



# Cambridge International AS & A Level

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**SOCIOLOGY**

**9699/01**

Paper 1 Socialisation, Identity and Methods of Research

**For examination from 2021**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document has **14** pages. Blank pages are indicated.

## 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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

### 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 descriptions in mind.

**Social Sciences-Specific Marking Principles  
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- d** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- e** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- f** DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

**2 Presentation of mark scheme:**

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where brackets indicate negative numbers).

**Using the mark scheme**

Some of the questions are marked using a point-based system, awarding marks for specific points and accumulating a total mark by adding points.

Some of the questions are marked using level of response. For these, the level description represents performance **at the top of the level**.

For levels of response marking you should:

- award a mark at the top of the level if all criteria in the level are met
- consider the level descriptions across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category
- award marks on a 'best-fit' basis; thus, compensation between higher and lower achievement for different criteria is acceptable.

For Question 4 and Question 5, award a mark for each assessment objective separately, using the level descriptions at the end of the mark scheme.

In some cases, candidates may provide a response which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

Question	Answer	Marks
1	<p data-bbox="308 237 756 271"><b>Describe two types of interview.</b></p> <p data-bbox="308 309 560 342"><b>Indicative content</b></p> <ul data-bbox="308 376 1302 613" style="list-style-type: none"><li>• Structured interview – set questions that are answered by all interviewees.</li><li>• Unstructured interview – conversational interview with no set questions.</li><li>• Semi-structured interview – some set questions but with freedom to probe for additional information.</li><li>• Group interview – respondents answer questions in a group setting.</li><li>• Focus group – group interview, focused on a particular topic.</li></ul> <p data-bbox="308 651 1326 719">Reward a maximum of two types of interview. For each type of interview, up to 2 marks are available:</p> <p data-bbox="308 757 831 790">1 mark for identifying a type of interview.</p> <p data-bbox="308 824 1070 857">1 mark for describing a key feature of the type of interview.</p> <p data-bbox="308 891 480 925">(2 × 2 marks)</p>	4

Question	Answer	Marks
2(a)	<p><b>Explain two reasons why some social groups may be more difficult to research than others.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Some groups may not want to be studied, e.g. those engaged in criminal activities.</li> <li>• Difficulties making contact with a suitable sample, e.g. because a sample frame does not exist.</li> <li>• Age, gender, class, ethnicity and/or status differences between the researcher and group.</li> <li>• Legal/ethical constraints may limit research with some groups, e.g. young children.</li> <li>• Any other appropriate point.</li> </ul> <p>For this question, use of sociological material is likely to be demonstrated through reference to methodological concepts or use of examples related to specific research methods.</p> <p>Reward a maximum of <b>two reasons</b>. Up to 4 marks are available for each reason:</p> <p>1 mark for making a point / giving a reason (e.g. people engaged in criminal activity may be difficult to study).</p> <p>1 mark for explaining that point (e.g. because they may be reluctant to reveal their criminal activity to people they do not trust).</p> <p>1 mark for selecting relevant sociological material (e.g. this means a researcher may need someone to act as a gatekeeper to introduce them to the group).</p> <p>1 mark for explaining how the material supports the point (e.g. to help gain their trust so that they open up to the researcher).</p> <p>(2 × 4 marks)</p>	<b>8</b>

Question	Answer	Marks
2(b)	<p><b>Explain one strength and one limitation of overt participant observation as a research method.</b></p> <p><b>Indicative content</b></p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>• Able to gain informed consent.</li> <li>• Able to openly ask people questions about what they are doing.</li> <li>• Able to record data / make notes while observing.</li> <li>• Able to collect rich, detailed data.</li> <li>• Can gain insight from participating in the group activities.</li> <li>• Any other appropriate strength.</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>• The researcher may influence the behaviour of group members (Hawthorne effect).</li> <li>• Lack of objectivity.</li> <li>• The potential for faulty recall of events / difficult to record notes while participating.</li> <li>• Data overload and the potential for researcher imposition.</li> <li>• Any other appropriate limitation.</li> </ul> <p>Reward a maximum of <b>one strength</b>. For this strength, up to 3 marks are available:</p> <p>1 mark for identifying a strength of overt participant observation (e.g. it is possible to gain informed consent from the group).</p> <p>1 mark for explaining why the method has this strength (e.g. because participants are aware that you are studying them, you can be open and check that they agree to participate).</p> <p>1 mark for explaining why it is a strength (e.g. gaining informed consent makes the research more ethical).</p> <p>Reward a maximum of <b>one limitation</b>. For this limitation, up to 3 marks are available:</p> <p>1 mark for identifying a limitation of overt participant observation (e.g. participants may not act naturally).</p> <p>1 mark for explaining why the method has this limitation (e.g. because the participants are aware they are being observed they may act differently).</p> <p>1 mark for explaining why it is a limitation (e.g. this means that the researcher will not gain true insight into the behaviour of the group, so it reduces the validity of the research).</p> <p>(2 × 3 marks)</p>	<b>6</b>

Question	Answer	Marks
3(a)	<p><b>‘Peers are the most important influence in shaping an individual’s identity.’</b></p> <p><b>Explain this view.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• The role of ‘peer pressure’ with suitable examples and/or references to subcultures.</li> <li>• Examples of informal social sanctions in respect of style, taste, attitude (e.g. towards education) and appearance.</li> <li>• Individuals may downplay identities (such as ethnicity) to fit in with a peer group.</li> <li>• Evidence that peer groups may reinforce particular identities (such as gender, ethnicity and class), supported by reference to studies such as Willis, Lees, Hughes, Sewell, etc.</li> <li>• Any other relevant point.</li> </ul> <p><b>Levels of response</b></p> <p><b>Level 3: 8–10 marks</b></p> <ul style="list-style-type: none"> <li>• Good knowledge and understanding of the view that peers are the most important influence in shaping an individual’s identity. The response contains two clear and developed points.</li> <li>• Sociological materials such as concepts, theories and evidence will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear.</li> </ul> <p><b>Level 2: 4–7 marks</b></p> <ul style="list-style-type: none"> <li>• Some knowledge and understanding of the view that peers are the most important influence in shaping an individual’s identity. The response contains one clear and developed point and one relevant but undeveloped point.</li> <li>• Sociological material is used to support at least one point. The material selected is appropriate but not fully focused on the question or its relevance may not be made clear.</li> </ul> <p><b>Level 1: 1–3 marks</b></p> <ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the view that peers are the most important influence in shaping an individual’s identity. The response contains one relevant but undeveloped point and one (or more) points related to the general topic rather than the specific question.</li> <li>• Any supporting material lacks focus on the specific question.</li> </ul> <p><b>Level 0: 0 marks</b></p> <ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>	<b>10</b>

Question	Answer	Marks
3(b)	<p><b>‘Peers are the most important influence in shaping an individual’s identity.’</b></p> <p><b>Using sociological material, give one argument against this view.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• The role of the peer group in influencing identity is stronger for some age groups (e.g. youth) than it is for others.</li> <li>• The influence of the peer group may be exaggerated, e.g. many individuals do not necessarily conform.</li> <li>• The role of other agents of socialisation relative to the influence of the peer group, e.g. others may be more or less influential or that it is too simplistic to isolate the power of one agent as the most significant.</li> <li>• Any other relevant argument.</li> </ul> <p><b>Levels of response</b></p> <p><b>Level 3: 5–6 marks</b></p> <ul style="list-style-type: none"> <li>• One clear and developed argument against the view that peers are the most important influence in shaping an individual’s identity.</li> <li>• Sociological material such as concepts, theories and evidence is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear.</li> </ul> <p><b>Level 2: 3–4 marks</b></p> <ul style="list-style-type: none"> <li>• One clear but underdeveloped argument against the view that peers are the most important influence in shaping an individual’s identity.</li> <li>• The material selected is appropriate but not fully focused on the question. Sociological evidence is used but its relevance to the argument is not made clear.</li> </ul> <p><b>Level 1: 1–2 marks</b></p> <ul style="list-style-type: none"> <li>• One point disagreeing with the view that peers are the most important influence in shaping an individual’s identity, which is undeveloped or lacking clarity.</li> <li>• Any material selected lacks focus on the specific question.</li> </ul> <p><b>Level 0: 0 marks</b></p> <ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>	<b>6</b>



Question	Answer	Marks												
4	<p data-bbox="308 230 1010 264"><b>Evaluate the view that female identity is changing.</b></p> <p data-bbox="308 297 563 331"><b>Indicative content</b></p> <table border="1" data-bbox="308 365 1326 1339"> <thead> <tr> <th data-bbox="308 376 475 421"></th> <th data-bbox="475 376 903 421">In support</th> <th data-bbox="903 376 1326 421">In evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 421 475 1099">Points</td> <td data-bbox="475 421 903 1099"> <ul style="list-style-type: none"> <li>• Evidence of new female identities.</li> <li>• Changes in women's priorities.</li> <li>• Evidence that women are more career-focused.</li> </ul> </td> <td data-bbox="903 421 1326 1099"> <ul style="list-style-type: none"> <li>• Evidence of traditional female identities.</li> <li>• Evidence of socialisation into traditional female roles/identities.</li> <li>• Functionalism and the 'expressive' role of women.</li> <li>• Evidence of gender inequality in the workplace.</li> <li>• Evidence that 'new' female identities are less common in some parts of the world.</li> <li>• Discussion of how female identity is not uniform and can be modified by age, ethnicity and class.</li> </ul> </td> </tr> <tr> <td data-bbox="308 1099 475 1182">Research evidence</td> <td data-bbox="475 1099 903 1182">Jackson, Sharpe, Wilkinson</td> <td data-bbox="903 1099 1326 1182">Oakley, Parsons, Hakim, Adkins</td> </tr> <tr> <td data-bbox="308 1182 475 1339">Additional concepts</td> <td data-bbox="475 1182 903 1339">Ladettes, genderquake.</td> <td data-bbox="903 1182 1326 1339">Patriarchy, determinism, conformity, social control, normative femininity, passive femininity.</td> </tr> </tbody> </table> <p data-bbox="308 1373 1326 1440">The above content is indicative and other relevant approaches to the question should be rewarded appropriately.</p> <p data-bbox="308 1473 1313 1541"><i>References to sociological theories such as feminism may be present but are not necessary even for full marks.</i></p> <p data-bbox="308 1574 1281 1641">Use the levels of response marking grids at the end of the mark scheme to assess Question 4.</p>		In support	In evaluation	Points	<ul style="list-style-type: none"> <li>• Evidence of new female identities.</li> <li>• Changes in women's priorities.</li> <li>• Evidence that women are more career-focused.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of traditional female identities.</li> <li>• Evidence of socialisation into traditional female roles/identities.</li> <li>• Functionalism and the 'expressive' role of women.</li> <li>• Evidence of gender inequality in the workplace.</li> <li>• Evidence that 'new' female identities are less common in some parts of the world.</li> <li>• Discussion of how female identity is not uniform and can be modified by age, ethnicity and class.</li> </ul>	Research evidence	Jackson, Sharpe, Wilkinson	Oakley, Parsons, Hakim, Adkins	Additional concepts	Ladettes, genderquake.	Patriarchy, determinism, conformity, social control, normative femininity, passive femininity.	26
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Question	Answer	Marks												
5	<p data-bbox="308 232 1197 266"><b>Evaluate the use of scientific methods in sociological research.</b></p> <p data-bbox="308 304 560 338"><b>Indicative content</b></p> <table border="1" data-bbox="308 376 1326 994"> <thead> <tr> <th data-bbox="308 376 475 421"></th> <th data-bbox="475 376 903 421">In support</th> <th data-bbox="903 376 1326 421">In evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 421 475 752">Points</td> <td data-bbox="475 421 903 752"> <ul data-bbox="491 443 887 741" style="list-style-type: none"> <li>• Outline of positivist view on the benefit of a scientific approach to research.</li> <li>• Discussion of positivist methods highlighting their reliability and objectivity, e.g. experiments, surveys.</li> </ul> </td> <td data-bbox="903 421 1326 752"> <ul data-bbox="919 443 1315 741" style="list-style-type: none"> <li>• Critique of the positivist approach from an interpretivist perspective.</li> <li>• Critique of the notion of objectivity.</li> <li>• Discussion of whether sociology should seek to mimic scientific approaches.</li> </ul> </td> </tr> <tr> <td data-bbox="308 752 475 875">Research evidence</td> <td data-bbox="475 752 903 875"></td> <td data-bbox="903 752 1326 875">Popper, Kuhn or Lynch may be used to challenge the notion of objectivity.</td> </tr> <tr> <td data-bbox="308 875 475 994">Additional concepts</td> <td data-bbox="475 875 903 994">Hypothetico-deductive, objective, quantitative, reliable, representative.</td> <td data-bbox="903 875 1326 994"></td> </tr> </tbody> </table> <p data-bbox="308 1028 1326 1095">The above content is indicative and other relevant approaches to the question should be rewarded appropriately.</p> <p data-bbox="308 1133 1286 1200"><i>References to sociological theories other than positivism and interpretivism may be present but are not necessary even for full marks.</i></p> <p data-bbox="308 1238 1281 1305">Use the levels of response marking grids at the end of the mark scheme to assess Question 5.</p>		In support	In evaluation	Points	<ul data-bbox="491 443 887 741" style="list-style-type: none"> <li>• Outline of positivist view on the benefit of a scientific approach to research.</li> <li>• Discussion of positivist methods highlighting their reliability and objectivity, e.g. experiments, surveys.</li> </ul>	<ul data-bbox="919 443 1315 741" style="list-style-type: none"> <li>• Critique of the positivist approach from an interpretivist perspective.</li> <li>• Critique of the notion of objectivity.</li> <li>• Discussion of whether sociology should seek to mimic scientific approaches.</li> </ul>	Research evidence		Popper, Kuhn or Lynch may be used to challenge the notion of objectivity.	Additional concepts	Hypothetico-deductive, objective, quantitative, reliable, representative.		26
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Research evidence		Popper, Kuhn or Lynch may be used to challenge the notion of objectivity.												
Additional concepts	Hypothetico-deductive, objective, quantitative, reliable, representative.													

**Levels of response for Question 4**

The maximum mark for Question 4 is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	<ul style="list-style-type: none"> <li>• Good knowledge and understanding of the view that female identity is changing.</li> <li>• The response contains a range of detailed points with good use of concepts and theory or research evidence.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the view that female identity is changing.</li> <li>• The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Basic knowledge and understanding of the view that female identity is changing.</li> <li>• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the view that female identity is changing.</li> <li>• The response contains only assertive points or common-sense observations.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No knowledge and understanding worthy of credit.</li> </ul>	0

Level	AO2: Interpretation and Application	Marks
4	<ul style="list-style-type: none"> <li>• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No interpretation and application worthy of credit.</li> </ul>	0

<b>Level</b>	<b>AO3: Analysis and Evaluation</b>	<b>Marks</b>
5	<ul style="list-style-type: none"> <li>• Very good analysis/evaluation of the view that female identity is changing.</li> <li>• The evaluation is clear, explicit and sustained.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>• Good analysis/evaluation of the view that female identity is changing.</li> <li>• The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that female identity is <b>not</b> changing.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Some analysis/evaluation of the view that female identity is changing.</li> <li>• There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that female identity is <b>not</b> changing.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Basic analysis/evaluation of the view that female identity is changing.</li> <li>• There is an attempt to consider more than one side of the debate or one simple point suggesting that female identity is <b>not</b> changing.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Limited analysis/evaluation of the view that female identity is changing.</li> <li>• Any analysis or evaluation is incidental, confused or simply assertive.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No analysis and evaluation worthy of credit.</li> </ul>	0

**Levels of response for Question 5**

The maximum mark for Question 5 is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

<b>Level</b>	<b>AO1: Knowledge and Understanding</b>	<b>Marks</b>
4	<ul style="list-style-type: none"> <li>• Good knowledge and understanding of the use of scientific methods in sociological research.</li> <li>• The response contains a range of detailed points with good use of concepts and theory or research evidence.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the use of scientific methods in sociological research.</li> <li>• The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Basic knowledge and understanding of the use of scientific methods in sociological research.</li> <li>• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the use of scientific methods in sociological research.</li> <li>• The response contains only assertive points or common-sense observations.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No knowledge and understanding worthy of credit.</li> </ul>	0

<b>Level</b>	<b>AO2: Interpretation and Application</b>	<b>Marks</b>
4	<ul style="list-style-type: none"> <li>• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Some relevant material is selected and accurately interpreted but it lacks either development or application to the question.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No interpretation and application worthy of credit.</li> </ul>	0

<b>Level</b>	<b>AO3: Analysis and Evaluation</b>	<b>Marks</b>
5	<ul style="list-style-type: none"> <li>• Very good analysis/evaluation of the use of scientific methods in sociological research.</li> <li>• The evaluation is clear, explicit and sustained.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>• Good analysis/evaluation of the use of scientific methods in sociological research.</li> <li>• The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that interpretivist/qualitative methods are better for sociological research.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Some analysis/evaluation of the use of scientific methods in sociological research.</li> <li>• There is juxtaposition of the benefits and limitations of different research methods without a clear focus on the question or a few simple points about the limitations of the positivist approach or the benefits of an interpretivist approach to research.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Basic analysis/evaluation of the use of scientific methods in sociological research.</li> <li>• There is an attempt to consider more than one side of the debate or one simple point about the limitations of scientific methods.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Limited analysis/evaluation of the use of scientific methods in sociological research.</li> <li>• Any analysis or evaluation is incidental, confused or simply assertive.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No analysis and evaluation worthy of credit.</li> </ul>	0