

GCSE

Sociology

General Certificate of Secondary Education

Unit **B673**: Applying Sociological Research Techniques

Mark Scheme for June 2018

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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.

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Question		Answer	Mark	Guidance
1		'Girls now outperform boys in school. However, this does not lead to their success in high paid jobs such as in science and engineering'.	1	The hypothesis 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 hypothesis cannot be credited.
2	(a)	They had to go to work.	1	Also credit responses which say that education was not compulsory.
	(b)	<p>One mark for an accurate id of a skill.</p> <p>Possible answers are:</p> <ul style="list-style-type: none"> • French <p>Italian</p> <ul style="list-style-type: none"> • German • piano playing • singing • drawing • painting <p>Two marks for the id explained. Eg the rich had governesses and the advert said this is what the governess had to be able to do.</p>	2	<p>Combined skills eg learning different languages, can be credited.</p> <p>Reference to numbered lines of the pre-release without discussion of content cannot be credited.</p> <p>Simple explanation eg this is what part B says cannot be credited.</p> <p>Reference to a subject or skill of the daughters of poor, working class or middle class families cannot be credited.</p>
3	(a)	100	1	No other response can be credited
	(b)	77	1	No other response can be credited

Question		Answer	Mark	Guidance
	(c)	<p>One mark for the accurate id of: History</p> <p>Two marks for the id described. Eg Boys entry was 49% and girls entry was 51%</p>	2	<p>No other id can be credited</p> <p>Responses which identify the percentage difference of 2% as smaller than for any other subject can be credited with the id mark</p>
	(d)	<p>One mark for one correct conclusion identified Answers might include:</p> <ul style="list-style-type: none"> • Boys are more likely than girls to study maths and further maths • Boys are more likely than girls to study chemistry • Boys are more likely than girls to study physics • Boys are more likely than girls to study computing • Boys are more likely than girls to study science • Girls are more likely than boys to study biology <p>One additional mark for the conclusion supported by specific statistics from the table</p> <p>One mark for accurate identification of statistics which imply difference in gender but there is no clear conclusion made Eg. 2.1% of girls took further maths and 6.5 % of boys took further maths</p> <p>Any other reasonable response.</p>	2	<p>Credit cannot be given for responses that state boys or girls are better at a subject as this is entries and not results.</p> <p>Responses which refer to proportions which are accurate can be credited with the additional mark</p> <p>Eg. Boys are more likely than girls to study further maths. The percentage (or number) is more than 3 times greater for boys than for girls.</p> <p>Accurate responses which group subjects and percentages together can be credited with marks</p> <p>Eg. Boys are more likely than girls to study science. The total for boys is 43% but for girls it is 29.7</p> <p>The response should be credited if computing is included as a science.</p> <p>For two marks the response must show clearly that it is a comparison between girls and boys eg boys more commonly take maths with 31% would be only 1 mark.</p>

Question		Answer	Mark	Guidance
4		<p>One mark for a partial description of a systematic sample which relates in some way to this being people chosen in a non-random way for study but the answer lacks a clear understanding.</p> <p>Eg. people are selected for a study in a set way or pattern.</p> <p>Two marks for a clear description which shows understanding of a systematic sample as being: A method of selecting people to take part in a study. A researcher decides on a pattern for selection of the sample and follows this until the sample size required is reached.</p> <p>A weak description can be given 2 marks if a clear example is given to support it.</p> <p>Any other reasonable response.</p>	2	<p>Responses which simply say that people are chosen using a 'system' without any further development or showing understanding of system cannot be credited.</p> <p>An example without any further description can be credited with only 1 mark Eg. choosing every 5th person from a list.</p> <p>When a sample is done systematically eg every 10th person (if the example had been more developed, such as, from a list or register, 2 marks could be credited).</p>
5		<p>One mark for a partial description of a longitudinal study which relates in some way to this taking place over a long period of time but the answer lacks a clear understanding.</p> <p>Eg. A study which happens over a long period of time or over a number of years.</p> <p>Two marks for a clear description which shows understanding of a longitudinal study as research which takes place over a long period of time with the same sample or group of people who are re-visited to see how their lives or views have changed.</p>	2	<p>Responses which say simply that it takes a long time, or it is time consuming without further explanation or an example cannot be credited. However responses which say across a long period of time or over time, can be credited with one mark.</p> <p>An example alone can only be credited with one mark Eg the people are interviewed every 5 years Or – reference to a longitudinal study such as '7 Up' or - can see what jobs they do later.</p>

Question	Answer	Mark	Guidance
	<p>A weak description can be given 2 marks if a clear example is given to support it.</p> <p>Any other reasonable response.</p>		
6	<p>Level 3: 5 – 6 marks At this level candidates demonstrate good evaluation and understanding of both parts of the source as related to the issue of gender. There will be clear identification of three or more evaluation points. These will be explained to show clearly how there is agreement or disagreement between Persons A and Person B. Evaluation points will include at least one way they agree and one way they disagree.</p> <p>Level 2: 3 – 4 marks At this level candidates apply basic evaluation of the source as related to the issue of gender. At this level the evaluation points are likely to focus on either agreement or disagreement, the range of points made is narrow or some of the points made lack clarity.</p> <p>Level 1: 1 – 2 marks At this level candidates show limited understanding and knowledge of the source and how Person A and Person B agree or disagree.</p>	6	<p>At this level there must be specific reference to the sources.</p> <p>For 6 marks, answers will be more developed. There will be clear understanding of a wider range of ways person A and B both agree and disagree.</p> <p>For 5 marks, answers will have some development. There will be more than one way Person A and B agree and disagree.</p> <p>For Level 3, there must be ways which show both agreement and disagreement. Specific reference to the source to support the evaluation point will be made.</p> <p>For 4 marks, candidates will identify more than one way there is agreement or disagreement, at least one must be related specifically to the source. Points will be explained clearly.</p> <p>For 3 marks candidates must identify one way there is agreement or disagreement. This will be explained clearly and with specific reference to the source. Or more than one agreement or disagreement without specific reference to the source.</p> <p>For 2 marks there will be some attempt to address the question although this may be brief or implicit. Eg. Both Person A and Person B are interested in gender and how young boys and girls behave</p>

Question	Answer	Mark	Guidance
	<p>Possible answers might include:</p> <p>Ways person A and person B agree:</p> <ul style="list-style-type: none"> • Both person A and person B believe gender stereotyping is bad. Person A says 'to reduce stereotyping' and person B says we 'need to avoid stereotyping' • Both person A and person B think girls think boys are better. Person A says girls think boys have bigger brains and person B says girls think boys are brilliant • Both person A and person B agree we should not just look at all girls or all boys. Person A says, 'What each individual child needs is not based on whether they are a boy or a girl' and person B says. 'Teachers need to look at individuals and their ability rather than gender'. • Both person A and person B think gender and education are important to study. • Both person A and person B are Professors working in Universities 		<p>For 1 mark, answers may make some brief or descriptive reference to one or both parts of the source Eg. Person A believes there are biological differences between boys and girls.</p> <p>Where there is reference to both parts of the source, the points made must be on the same issue to be credited with more than one mark i.e. two unconnected references cannot be credited with more than 1 mark.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Both person A and person B agree that stereotyping can motivate children to do better. Person A says girls are “super beings” so boys feel they need to fight back. Person B says girls think “boys are brilliant” and this makes girls try harder. • Both person A and person B agree that children think that boys are superior. Person A says girls think boys “have bigger brains”, person B says that children think “boys are brilliant”. <p>Ways person A and person B disagree</p> <ul style="list-style-type: none"> • Person A believes there are biological differences between boys and girls. However, person B was laughing when person A said this so is likely to disagree. • Person A is interested in the reasons why children think boys are more talented. Person B disagrees because she says the reasons are not important. • Person A thinks there is gender stereotyping due to culture but person B says this is not the case as culture has changed / more women than men go to university / women are now more successful. <p>Any other reasonable response.</p>		

Question		Answer	Mark	Guidance
7	(a)	Lancashire	1	No other id can be credited
7	(b)	<p>One mark for each accurate id of a sociologist's view. The two answers are:</p> <ul style="list-style-type: none"> • Functionalist • Marxist 	2	No other responses can be credited
8	(a)	<p>One mark for a partial description of an unstructured interview which relates in some way to an interview which is flexible but the answer lacks a clear understanding.</p> <p>Eg. You can ask what you want Eg. questions are open Eg. the interviewee can talk about what they want</p> <p>Two marks for a clear description which shows understanding of an unstructured interview as being an interview which is flexible and more like a conversation. There is no set list of questions but the interviewer has a general topic or ideas to discuss.</p> <p>A weak description can be given 2 marks if a clear example is given to support it.</p> <p>Any other reasonable response.</p>	2	<p>Responses which use the question eg 'not structured' without further explanation cannot be credited.</p> <p>Credit responses which refer to the interview as being less formal or more casual.</p> <p>Responses which state that there are no set or planned questions and are more like a conversations, credit with two marks.</p>

Question		Answer	Mark	Guidance
8	(b)	<p>One mark for an accurate disadvantage identified. Eg. the sample is too small</p> <p>One additional mark for the disadvantage being explained. Eg. a sample of 12 is too small. It is not representative of all working class boys</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> • A sample of 12 is too small to be representative • The sample was only in Birmingham and other areas could be different • The sample was only from one school and other schools could be different • The sample was from a 'typical working class school' but typical is a subjective view • All the boys were white so not representative of all boys • There were no girls in the sample so it does not give us information on all working class pupils • Two groups or categories were selected, lads and earoles. This could be biased. <p>Any other reasonable response</p>	4	<p>The response must relate specifically to the source for 2 marks to be credited.</p> <p>An explanation cannot be credited without a disadvantage being identified.</p> <p>Reponses which say pupils from 'only one class' cannot be credited as Willis only intended to study working class pupils. There is no indication there was only one school class and therefore this response isn't relevant.</p> <p>Responses which state that the sample is not representative as an explanation can only be credited once. Similarly generalisation can only be credited once.</p> <p>Responses which refer to the sample as "12 white boys" in one point can only be credited with one mark, unless this is developed to show understanding of 12 being too small a sample and all white as unrepresentative.</p>
9	(a)	<p>'To look at the attitudes that people in power hold and how this might affect working class achievement'.</p>	1	<p>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.</p>

Question		Answer	Mark	Guidance
9	(b)	<p>One mark for an accurate id of a way the source is useful to meet the aim Eg. the source shows attitudes of the media to the working class</p> <p>Eg. it shows negative attitudes to the working class</p> <p>Eg. it shows stereotypes of the working class</p> <p>One additional mark for the id explained. Eg the aim is to find out about attitudes of the powerful to the working class and if the media is the powerful, the aim is met Eg. if these negative attitudes are held by teachers then achievement might be affected</p> <p>Any other reasonable response</p>	2	<p>Credit should be given for responses that refer to content rather than method.</p> <p>Reference to any other parts of the investigation can be credited if relevant Eg. Source 7 shows the effects of teachers' expectations / views</p> <p>Negative attitudes could be expressed in different ways and should be credited if the meaning is clear.</p> <p>Responses could be expressed in a range of ways. Reference to the aim could be implicit. Any development should be credited with the second mark eg media shows negative/ stereotypical views with further explanation of the views should be credited with two marks.</p> <p>Implicit responses, not explained clearly, should be credited with one mark and annotated as implicit.</p> <p>Reference to the source being up to date should not be credited.</p> <p>The response has to relate to the attitudes to the working class not of the working class.</p> <p>Simple repetition of the aim, without other explanation, should not be credited</p> <p>Vague responses eg the source has the relevant information for what's being researched should not be credited.</p> <p>An example from the source should be credited.</p>

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9	(c)	<p>One mark for an accurate id of a way the source is not useful to meet the aim Eg. it is Owen Jones' opinion of how people might view the working class. Eg. the source does not relate to education Eg only relates to views about the working class</p> <p>One additional mark for the id explained. Eg Owen Jones view may not be accurate but biased and therefore have no effect on achievement. Eg. the source is about the views held about the working class but does not relate to the aim which is about education and achievement</p> <p>Any other reasonable response</p>	2	<p>Simple repetition of the aim, without other explanation, should not be credited</p> <p>Implicit responses, not explained clearly, should be credited with only one mark.</p> <p>Responses which relate to the media as an unreliable/ not valid should not be credited.</p>
10		<p>One mark for an accurate id of how the research is unethical Eg they were lied to/ deceived Eg they didn't give consent</p> <p>One additional mark for the id being explained.</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> • There was deception as the teachers were lied to about the pupils' performance and /or the purpose of the test • People should not come to harm in research but the pupils who were not the 'spurters' may have had a lower level of achievement as a result of what the teachers were told or being given less attention. 	2	<p>Criticisms of the research which do not relate to ethical issues should not be credited.</p> <p>Responses which simply identify an ethical issue in research can be credited with one mark if it is relevant to the source. Eg. consent must be given by people being researched</p> <p>A simple identification of an ethical issue which is not relevant to the source should not be credited Eg. researchers must not break the law.</p> <p>The explanation mark should not be given for a simple statement eg weren't told what the investigation was about.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • People need to be able to opt out of research but as the pupils and teachers did not know they were being studied they could not opt out. • People must give consent to being researched but as the teachers and pupils did not know they were being studied they could not give consent <p>Any other reasonable response</p>		
11	(a)	<p>One mark for a partial description of covert observation which relates in some way to this being secret but the answer lacks a clear understanding.</p> <p>Eg. they don't know about it Eg they haven't been given permission</p> <p>Two marks for a clear description which shows understanding of covert observation as being in some way secret as the people being studied are not aware they are being researched. A weak description can be given 2 marks if a clear example is given to support it.</p> <p>Any other reasonable response.</p>	2	An example alone can be credited with one mark if it implies covert observation eg watching children playing in the park.

Question		Answer	Mark	Guidance
11	(b)	<p>One mark for one accurate disadvantage identified.</p> <p>Two marks for two accurate disadvantages identified.</p> <p>One additional mark for each disadvantage being explained</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> • The research is unethical. It is covert because the teachers did not know they were being researched • There was an inadequate set of results as each observation lasted for only one hour • The sample is too small. It is only two classes in the school and therefore not representative • The research was only one school and other schools in Lancashire may be different • The research was only in Lancashire and other areas of the country may be different • The researcher made notes about what 'he thought was important'. This could be biased as only his view of what is important. • The researcher would not have been able to record in written note all that was said as well as body language. Only filming would have gained all the data needed. • The researcher was not a member of the class and this may have changed the behaviour of the teacher and the class so the results are unreliable • The researcher aimed to copy the research of Rosenthal and Jacobson but the nature of the research was completely different as the students were in different classes. 	4	<p>For the additional mark to be credited the response must relate specifically to the investigation. A generic response with a disadvantage about a method (if relevant) can only be credited with one mark.</p> <p>Responses which say the social class of the two groups, or they are not representative of the working class cannot be credited. The response must focus on teacher expectation to be credited.</p> <p>Responses which identify the researchers having two different ability groups can be credited with one mark if no reference to source 7 or teacher expectations is made.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none">• Only older pupils in the school were researched, therefore not a range of ages.• Researcher bias - the researcher makes an assumption that the GCSE class are working class and the A-level are middle class.• The research could be biased because the research was conducted in the researcher's own school.• The researcher aimed to find out whether teacher expectations are based on social class but it's not possible to determine the social class within the two groups. <p>Any other reasonable response</p>		

Question	Answer	Mark	Guidance
12	<p>One mark for the correct identification of one way a structured interview would be useful. Two marks for the correct identification of two ways a structured interview would be useful. Three marks for the correct identification of three ways a structured interview 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 • Quicker and cheaper than observation • Can get quantitative data • More reliable than other methods • Less likely to be unethical than other methods (people can refuse to take part) • More valid as people are less likely to lie if face to face • As face to face, information can be gained through interpretation of the respondent's body language <p>Any other reasonable response. Three marks maximum</p>	6	<p>A brief reference to education or an aspect of education cannot be credited with the additional mark.</p> <p>The additional mark should be credited for any way the response is related to education or Investigation 2. This could refer to gender, social class or other area of education.</p> <p>Answers which identify advantages of structured interviews through comparison with other methods can be credited. E.g. They are better than questionnaires because the researcher is there to explain the question if the respondent does not understand</p> <p>No more than one mark can be given for the same point being repeated: E.g. structured interviews are useful to find out about what girls and boys think of school</p> <p style="padding-left: 40px;">structured interviews are useful to find out about what subjects girls and boys prefer</p> <p style="padding-left: 40px;">structured interviews are useful to find out about the behaviour of different pupils in school</p> <p>Credit cannot be given for disadvantages of structured interviews.</p> <p>Credit can be given for identifying advantages of interviews generally as these imply a comparison with questionnaires.</p>

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	<p>One additional mark for each way which is related to studying gender and education or Investigation 2</p> <p>Eg. From the interview results, statistics on the age and or gender of the pupils and or teachers can be gained Eg. A large sample of pupils or teachers from different schools across different cities could be used. Eg. can find out specific information by asking pupils or teachers about their experience of gender differences / subjects studies / policies in schools etc. and compare answers with those from different schools / genders</p> <p>Answers which identify advantages of structured interviews through comparison with other methods can be credited Eg.</p> <ul style="list-style-type: none"> • they are better than questionnaires because younger pupils will be more keen to talk than to read or write • they are better than participant observation because they are less time consuming • they are better than participant observation because they avoid the ethical difficulties of observation / recording of young children • they are better than participant observation because they avoid the practical difficulties of gaining access to a group in school for long periods <p>Six marks maximum (6)</p>		<p>Eg can explain the questions if the respondent doesn't understand Eg higher response rate</p> <p>Reference to building a rapport cannot be credited as this refers to an unstructured interview.</p> <p>If the response refers to open questions, credit can be awarded for qualitative data.</p> <p>If producing qualitative data is stated as an advantage alone, credit cannot be given.</p>

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13	<p>Level 3: 9-12 marks Candidates demonstrate a good knowledge of the primary method and secondary sources.</p> <p>At this level, candidates analyse and evaluate through identification of both advantages and disadvantages of the method and sources in a good way.</p> <p>A wide range of evidence from the method and sources is used with developed, if not fully balanced arguments. There will be clear reference to gender and education and how this has changed.</p> <p>At the top, candidates will have evaluated the method and a range of sources in depth and considered a range of issues in detail. For full marks, candidates must have identified as least one advantage and disadvantage <i>within</i> at least one source or the 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>Level 2: 5-8 marks Candidates demonstrate a basic knowledge of the method / secondary sources.</p> <p>At this level, candidates analyse and evaluate through identification of advantages and / or disadvantages of the method / sources in a basic way. There will be some detail and explanation but this will lack development in places. <i>More than one</i> method / source must be used.</p>	12	<p>Responses cannot be credited in level 3 without discussion of both the primary method and a range of the secondary sources.</p> <p>Credit cannot be given for responses or parts of responses which refer to the primary methods or the secondary sources in Investigation 2.</p> <p>Responses which provide a general account of the advantages or disadvantages of the method or secondary sources, without reference to the investigation, can only be credited in level 1.</p> <p>A point made about the method or a source can be credited as either an advantage or a disadvantage depending on how it is explained.</p> <p>Reference to snowball sampling as used in the primary method can be credited if used as an dis/advantage.</p> <p>The study was done in 2017. Credit cannot be given for stating any source earlier than 5 years before 2017 as being out of date.</p> <p>Credit cannot be given for stating that Source 1 or Part 4 of Source 2 are out of date as they are being used as historical documents for comparison.</p> <p>Credit can be given for general advantages and disadvantages of secondary data ie cheap and easy to access. However, repetition of this for each source should not be credited.</p> <p>Credit can be given for identification of a lack of detailed information about the method or a source eg sample size / length of an extract etc. However,</p>

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	<p>A wider range of method / sources may be used but arguments will not be developed or there may be fewer used but explained in more depth.</p> <p>At the top of the level, clear understanding of the method / sources will be demonstrated. The response may start to develop an argument and there will be some reference to studying gender and education and / or how this has changed.</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>Level 1: 1-4 marks Candidates demonstrate a limited knowledge of the method / secondary sources.</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 sources. Arguments and points are interpreted simply. Typical answers at the bottom may be restricted to one or two points about some of the sources or discussion about only one of the sources. 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 of the sources showing some understanding of</p>		<p>repetition of this for each source should not be credited.</p> <p>Credit should be given where a response discusses a combination of the parts of a source. Eg. for Source 2, evaluation of statistical data to show education performance and change should be credited.</p> <p>Credit should not be given for responses which state a piece of research is valid and reliable (used together) without showing an understanding of the terms.</p>

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	<p>where there may be weakness.</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> <p>Source1</p> <ul style="list-style-type: none"> • historical source so useful to study changes in girls education • the book the source is from covers a long period of time in history • the focus of the book is on gender so it relates well to the aims of the study • considers social class as well as gender • in depth, qualitative information • published book so it is a source which may have more validity <ul style="list-style-type: none"> • it is a historical source so it cannot be verified today • it is from a book so there may be bias / interpretation of events by the author • the source is an extract which has been selected and adapted so there may be researcher bias • the book was published in 1974 and there have been many changes in girls' education since then • the book is on girls' education so does not tell us about boys 		

Question	Answer	Mark	Guidance
	<p>Source 2 Part 4</p> <ul style="list-style-type: none"> • statistical data which can be quantified • easy to compare the difference between girls and boys • 1980 so useful to study changes in subject choice • a reliable source (both the GATE project and the book), which can be verified <ul style="list-style-type: none"> • 1980 subject choice does not apply today • does not provide detailed qualitative data as to why those subject choices were made • Does not show examination results <p>Source 2 Part 5</p> <ul style="list-style-type: none"> • statistical data which can be quantified • easy to compare the difference between girls and boys • up to date information • from Gov.UK so a reliable source <ul style="list-style-type: none"> • the information has been adapted so incomplete and could be biased • does not include older students ie A level • does not provide qualitative data so no reasons for the differences are given <p>Source 2 Part 6</p>		

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • links to part 6 as it shows differences between GCSE and A level subject choice • clear quantitative data showing gender differences • from Gov.UK so a reliable source • up to date information • does not provide qualitative data so no reasons for the differences are given • only shows A level choice so does not tell us about young children or university students • does not tell us about A level results, only subject choice Source 3 • in depth qualitative data which provides better understanding • provides a wider international perspective on girls' education • relevant today as Malala continues to campaign • up to date research as done in 2017 • an internet documentary so there could be bias by the documentary makers • an account of the documentary which could show bias by the researcher • does not tell us about boys education • not relevant to the UK where all the other sources and method are derived 		

Question	Answer	Mark	Guidance
	<p>Source 4</p> <p>Part 7</p> <ul style="list-style-type: none"> • there were equal numbers of each gender • well- structured research by observing the genders separately then together • valid results as the children would not have been aware of the hidden cameras • in depth qualitative data <ul style="list-style-type: none"> • the group was too small to represent all children in the UK • the second group of 5 boys and 5 girls had been selected by the programme makers and this could have been biased to get the results they wanted • the children were aware they were part of a TV programme so their behaviour may have changed • it is a TV programme so may have been edited to be more entertaining • The editing of the programme may have been biased <p>Part 8</p> <ul style="list-style-type: none"> • two people so some range of views • BBC 2, highly regarded and reliable programme • up to date – 2017 <ul style="list-style-type: none"> • interviewees can be affected by the situation so 		

Question	Answer	Mark	Guidance
	<p>may be less valid</p> <ul style="list-style-type: none"> • could be interviewer bias • media source - carried out for entertainment • interview time limited by programme length <p>Primary Research</p> <ul style="list-style-type: none"> • comparison with 1977 so could be useful to show possible change • observation is taking place in the natural surroundings so this increases validity • research is also taking place in 2 other schools so this increases the range and representation • research takes place over several days so a wider picture is gained • the teacher is a deputy head so the pupils may act differently in his presence because they see him as a person in authority • photographs were taken and this could be seen as an invasion of privacy • three schools in total and in one city is not representative • 3 different observers – they may not use the same criteria in deciding what is important to record • Wednesday and Friday were not used so the results may not be reliable • Eg. Friday is detention time which could mean some boys are not in the playground • the observer has already shown bias by suggesting the boys are playing video games and the girls are 		

Question			Answer	Mark	Guidance
			using social media Any other reasonable response		

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