

GCSE

Sociology

General Certificate of Secondary Education

Unit **B671**: Sociology Basics

Mark Scheme for June 2017

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


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.

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Annotations in scoris: The following annotations are available:

	Correct point
	Incorrect point
	Unclear
	development of an idea/point
	example/reference
	evaluation
	justification
	knowledge and understanding
	not answered question
	benefit of doubt not given
	repeated point
	vague
	benefit of doubt given
	context

1			Using SOURCE A to help you, state whether the following statements (A-D) are TRUE or FALSE.		
	(a)		FALSE	[1]	One mark for the correct identification
	(b)		TRUE	[1]	One mark for the correct identification
	(c)		FALSE	[1]	One mark for the correct identification
	(d)		FALSE	[1]	One mark for the correct identification

2.		<p>Two from:</p> <ul style="list-style-type: none"> • Sample size – only 100 people therefore too small to represent the entire UK; • The sample was random therefore unlikely to be representative of different genders, ages, ethnicities etc; • The survey took place in Barnsley, one town in the UK therefore can't generalise from this to the rest of the UK; • The research was conducted in England only – no inclusion of other UK countries in the sample; • The research took place in a town – how typical will this be of people in villages and rural areas? • The research took place only in one shopping centre therefore this limits the people that will have been included in the survey making it unrepresentative of both Barnsley and the UK; • The source only contains 'some results from the survey' so there may be issues with representativeness/usefulness here; • Other reasonable response. 	[4]	<p>One mark for correct identification of a reason why the research in source A might not be useful, specifically referring to Source A.</p> <p>Two marks for two correct identifications of reasons why the research in source A might not be useful, specifically referring to Source A.</p> <p>One mark for an accurate explanation of why this research may not be useful or for two partial/under-developed explanations for each point</p> <p>Two marks for two accurate and different explanations of why the research may not be useful</p> <p>NB: This answer is assessing issues of representativeness and generalisability, although these terms do not necessarily have to be used in the candidate's response. Ensure, however, that the answer is engaging with these concepts to reward.</p> <p>If the first explanation is something such as 'it may not be representative' and the second is exactly the same i.e. 'it may not be representative', do not double credit. These would both be examples of partial explanations as they do not say why it may not be representative.</p> <p>A specific reference to the information in Source A needs to be made to be credited as an identified point. However, the explanation mark can still be awarded if a relevant point is made in a more general way but clearly understands the issue e.g. '...sample is small and therefore not representative' OR '...sample is only in one location and therefore not representative'.</p>
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3.		<p>Advantages: Two from:</p> <ul style="list-style-type: none"> • Covert research allows the researcher to see participants in their natural environment – improved ecological validity; • Covert research prevents people from changing their ‘normal’ behaviour – avoids the Hawthorne Effect; • Increases validity as people do not know they are being studied; • Covert research using participant observation allows the researcher to act as part of the group under study and to really understand things from their point of view – improved validity; • May allow research to be conducted upon groups that would not normally allow researchers in i.e. prostitutes, the homeless, criminals etc; • Other reasonable response. 	[4]	<p>Covert research: where the researcher does not let the people under study know that they are part of a research study; secret research.</p> <p>NB – candidates may talk about covert research generally or may talk about a specific type of covert research i.e. participant observation. Either way is fine to credit.</p> <p>One mark for one correct description of an advantage.</p> <p>Two marks for two correct and different descriptions of advantages.</p> <p>There is only one mark per advantage so do not expect a developed answer from candidates – this is not an ‘explanation’ question. A one word answer is not a description, however, so should not be credited.</p> <p>NB – be wary of answers that throw ‘reliable and valid’ together in the same sentence/answer as this doesn’t show understanding of the advantage and so should not be credited.</p>
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			<p>Disadvantages: Two from:</p> <ul style="list-style-type: none"> • Difficult to gain access to the group you wish to study e.g. for a covert participant observation, as groups are often deviant/taboo i.e. drug dealers, gangs etc; • Covert research is not ethical – difficult to morally justify spying on people; • Covert research may put the researcher in danger if the group find out they are being researched and have not given their consent; • Danger of the researcher ‘going native’ and losing their objectivity; • Research conducted covertly is typically small scale and therefore is unlikely to be representative meaning generalisations cannot be made; • Covert research is unlikely to be reliable as its ‘ad hoc’ and largely unplanned so can’t be repeated; • Taking notes/recording information in a covert research study would be very difficult meaning information could be forgotten/changed and therefore lessen its validity; • Other reasonable response. 		<p>One mark for one correct description of a disadvantage.</p> <p>Two marks for two correct and different descriptions of disadvantages.</p> <p>There is only one mark per disadvantage so do not expect a developed answer from candidates – this is not an ‘explanation’ question. A one word answer is not a description, however, so should not be credited.</p> <p>NB – be wary of answers that throw ‘reliable and valid’ together in the same sentence/answer as this doesn’t show understanding of the disadvantage and so should not be credited.</p>
4.	(a)	(i)	Diary/Amy’s diary/teenage girls diary	[1]	One mark for the correct identification.
		(ii)	Interviews (if a type of face-to-face interview is mentioned e.g. unstructured interview, then this is also fine to credit)	[1]	One mark for the correct identification.
	(b)		<p>Two from:</p> <ul style="list-style-type: none"> • The research is from a diary entry – these tend to be personal opinions and not objective facts and often exaggerated; • The source has been adapted therefore information may have been changed/alterd etc; • The last sentence, ‘I know this isn’t true...’ 	[4]	<p>One mark for a correct identification of a reason why the evidence in source B might not be accurate</p> <p>Two marks for two correct identifications of reasons why the evidence in source B might not be accurate</p> <p>One mark for an accurate explanation of why this</p>

		<p>demonstrates that the diary writer has strong opinions on the topic of social media and dating and is not keeping an open mind (making assumptions) during the research – issues of bias here;</p> <ul style="list-style-type: none"> • Asking questions in a group situation may reduce validity as people may be reluctant to be truthful e.g. in the non-private setting of a Maths lesson; • The students the researcher asked may not have been honest in their answers because the Maths teacher was present and listening to the conversation – issues of social desirability; • The researcher only asked her friends questions – the relationship between them is too close to be objective and thus the friends may not have wanted to tell her the truth for fear of being judged/embarrassed etc; • The research took place in a Maths lesson therefore people won't really be focused on the research, they could be distracted which could limit accuracy; • The sample could be lying – Amy says “ I don't think I believe them though” and “...I know that isn't true...” – this would reduce accuracy/truthfulness; • The Maths lesson took place 'last week' meaning there could be issues with the researcher relying on memory and therefore affecting accuracy; • Other reasonable response. 	<p>evidence may not be accurate or for two partial/under-developed explanations for each point</p> <p>Two marks for two accurate and different explanations of why this evidence may not be accurate</p> <p>NB- This is a question about accuracy and validity (candidates do not necessarily have to use this term) so ensure all points that are credited engage with this concept. Answers that focus on representativeness and/or generalisability should not be credited.</p> <p>A reference to the information in Source B needs to be made to be credited – this could be about it being a diary entry or in a Maths lesson or researching people she knew etc.</p>
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Question	Expected Answer	Mark	Rationale/Additional Guidance
5.	<p>Candidates may identify the following:</p> <p>Possible Methods:</p> <ul style="list-style-type: none"> • Interviews • Questionnaires • Surveys • Observation • Participant Observation • Content Analysis • Case Studies • Longitudinal Studies • Other suitable method <p>NB – these would need to be explained and justified in the context of the investigation, ‘the media is used more today than it was in the past’. The sample could be accessed through, for example, work, school, friendship groups, family etc. There would need to be an element of comparability within the research plan to address the comparison of today and the past stated within the hypothesis. This should be seen in the sampling techniques and target population chosen.</p> <p>Possible types of Evidence:</p> <ul style="list-style-type: none"> • Official and other statistics (on media usage today and in the past etc); • Previous sociological and other research on media usage; • Media materials e.g. social networking sites, magazine articles, blogs, forums, TV documentaries, newspaper articles, websites etc that look at media usage; • Personal documents/diaries/social network entries discussing media usage; • Historical documents – that consider media usage in the past; 	<p>[12]</p>	<p>If only one of the three methods/evidence required in the question is covered- maximum of 4 marks.</p> <p>If only two of the three methods/evidence required in the question is covered- maximum of 8 marks.</p> <p>Criticisms of other methods that strengthen the justification of the candidate’s choice of method (e.g. why a structured interview and not an unstructured one) can be credited, however limitations of the chosen methods are not creditworthy in isolation. Candidates are asked to justify their choices, not evaluate them.</p> <p>Level 3</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Other suitable evidence. <p>Candidates may also operationalise and/or contextualise key terms from the hypothesis within the response, i.e. 'media usage' and 'the past'.</p> <p>Possible Sampling Points :</p> <ul style="list-style-type: none"> • The groups to be studied; • The size of sample; • The type of sample; • The composition of the sample; • Access to the sample; • The need to compare today and the past; • Other relevant sampling points. <p>Level 3 9-12 marks</p> <p>Candidates reveal a good knowledge of appropriate research methods and evidence and explain and justify these in a developed way in the context of the investigation.</p> <p>You will probably be expecting full and detailed answers here that use sociological language (quantitative data, ethics etc) and concepts (validity, reliability etc) and will discuss two primary methods plus secondary evidence.</p> <p>The focus area/context of the investigation will be kept in mind and referred to within the candidates answer.</p> <p>Candidates will justify their choice of methods/samples/evidence within the specific context of the investigation (media usage and comparing today with the past). Conceptual answers are likely.</p> <p>Level 2</p>		<p>Methods and Evidence:</p> <p>Typically a 9-10 mark answer will give an almost full description of the selected methods and evidence – additional information needed for all methods and evidence, but this does not need to be on both sampling and methods/evidence. Typically an 11-12 mark answer will give additional information for both primary methods and evidence i.e. a full response. This needs to be on both sampling and methods/evidence. Typically candidates will use sociological terminology and concepts in this level.</p> <p>Context: Typically answers will make frequent reference to the specific area of investigation (media usage, comparing today and the past) and to the areas that a researcher would need to focus on to successfully investigate the hypothesis.</p> <p>Explain and Justify: Expect reference to such terms as quantitative/qualitative data and why this is required. Similarly, expect reference and discussion of such terms as bias, representativeness, validity, reliability, generalisations etc. Candidates will justify/explain 2 relevant methods and a piece of evidence to score within this level and these must be discussed within the specific context of the question - a general justification for a methods use should not be placed in the top level, however good it may be.</p> <p>Complex ideas have been 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.</p> <p>Level 2</p> <p>Methods and Evidence:</p> <p>Typically a 5-6 mark answer will refer to two relevant</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>5-8 marks</p> <p>Candidates reveal a basic knowledge of appropriate research methods and evidence and explain and justify these in a basic way with some focus on the context of the investigation (e.g. may refer to the media).</p> <p>There will be more than just description to score in this band i.e. some justification – however brief – of why particular methods/evidence/samples have been used for the investigation. The level of justification is likely to determine the placing within the level. This may be done via a discussion of weaknesses/problems with other methods/evidence/samples.</p> <p>Level 1</p>		<p>primary methods and samples and one relevant piece of evidence. Typically a 7-8 mark answer will do the former but is also likely to give some additional information i.e. using a few sociological terms to describe some relevant choice of samples (i.e. stratified by age and gender) or giving some extra methodological details (i.e. unstructured interview rather than just interview).</p> <p>Context: Typically answers will make some reference to the specific area of investigation although this may not be for all points and may be quite vague. It will be more than a general response, however, e.g. may refer to the media.</p> <p>Explain and Justify: Typically candidates will provide some reasons for their choice of methods and evidence. This will go beyond description of the research process. Sociological understanding will be evident although they may not use sociological terminology and concepts lower in the level. Some candidates will deal with less than the required number of methods/evidence well, whilst others will deal with the required amount but with less success. If only one relevant method/piece of evidence is justified/explained (although more than one will be described) score max 6 marks. If two relevant methods/piece of evidence are justified/explained (although three will typically be described) score max 8 marks.</p> <p>There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>1-4 marks</p> <p>Candidates reveal a limited knowledge of appropriate research methods and evidence and explain and justify these in a limited way with little focus on the context of the investigation.</p> <p>A lack of detail is likely to characterise responses in this band. You may see methods/evidence merely identified or described rather than justified. You may see lists.</p> <p>The context of the investigation is unlikely to be focused on in candidate's answers. Likely to be very general responses. Justification is unlikely in this band.</p> <p>Any essays about media usage with no focus on the methods and evidence used to investigate this = 0 marks.</p> <p>NB- The 'best fit' approach will need to be used when assessing the overall quality of a candidate's response in this question.</p>		<p>Level 1</p> <p>Methods and Evidence: Typically a 1-2 mark answer will refer to only one relevant method and sample or piece of evidence. A 3-4 mark answer will typically refer to one relevant primary method and sample and one relevant piece of secondary evidence or two relevant primary methods. Three could also be referred to but in a descriptive/list-like way. A lack of detail is likely to characterise responses.</p> <p>Context: Typically answers will make little reference to the specific area of investigation and will thus be a general response about methods with little context (i.e. doesn't refer to the media).</p> <p>Explain and Justify: Typically there will be few if any real reasons provided for the choice of methods and evidence. Any given are likely to be general rather than specific to this investigation. Candidates are likely to describe the research process rather than explain and justify their methodological decisions.</p> <p>There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>
	Section A Total	[30]	
	Section B – Key Concepts in Sociology		
6.	Values – General ideas about what is right and wrong and	[4]	1 mark for each correctly matched concept/ definition.

Question		Expected Answer	Mark	Rationale/Additional Guidance
		<p>what is worth striving for</p> <p>Informal social control – Controlling people’s behaviour in an unofficial way</p> <p>Agents of socialisation – The places or groups of people responsible for teaching individuals correct norms, values and behaviour.</p> <p>Primary socialisation – Learning the correct behaviour, norms and values during early childhood</p>		<p>NB – please exercise vigilance when marking this question, don’t presume the candidates will have got it right.</p>
7.	(a)	A punk/punks	[1]	A one word answer is fine here as it’s an ‘identify’ question.
	(b)	<ul style="list-style-type: none"> • Youth subcultures such as mods, rockers, skinheads, Goths, Emos, Skaters, Hippies etc; • Criminal subcultures such as gangs, the mafia; • School subcultures such as anti-school, pro-school etc or specific examples of these i.e ‘The Lads’, ‘The Rebels’ , ‘geeks’ etc; • Religious subcultures such as cults, sects, Muslims; • Ethnic subcultures such as Polish, Afro-Caribbean, Traveller etc ; • Subcultures based on class such as working class and underclass; • Other reasonable response 	[1]	<p>Punks cannot be credited.</p> <p>This is an ‘identify’ question so a one word answer is fine to credit.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
7. (c)	<p>Two from:</p> <ul style="list-style-type: none"> • Females as submissive/passive; • Females not engaging in sexual activity before marriage; • The female 'bedroom culture'; • Females as gossips/like to talk; • Females paying care and attention to their appearance i.e. wearing make-up, having their hair done, wearing skirts and dresses etc; • Females as creative and expressive i.e. drama/dance/art etc; • Stereotypical expectations in attitudes to females in the workplace e.g. low status positions, low pay, working in traditionally female jobs i.e. nursing etc; • Females are not strong/physically weak and in need of help – typically from a man; • Females as child carers/nurturers; • Females as emotional; • Females as the caring, mother figure; • Females more likely than males to work part time; • Female housewife/domestic/expressive role; • Other reasonable response. 	[4]	<p>One mark for a correct identification of one feature of a stereotypically feminine identity.</p> <p>Two marks for two correct identifications of two features of a stereotypically feminine identity.</p> <p>One mark for an accurate description of one feature of a stereotypically feminine identity or for two partial/under-developed explanations for each point.</p> <p>Two marks for two accurate descriptions of two features of a stereotypically feminine identity.</p> <p>Expect a wide variety of responses here using a wide range of different examples. The key for marking is that the candidate clearly understands what is meant by a stereotypically feminine identity.</p> <p>STEREOTYPE – a generalised and simplistic view of a group of people that ignores individual differences. They are often negative.</p> <p>FEMININITY – the quality of acting in a way that a society deems is typically female behaviour.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
7. (d)	<p>One from:</p> <ul style="list-style-type: none"> • Representation of males and females in the media remains very stereotypical i.e. strong males and weak females; • Imitation – males and females will copy what they see in the media; • Role models – male and female role models in the media will be very influential in determining our gender identities; • Informal social control – the media makes it clear that there are likely to be negative sanctions and consequences if one’s gender identity norms are not adhered to; • Manipulation – the media encourages certain behaviour to be seen as ‘normal’ for either a girl or a boy and discourages any behaviour associated stereotypically with the opposite sex; • Representations of gender through marketing and advertising i.e. dolls for girls, trucks for boys, set and encourage gender norms; • In the postmodern world the media is everywhere therefore its power to influence gender identities is greater than ever before’; • Media is now global meaning that a wider range of possible gender identities are now consumed; • New man/meterosexual male – a much more common image in the media now and may influence male gender identities i.e. advertising male grooming products; • More likely to see representations of strong, career women which may influence female gender identities; • Crisis of masculinity – male identity may be affected by the lack of positive male working class role models and strong and successful females seen in today’s media; • Other reasonable response. 	[2]	<p>One mark for a correct identification of one way the media socialises individuals into their gender identities.</p> <p>One mark for an accurate explanation of the way identified.</p> <p>To gain two marks candidates must focus on both gender identity and the media.</p> <p>GENDER IDENTITY – how we think of ourselves and how others think of us in terms of our gender.</p> <p>Candidates may choose to explain a male or a female gender identity or both. They may talk generally or use a specific example/context in their explanation. Either way is fine to credit.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
8. (a)	<p>Two ways from :</p> <ul style="list-style-type: none"> • Clothing i.e. wearing a hijab or a turban; • Behaviour i.e. regularly praying; • Norms and values associated with religion – attitudes, clothing, behaviour etc using examples as specified in the associated bullet points; • Religious rules affecting behaviour i.e. Islamic prohibitions regarding alcohol; • Religious traditions i.e. Christian celebration of Xmas involves giving presents, Islamic tradition of Ramadan; • Peer group i.e. may be made up of people of the same religion/cultural comfort zones; • Attitudes and beliefs i.e. belief in the after-life, belief that same sex relationships are wrong; • Food i.e. halal meat; • Stereotypical assumptions of others i.e. Muslims stereotyped as terrorists; • Self-fulfilling prophecy i.e. acting in the way others believe them to be; • Style and accessories i.e. wearing a cross, henna tattoos; • Relationships, marriage and family life i.e. having more than one wife, belief that divorce is wrong; • Gender roles i.e. may be traditional or segregated or patriarchal; • Education i.e. belief that boys need an education more than girls; • Place of worship i.e. worshipping in church or at a mosque or in a temple; • Religious belief may lead to prejudice and discrimination therefore the religion acts as a safe haven and offers a sense of belonging; • For migrants/non-nationals, religion may be a means to hold onto one's heritage, roots and traditions; • Other reasonable response. 	[4]	<p>One mark for correctly identifying one way that religion can affect an individual's identity.</p> <p>Two marks for two correct identifications of two ways that religion can affect an individual's identity.</p> <p>One mark for an accurate explanation of one way that religion can affect an individual's identity or for two partial/under-developed explanations for each point.</p> <p>Two marks for two accurate explanations of two ways that religion can affect an individual's identity.</p> <p>Candidates may approach this question in a general way or may discuss specific examples from particular religions. Either way is fine to credit.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
8	b.	<p>One from:</p> <ul style="list-style-type: none"> • through educational qualifications i.e. going to University and being able to access graduate jobs; • through hard work i.e. putting in the effort required to do better; • through marriage i.e. marrying someone from a higher class; • through your job/the workplace i.e. promotions, pay rises; • through nurturing a talent i.e. practising and training for a football team to improve your skills; • through campaigning and marketing i.e. a political candidate, head girl; • through winning a competition/the lottery i.e. appearing on a TV talent contest and thereby achieving a record contract; • through entrepreneurial skills i.e. setting up your own business; • through social media/the internet i.e. using social networking to raise your virtual profile and thus become successful i.e.vines/you-tube 'stars'; • through celebrity status, raising your profile, being talked about in the media etc; • other reasonable response 	[2]	<p>1 mark for correctly identifying one way that status can be achieved.</p> <p>1 mark for giving a relevant description of one way status can be achieved.</p> <p>ACHIEVED STATUS – earning your own status through hard work, individual effort etc;</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
9.	<p>Candidates may make reference to some of the following ideas in constructing their supporting arguments.</p> <p>Arguments for:</p> <ul style="list-style-type: none"> • Formal agencies of social control have a lot of power and influence and so can make individual's conform; • Formal agencies of control often lead to negative and serious consequences and so encourage individuals to conform e.g. a criminal record; • Formal agencies have the weight of the law behind them and so are upheld by standardised and powerful institutions; • People tend to be afraid of the consequences that formal agencies of social control and so will conform; • Deterrence – can be used generically as a reason for formal social control working or could be linked specifically with a formal agent i.e. police, prisons etc; • Police – have the power of arrest, stop and search powers, police targeting, police labelling etc; • Courts/judiciary – are able to sentence people, determine whether they are guilty or innocent etc; • Government – make and change the law, set the tariffs that courts/police work to, regulators of the other agents etc; • Prison/Penal system – can take away a person's liberty, determine what they can and can't do, rehabilitation, incarceration etc; • Army – can legally use physical force, weapons etc to control individuals and countries; • Social Services – can have a say in family life, determine if children stay with families etc; • Any other reasonable response. 	[12]	<p>A wide range of formal agencies of social control may be referred to or, alternatively, candidates may focus on a smaller number in more detail. Expect discussion of the processes of socialisation and informal agencies of social control in evaluation too.</p> <p>There may be a sense of the influence of any agencies ability to control being dependant on the recipients in the better answers i.e. the police may be particularly influential for younger people.</p> <p>The better answers are likely to focus on specific examples of how individual agencies can control individuals and use associated policies/concepts/examples i.e. police and the power of arrest, prisons ability to deter others from crime etc.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Candidates may make reference to some of the following ideas when evaluating against the claim.</p> <p>Arguments against:</p> <ul style="list-style-type: none"> • Too deterministic - it is possible to go against the agencies of formal social control e.g. riots, protests; • Too generalised – individuals react differently to agencies of formal control, some conform some do not; • If formal agencies were so powerful in making people conform then there would be no need for institutions such as prisons, recidivism rate etc; • Informal control agencies tend to have closer relationships with individuals than formal agencies therefore may be better placed to control; • Informal agencies of social control can be more flexible in how they control individuals and so may prove to be more effective than the generic rules of formal control; • Media – imitation/role modelling/norm referencing - may be very influential - examples such as advertising, violence, sexual images, body image pressures etc; • Religion –impact of religion on a person’s life i.e. beliefs, norms, values, appearance etc may all be more influential than formal agencies; • Education – young people spend an increasing amount of time in education and therefore it must be influential - hidden curriculum, sanctions and rewards, rules and regulations, exclusions etc; • Workplace – rules here control individuals as they want promotions, to keep their jobs, health and safety etc; • Peer group – peer group pressure, exclusion, humiliation, need to conform are all big influences on individuals, particularly younger people; • Family – sanctions, role models, manipulation, canalisation etc all control individuals; • Other reasonable response. <p>NB The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.</p>		<p>Candidates are likely to refer to informal agencies of social control in their evaluative points. However, they may also question the power of the formal agents generically or by referring to specific agents. Socialisation may also be considered in terms of evaluation.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Level 3 9-12 marks</p> <p>Candidates reveal a good knowledge of whether formal agencies of social control make sure that individuals conform to society's expectations and apply a range of examples to the question.</p> <p>The debate is evaluated in a good/effective way.</p> <p>It is likely that you will see sociological concepts, terms and language being used in this band. Good range of ideas and points and/or detail/depth.</p> <p>Likely to see a range of different and specific processes of formal and informal social control referred to here.</p> <p>To reach the top end of the level a conclusion will be needed in order to make the required judgement.</p> <p>Expect a critical and discursive tone in this level of response. Candidates may well recognise that the potential influence of an agent of social control depends on the individual and thus everyone may react differently. This will mean it is hard to generalise about the impact of formal agencies of social control upon conformity.</p>		<p>Level 3: 9-12 marks</p> <p>Knowledge: Candidates are likely to consider a range of different ways formal agencies of social control make sure that individuals conform to society's expectations. A wide range of agencies, processes and examples are likely to be discussed. <i>Typically answers will contain a range of sociological ideas, concepts and language throughout. Answers will be detailed and precise and consider key conceptual and/or theoretical arguments.</i></p> <p>Application: Candidates apply a wide range of relevant evidence and information to the debate in order to critically support substantiated arguments and conclusions in relation to the issues. <i>Typically answers will discuss a range of agencies of formal social control and will consider their influence on individuals and conformity. Alternatively, an in-depth focus on different aspects of one or two formal agencies will be evident.</i></p> <p>Evaluation: Candidates analyse and evaluate in a good/effective way. A judgement will be made as to whether formal agencies of social control make sure that individual's conform to society's expectations. Candidates are likely to recognise that any influence depends on the individual/social group involved. <i>Typically evaluation will consider a range of formal agencies of social control and the specific processes used. Answers must focus directly on the question. At the bottom of the level typically expect a good debate but perhaps without an explicit judgement being made. At the top of the level expect a conclusion and a clear judgement. These should help to clarify and inform the debate and should accompany either a wide range of juxtaposed points or a sustained critical evaluation.</i></p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Level 2 5-8 marks</p> <p>Candidates reveal a basic knowledge of whether formal agencies of social control make sure that individuals conform to society's expectations and apply basic but relevant examples to the question.</p> <p>The debate is evaluated in a basic, straightforward way.</p> <p>Answers in this band will be sociological in focus although specific sociological terms and language may not be used or not used regularly/accurately, particularly lower in the band.</p> <p>Various ways that formal agencies of social control make individual's conform are likely to be referred to here. The specific processes used and their consequences for individuals are unlikely to be focused on in any real depth, however.</p> <p>More than a one sided answer – simple juxtaposition is most likely here (evaluation marks).</p>		<p>Meaning is clear. Complex ideas have been 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.</p> <p>Level 2: 5-8 marks</p> <p>Knowledge: Candidates reveal a basic knowledge of whether formal agencies of social control make sure that individuals conform to society's expectations. <i>Typically answers will contain sociological ideas but without sociological language. Specific details and ideas are likely to be lacking, adopting instead a more general tone of response, but this will be relevant and, at the top end of the level, covered in some detail. Candidates will be clear what is meant by formal agencies of social control.</i></p> <p>Application: Candidates apply basic knowledge and examples to the question. <i>Typically answers will discuss various ways that formal agencies ensure individuals conform. Their effectiveness is likely to be considered in only a basic way or implicitly. The range of points and examples considered are likely to be narrow and/or lacking in detail/development, particularly at the bottom of the level. There may not be a specific focus on processes of social control, considering it more generally instead.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a basic way. <i>Typically, evaluation is likely to be simple and/or under-developed (i.e. for and against juxtaposition). At the top of the level expect points/examples to be clear and relevant and focused on the debate with some sense of their influence and impact.</i></p> <p>Relevant information and evidence is presented and meaning is generally clear. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Level 1 1-4 marks</p> <p>Candidates reveal a limited knowledge of whether formal agencies of social control make sure that individuals conform to society's expectations The debate is evaluated in a limited way, if at all.</p> <p>Answers here may be rooted in common sense rather than specific sociological knowledge.</p> <p>Formal agencies of social control may be misunderstood or unclear – may confuse with informal agencies, for example.</p> <p>Answers may be brief, vague and undeveloped. Likely to lack breadth and depth. May be a simple list or description.</p> <p>Likely to be one sided and/or very simplistic.</p> <p>Remember . . . when deciding upon the final mark to be awarded all three skill areas must be considered when coming to a final decision, using the 'best fit' approach.</p>		<p>Level 1: 1-4 marks</p> <p>Knowledge: Candidates reveal a limited knowledge of whether formal agencies of social control make sure that individuals conform to society's expectations. Answers are likely to be brief and/or descriptive and lacking in relevant focus. <i>Typically answers will have implicit sociological ideas or be based on common sense. Answers are likely to be brief and lacking in range and detail. At the bottom of the level only one point is likely to be made</i></p> <p>Application: Candidates apply limited knowledge and examples to the question. Understanding of the ways formal agencies of social control may lead to conformity may not be made explicit in this level but instead may be discussed inaccurately or without explicit links to the question or with confusion. <i>Typically answers will only discuss social control generally and so will be limited in range and precision. Issues, points, concepts and examples are likely to be dealt with in a simple or list-like way. Specific examples and/or the agencies of formal social control are unlikely to be discussed in a meaningful way. Candidates may talk about socialisation instead of social control – so may only be marginally relevant.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a limited way. <i>Typically evaluation will be narrow or not directly relevant. Likely to be a lack of focus on how much control formal agencies actually have. A one-sided response is likely. Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</i></p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	Section B Total	[30]	

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)		1		1
1(b)		1		1
1(c)		1		1
1(d)		1		1
2		2	2	4
3	4			4
4(a)(i)		1		1
4(a)(ii)		1		1
4(b)		2	2	4
5	5	3	4	12
6	4			4
7(a)	1			1
7(b)	1			1
7(c)	2	2		4
7(d)	1	1		2
8(a)	2	2		4
8(b)	1	1		2
9	5	3	4	12
Totals	26	22	12	60

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