



# SOC6 Sociological research methods

## Personal learning checklist | 1 of 3

AQA GCSE Sociology 8192 | Paper 1 & 2 · Specification 3.7

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Tick one box for each statement. Red: need help. Amber: partly confident.  
Green: can do independently.

Support your confidence with precise concepts, evidence and a reasoned argument. Quick checks do not assess a complete evaluation or research design.

| I can                                                                            | Red                      | Amber                    | Green                    |
|----------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Research design and evidence</b>                                              |                          |                          |                          |
| Formulate a focused aim, hypothesis and observable indicators.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain how pilots improve design without guaranteeing final validity.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguish primary, secondary, qualitative and quantitative evidence.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate reliability, validity, representativeness and causal claims separately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguish correlation from causation with alternative explanations.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Sampling and access</b>                                                       |                          |                          |                          |
| Define a population and assess coverage of a sampling frame.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Compare random, systematic and stratified sampling with suitable frames.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguish quota from stratified random selection and evaluate access biases.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate snowball, opportunity and volunteer recruitment in context.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assess sample size, non-response, representativeness and gatekeeper effects.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Questionnaires and surveys</b>                                                |                          |                          |                          |
| Compare closed and open questions for the particular research aim.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Design neutral questions avoiding ambiguous or combined judgements.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate response bias, attitudes and socially desirable answers.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My next revision priority \_\_\_\_\_



# SOC6 Sociological research methods

## Personal learning checklist | 2 of 3

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|---------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Interviews and group discussion</b>                                          |                          |                          |                          |
| Compare structured, unstructured and semi-structured interviews.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain interviewer effects and power relationships in a specific enquiry.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assess focus groups' interaction, disclosure and confidentiality limits.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Observation and case studies</b>                                             |                          |                          |                          |
| Distinguish participation and awareness dimensions of observation.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate overt and covert research with practical and ethical constraints.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain researcher influence, reflexivity and risk of over-identification.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assess case studies and ethnography without claiming population prevalence.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Compare longitudinal and cross-sectional designs, including attrition.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Secondary sources and mixed methods</b>                                      |                          |                          |                          |
| Evaluate official and non-official statistics using definitions and collection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate documents and design transparent content analysis.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assess mixed methods and triangulation, including shared limitations.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My next revision priority \_\_\_\_\_



# SOC6 Sociological research methods

## Personal learning checklist | 3 of 3

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|----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Ethics and safeguarding</b>                                                         |                          |                          |                          |
| Plan informed consent, genuine withdrawal and appropriate permissions.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinguish confidentiality and anonymity and communicate their limits.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify and address harm, sensitive disclosure, deception and institutional pressure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Data interpretation and application</b>                                             |                          |                          |                          |
| Interpret graphs, tables and percentages using scope, units and denominators.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Design and evaluate a feasible, ethical study in each of the four substantive topics.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Construct conclusions separating evidence, inference, causation and generalisation.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My next revision priority \_\_\_\_\_