and how they organise their relationships. Secondly, 50 people then went on to take part in qualitative, semi-structured interviews, to gain more insight into everyday relationship practices. Thirdly, 16 people responded to longer unstructured interviews about their personal relationships and life histories.

Adapted from <https://natscen.ac.uk/our-research/research/living-apart-together/>

- (a) Using material from the item and sociological knowledge, explain the meaning of the term **quantitative data**. [5]

Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples and/or evidence. For band 3 AO2 a clear explanation of the examples/evidence should be present.

Indicative content:

A definition of the term quantitative data e.g. data in numerical form collected using quantitative methods such as closed questionnaires.

- Objective social facts (positivist view).
- Reliable.
- Representative.
- Quick, cheap and easy to analyse.
- The item should be used to demonstrate understanding.
- Any other relevant response.

Band	AO1 elements 2a & 2b	AO2 element 1b
3	<p>3 marks</p> <p>Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question as applied to research methods.</p>	<p>2 marks</p> <p>Answers demonstrate accurate and relevant selection of appropriate sociological theories/concepts/evidence/research methods. These are applied and interpreted in the context of the debate/question.</p> <p>Reference will be made to the item to show the ability to select appropriate examples.</p>
2	<p>2 marks</p> <p>Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question as applied to research methods.</p>	<p>1 mark</p> <p>Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence/research methods in the context of the debate/question.</p>
1	<p>1 mark</p> <p>Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question as applied to research methods.</p>	
	<p>0 marks</p> <p>NRSP</p>	<p>0 marks</p> <p>NRSP</p>

- (b) Using material from the item and sociological knowledge, explain **two** possible reasons why the researchers used unstructured interviews. [10]

There should be two reasons for AO1 band 3. These reasons can be theoretical, practical or methodological and must contain technical language. For AO2 band 3 the reasons must be contextualised and explained with reference to methodological issues.

Indicative content:

- Easy to clarify questions.
- Easier to establish a rapport.
- Improve validity.
- Interpret non-verbal forms of communication.
- The item should be used to contextualise the reasons offered.
- Any other relevant response.

Band	AO1 elements 2a & 2b	AO2 element 1b
3	<p>5-6 marks</p> <p>Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.</p>	<p>4 marks</p> <p>Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/ question.</p> <p>There will be appropriate use made of the item to demonstrate understanding.</p>
2	<p>3-4 marks</p> <p>Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.</p>	<p>2-3 marks</p> <p>Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/ question.</p> <p>Some reference will be made to the item.</p>
1	<p>1-2 marks</p> <p>Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.</p>	<p>1 mark</p> <p>Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/ question.</p>
	<p>0 marks</p> <p>NRSP</p>	<p>0 marks</p> <p>NRSP</p>

- (c) Explain **one** strength and **one** weakness of using more than one method in this research. [10]

There should be one strength and one weakness identified for AO1 band 3. These will contain technical language and will be focused on methodological problems. For AO2 band 3 the strengths and weaknesses must be explained with reference to methodological issues and the impact on the research.

Indicative content:

Strengths

- Holistic view of the group.
- Obtain both quantitative and qualitative data.
- Obtain both reliable and valid data.

Weaknesses

- Time consuming and expensive.
- Research requires more skill.

The item should be used to contextualise the reasons offered.
Any other relevant response.

Band	AO1 elements 2a & 2b	AO2 element 1b
3	<p>5-6 marks</p> <p>Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.</p>	<p>4 marks</p> <p>Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.</p> <p>There will be appropriate use made of the item to demonstrate understanding.</p>
2	<p>3-4 marks</p> <p>Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.</p>	<p>2-3 marks</p> <p>Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.</p> <p>Some reference will be made to the item.</p>
1	<p>1-2 marks</p> <p>Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.</p>	<p>1 mark</p> <p>Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.</p>
	<p>0 marks</p> <p>NRSP</p>	<p>0 marks</p> <p>NRSP</p>

- (d) With reference to sociological studies, discuss the strengths and weaknesses of using questionnaires in sociological research. [25]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all abilities to the highest standard, then they will be consistent with band 4. However, answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content:

Candidates may refer to some, but not necessarily all, of the following:

- Reference to various types of questionnaires (open, closed and semi structured) and different ways they can be administered (face to face, post, phone and email).
- There may be reference to the item.
- There should be reference to appropriate sociological studies.

Strengths:

- Reliability, representativeness and generalisability if closed.
- Easy to analyse if closed.
- Favoured by positivists if closed.
- Practical issues – can be inexpensive and quick.

Weaknesses:

- Lack of validity.
- Simply a snapshot.
- High non-response rate (self-complete questionnaires).
- Lack of depth (participant restricted and can't explain why if closed).
- Interviewer effect (if face to face).

When arguing for or against this should be in the context of key methodological issues such as: validity, reliability, practicality, generalisability.

All relevant examples and explanations will be credited. Direct reference to relevant studies is necessary for answers to gain access to the top mark bands.

Responses other than those listed above may be valid and credit worthy if sociological evidence and analysis is present.

Band	AO1 elements 2a & 2b	AO2 element 1b	AO3 strands 1-3
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question as applied to research methods.	5 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence/ research methods. These are applied and interpreted in the context of the debate/ question.	9-10 marks Answers demonstrate detailed, well-organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/research methods/evidence examined.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question as applied to research methods.	4 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence/ research methods. Some of which are applied and interpreted in the context of the debate/ question.	6-8 marks Answers demonstrate some well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence/ research methods examined.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question as applied to research methods.	3 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence/ research methods in the context of the debate/question.	3-5 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question as applied to research methods.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/ question.	1-2 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence/research methods examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP