

GCSE

Sociology

General Certificate of Secondary Education

Unit **B671**: Sociology Basics

Mark Scheme for June 2014

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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.

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Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	correct point
	incorrect point
	unclear
	development
	example/reference
	evaluation
	justification
	knowledge and understanding
	not answered question
	context
	repeat
	vague
	benefit of the doubt
	benefit of doubt not given

Question		Answer	Mark	Guidance
1	(a)	True	[1]	
	(b)	False	[1]	
	(c)	True	[1]	
	(d)	True	[1]	
2		<p>Two from:</p> <ul style="list-style-type: none"> All the participants were sixth form A Level students so not a representative sample of all young people in the UK All the participants were from one sixth form institution so not a cross-sectional sample of all sixth form students let alone all young people in the UK Only 20 participants were young people therefore a small sample size – can't generalise from this The research was completed in Hull/one area therefore may not be representative of all young people in the UK living in different areas Sampling technique was systematic which is unlikely to provide a representative sample of young people A sample where 50% of the 40 questioned were older people makes the study less useful for researching all young people Other reasonable response. 	[4]	<p>One mark for correct identification of a reason why the research in source A might not be useful</p> <p>Two marks for two correct identifications of reasons why the research in source A might not be useful</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>Four marks maximum</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.</p> <p>If the first explanation is 'it may not be representative' and the second is exactly the same ie 'it may not be representative' do not double credit.</p> <p>A specific reference to the source needs to be made to be credited.</p>

Question	Answer	Mark	Guidance
3	<p>Advantages: Two from:</p> <ul style="list-style-type: none"> • Useful for reaching a large number of people as they can just be handed out or posted = wide range of opinions • A relatively cheap research method • A relatively quick and easy research method • Asks the same standardised questions to all the respondents, so good for comparability • Good for reliability • Often people will reply to embarrassing questions more truthfully in a questionnaire because it is not face-to-face research • If anonymous, questionnaires are often thought to produce greater validity as respondents are more likely to tell the truth • They provide quantitative data (closed questions) that can easily be turned into statistics • Closed questions are relatively easy to quantify to find out trends and patterns and/or to be able to make comparisons • Other reasonable response <p>Disadvantages: Two from:</p> <ul style="list-style-type: none"> • Often people can't be bothered to send a questionnaire back so the response rate can be low • It is difficult to go in depth in a questionnaire (often lots of closed questions) so you can't really find out about views and opinions • Often not taken seriously, respondents rush their answers, hinders validity • You can never be sure that the correct person answers the questionnaire • If there is no researcher present, questions may be misunderstood or misinterpreted by the respondent 	[4]	<p>One mark for one correct description of an advantage. 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.</p> <p>NB – be wary of answers that throw reliable and valid together in the same section as this doesn't show understanding of the advantage/disadvantage and so unless explained shouldn't be credited.</p> <p>Do not credit an answer that only says something like 'gets quantitative data' – this on its own isn't an advantage.</p> <p>One mark for one correct description of a disadvantage. 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.</p> <p>NB – be wary of answers that throw reliable and valid together in the same section as this doesn't show understanding of the advantage/disadvantage and so unless</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • Respondents may not be able to read the questionnaire and thus be unable to answer it • Respondents can easily lie or 'stretch the truth' on a questionnaire, no way of checking the accuracy • Closed question questionnaires lack validity • Other reasonable response. 		<p>explained shouldn't be credited.</p> <p>Do not credit an answer that only says something like 'no qualitative data' – this on its own isn't a disadvantage, it needs to say a little bit more i.e. 'so lacks detail'.</p>
4	(a)	(i)	[1]	
		(ii)	[1]	One mark for the correct identification of the conclusion of the research. Don't worry unduly if the exact wording isn't used or if the entire conclusion isn't there (it's quite a long conclusion) but there must be sufficient 'closeness' to reward.
	(b)	<p>Two from:</p> <ul style="list-style-type: none"> • The researcher admits to being very anti-drugs, this could lead to interviewer effect/bias in the questioning and conversation and in their body language • There may be issues of social desirability in the respondents answers due to the researchers strong views on drugs and their wanting to please him/her • Conducting the interviews in a teachers office in school is a formal setting that may not encourage the respondents to open up and tell the truth on this sensitive topic area • Having a teacher present during the interviews is likely to reduce the validity of the data gathered as students will be unlikely to admit the truth when a member of authority is present • Will the respondents tell the truth about their drug taking habits if asked? Sensitive topic area so question accuracy • The researcher did not write the findings up afterwards so issues of memory recall 	[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 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>Four marks maximum</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. Answers that focus on representativeness and /or generalisability should not be credited.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • The researcher could have been selective/biased in the conclusions drawn, particularly with their strong anti-drugs opinions • Respondents were asked for their names in the research which may have worried them and so led to them not telling the truth – ethics • Recording the respondents answers onto a mobile phone may have made them feel uncomfortable and so discouraged them from telling the full truth • The researcher was a GCSE student and therefore not a trained professional, mistakes could therefore have been made • Other reasonable response. 		
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. Possible types of subcultures referred to may be leisure, youth, religious, criminal etc. The young people could be accessed through school/college/friendship groups etc.</p> <p>Possible types of evidence:</p> <ul style="list-style-type: none"> • Official and other statistics (on young people's membership of different subcultures) 	[12]	<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 choice of method (eg why a structured interview not an unstructured one) can be credited, however limitations of the chosen methods are not creditworthy in isolation.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Previous sociological and other research on young people and subcultures eg Clarke, Hodkinson, Willis etc • Media materials eg social networking sites, music magazines, blogs, forums, TV documentaries etc • Diaries eg of young peoples reasons for joining subcultures and their experiences of them • Other suitable evidence. <p>Candidates may also operationalise and/or contextualise key terms from the hypothesis within the response, i.e. 'young people'; 'subcultures'; and 'rebel'.</p> <p>Possible Sampling Points:</p> <ul style="list-style-type: none"> • The group to be studied • The size of sample • The type of sample • The composition of the sample • Access to the sample • Other relevant sampling points. 		<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>

Question	Answer	Mark	Guidance
	<p>Level 3 (9–12) marks Candidates reveal a good knowledge of appropriate research methods and evidence and explain and justify these in a good way in the context of the investigation.</p> <p>You will probably be expecting full and detailed answers here that use sociological language (quantitative, ethics etc) and concepts (validity, reliability etc) and discuss two primary methods plus secondary evidence.</p> <p>The focus area 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. Conceptual answers are likely.</p>		<p>Level 3 Methods and Evidence: 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 method. Typically an 11-12 mark answer will give additional information for both primary methods and evidence ie a full response. This needs to be on both sampling and method. 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 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>

Question	Answer	Mark	Guidance
	<p>Level 2 (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.</p> <p>There will be more than just description to score in this band ie some justification – however brief – of why particular methods/evidence/samples have been used for the investigation. This may be done via a discussion of weaknesses/problems with other methods/evidence/samples</p>		<p>Level 2</p> <p>Methods and Evidence: Typically a 5-6 mark answer will refer to two relevant 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 ie using a few sociological terms to describe some relevant choice of samples (ie stratified by age and gender) or giving some extra methodological details (ie 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.</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. 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	Answer	Mark	Guidance
	<p>Level 1 (1–4) marks 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. You may see lists.</p> <p>The focus of the investigation is unlikely to be focused on in candidates' answers. Likely to be very general.</p> <p>Justification is unlikely in this band.</p> <p>Any essays about subculture and rebellion with no focus on the methods and evidence used to investigate = 0 marks.</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 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 with little context.</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]	

Question		Expected Answer	Mark	Guidance
		Section B – Key Concepts in Sociology		
6		<p>Norms – The unwritten rules of society that lead to acceptable behaviour</p> <p>Ascribed status –The social position people are born into; this is fixed and difficult to change</p> <p>Masculinity – Acting in a way that society sees as typically male behaviour</p> <p>Secondary socialisation – Learning that takes place during later childhood and continues into adulthood</p>	[4]	Candidates will make errors on this question so do please check carefully.
7	(a)	<ul style="list-style-type: none"> • Mass media/media ; • Education ; • Workplace ; • Family ; • Religion ; • Other reasonable response. 	[1]	Terms such as parents, friends etc should not be credited.

Question		Expected Answer	Mark	Guidance
7	(b)	<p>Two from:</p> <ul style="list-style-type: none"> • Positively – members are encouraged to conform to positive behaviours in the peer group, i.e. arriving at work on time is rewarded with praise; • Negatively – members are encouraged to conform to negative behaviours in the peer group, i.e. smoking amongst young people; • Peer group pressure – trying to pressurise the person to conform to the group's norms and values; • Imitation – the behaviour of others in the peer group is copied i.e. being cheeky to the teacher, to gain status; • Role modelling – those with high status in the peer group are looked up to by others, i.e. gang initiation ceremonies to make members conform; • Negative sanctions such as exclusion from the group may be used to encourage conformity ; • Positive sanctions such as rewards or praise or inclusion may be used to encourage conformity ; • Shared activities i.e. listening to the same style of music/taking drugs etc ; • Similar clothing and style i.e. the Punk uniform of safety pins, mohicans etc ; • Other reasonable response. 	[4]	<p>One mark for a correct identification of one way the peer group try to make its members fit in. Two marks for two correct identifications of two ways the peer group try to make its members fit in. One mark for an accurate explanation of one way the peer group try to make its members fit in or for two partial/under-developed explanations for each point Two marks for two accurate explanations of two ways the peer group try to make its members fit in. Four marks maximum.</p> <p>PEER GROUP – groups of people who share a similar social status and position in society, such as people of similar age, outlook or occupational status.</p> <p>NB – candidates may consider either positive or negative ways in their response, or a combination of both. NB – answers which say the same thing twice but in a different way should not be doubly rewarded.</p> <p>Conformity on its own is not a way of making members fit in, it is the end result desired i.e. the fitting in.</p>
8	(a)	<p>Possible female stereotypes :</p> <ul style="list-style-type: none"> • Sex symbol ; • Mother ; • Housewife ; • Passive ; • Caring ; • Gentle ; • Emotional ; • Bad driver ; • Lacking in power ; • Home centred ; 	[2]	<p>This is an 'identify' question so no description or explanation is needed or expected.</p> <p>A one word answer, if correct, is sufficient for the mark.</p> <p>Expect to see a wide range of answers that can be accepted here. As long as the candidate demonstrates understanding of what a female stereotype is in their response then please credit, this may well be quite simplistic but this is fine to credit in an 'identify' question.</p>

Question		Expected Answer	Mark	Guidance
		<ul style="list-style-type: none"> • Dominated by men ; • Pre-occupied with physical appearance/looking good ; • Heterosexual ; • Girly/feminine ; • Other reasonable response. 		
8	(b)	<p>Typical values :</p> <ul style="list-style-type: none"> • Educational success ; • Privacy ; • Respect for human life ; • Equality ; • Democracy/freedom ; • Diversity ; • Working hard ; • Consumption/material goods ; • Money/material possessions ; • Honesty and truth ; • Tolerance ; • Respect for elders ; • Helping the poor/charity work ; • Fairness/justice; • Family life ; • Happiness/love ; • Good manners/politeness ; • Religious beliefs/traditions ; • Other reasonable response. <p>The description should demonstrate how the value is shown in society. For example, 'Educational success - shown by increasing numbers of young people staying on in non-compulsory education and/or paying for university fees' or 'Educational success- students work hard to gain qualifications as these are thought to be important'.</p>	[2]	<p>1 mark for correctly identifying one value held in the UK today.</p> <p>1 mark for giving a relevant description of one value held in the UK today.</p> <p>This is a 2 mark 'identify and describe' question so there is no expectation for lengthy detail or explanation in the candidates answer. A description, however, must be more than a one word answer.</p> <p>NB – there is likely to be a wide variation in ideas for a 'value' that can all be credited here. The important thing is that candidates recognise that a value is a general guideline for conduct ; a belief that something is desirable and worth striving for. Do not credit norms i.e. 'queuing', 'eating with a knife and fork' etc, however norms can be used to help describe the identified value.</p>

Question		Expected Answer	Mark	Guidance
8	(c)	<p>One formal agency from:</p> <ul style="list-style-type: none"> • Police – have the power of arrest, an official agency based on laws and rules etc ; • Courts – determine whether a person is innocent or guilty, an official agency based on laws and rules with the power to sentence people ; • Prison – can take away a person's freedom and control everyday actions such as when and what to eat, when to shower etc ; • Government – make the laws and delegate responsibility and powers to other organisations such as the police ; • Army – can use physical force to control people. • Other reasonable response. 	[2]	<p>1 mark for correctly identifying one agent of formal social control.</p> <p>1 mark for giving a relevant description of one agent of formal social control-this could say something about how/why this agency works, for example.</p> <p>Do not credit any informal agents of social control i.e. the family, education, media etc.</p>
8	(d)	<p>Two from:</p> <ul style="list-style-type: none"> • Positive sanctions – rewards for acting in a gender appropriate manner ; • Negative sanctions – when a child is punished for not acting in a gender appropriate manner ; • Manipulation – parents encourage children to behave in a way that is seen to be appropriate for their gender ; • Canalisation – parents give children gender specific goods that are considered the norm for their gender i.e. dolls for girls, toy cars/guns for boys ;; • Verbal appellations – language based i.e. 'good girl', 'naughty boy' etc • Language – giving nicknames that are appropriate for a particular gender i.e. 'brave little soldier'; • Imitation/role models - children copy the roles and behaviours of their parents, seen as gender norms. This could also be through media watched in the family at home ; • Deliberate instruction – to control gender identities ; • Other reasonable response. 	[4]	<p>One mark for a correct identification of one way the family socialises children into their gender identities.</p> <p>Two marks for two correct identifications of ways the family socialises children into their gender identities.</p> <p>One mark for an accurate explanation of one way the family socialises children into their gender identities or for two partial/under-developed explanations or descriptions for each point.</p> <p>Two marks for two accurate explanations of ways the family socialises children into their gender identities.</p> <p>NB – the candidates must focus on gender socialisation in their answer, a response generally about socialisation can score a maximum of 2 marks.</p> <p>You may see some confusion between the precise definitions of manipulation and canalisation. Don't penalise candidates for this, just look to see that there are two different ways identified and explained successfully.</p>

Question			Expected Answer	Mark	Guidance
					<p>Candidates should be showing how/why the two identified points socialise children into their gender identities for full marks (4) i.e. 'verbal appellations like calling boys brave little soldiers to encourage masculine behaviour and saying my princess to girls which encourages the value of looking good'.</p>

Question	Expected Answer	Mark	Guidance
9	<p>A wide range of agencies of socialisation may be referred to here or, alternatively, candidates may focus on negative sanctions and positive rewards within one agent in more detail or more generally. The sanction or reward discussed may be considered across different agencies and contexts.</p> <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"> • Punishment evokes fear in people so we all try and avoid it, i.e. deterrence/fear of being sent to prison; • Religion- the fear of being sent to hell or letting your family down prevents bad behaviour ; • Media representations/moral panics over the consequences of bad behaviour encourage people to conform and behave appropriately i.e. court trials ; • Media censorship – for example the sackings of Jonathan Ross and Russell Brand by the BBC sent out a clear message about expected standards ; • Workplace – sackings, warnings, redundancy, pay cuts etc all help keep workers ‘in line’ ; • Family – punishments such as groundings, naughty step etc make people conform ; • Peers-use techniques such as negative peer pressure, exclusion etc to make members conform; • Prison – criminal offences may continue until a person is removed from society ; • Education – detentions, letters home, isolation, exclusion – all serve to lessen bad behaviour ; • War – the ultimate negative sanction used by the Government in order to maintain law and order ; • Police powers against strikers/rioters/protesters etc all aim to ensure conformity ; 	[12]	<p>NB The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.</p>

Question	Expected Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Any other reasonable response <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"> • Candidates may consider how effective the negative sanctions they choose to discuss actually are and thus question their ability to make people behave appropriately e.g. creation of anti-school subcultures, most lawbreakers never arrested etc ; • Positive sanctions/rewards may be seen to be more effective than negative – we all respond well to praise ; • Media – seeing good behaviour and the rewards this brings encourages people to behave well (imitation/role modelling/norm referencing) ; • Family – sticker charts, treats, money, rewards are all likely to encourage good behaviour ; • Peers – may use positive reinforcement, positive peer pressure, praise, role modelling etc to encourage conformity ; • Religion – positive words, beliefs about entering heaven as a reward for ‘being good’ etc, may well be stronger than negative sanctions in preventing bad behaviour ; • Education – praise, positive contact with home, treat trips, good grades are all likely to encourage good behaviour – indeed schools now use more rewards than ever in an attempt to improve student behaviour ; • Workplace – pay rise, positive reviews, promotions etc are all likely to encourage conformity ; • Other reasonable response 		

Question		Expected Answer	Mark	Guidance
		<p>Level 1</p> <p>1-4 marks</p> <p>Candidates reveal a limited knowledge of whether negative sanctions are more effective than positive rewards at making people behave in an acceptable way.</p> <p>The debate is evaluated in a limited way.</p> <p>Answers here may be rooted in common sense rather than specific sociological knowledge.</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>Level 1: 1-4 marks</p> <p>Knowledge: Candidates reveal a limited knowledge of whether negative sanctions are more effective than positive rewards at making people behave in an acceptable way. Answers are likely to be brief and/or descriptive and lacking in 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.</i></p> <p>Application: Candidates apply limited knowledge and examples to the question. Understanding of negative sanctions and positive rewards may not be made explicit in this level but instead discussed generally, inaccurately or with confusion. <i>Typically answers will only discuss negative sanctions or positive rewards and so will be limited in range. Issues, points, concepts and examples are likely to be dealt with in a simple or list-like way. Specific examples of sanctions and/or rewards may not be discussed.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a limited way. <i>Typically evaluation will be narrow or not directly relevant. Candidates may refer to only negative sanctions or positive rewards. A one-sided response is likely.</i></p> <p>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 in spelling punctuation and grammar of which some may be noticeable and intrusive.</p>

Question		Expected Answer	Mark	Guidance
		<p>Level 2 5-8 marks</p> <p>Candidates reveal a basic knowledge of whether negative sanctions are more effective than positive rewards at making people behave in an acceptable way and apply limited examples to the question.</p> <p>The debate is evaluated in a basic way.</p> <p>Answers in this band will be sociological in focus although specific sociological terms and language may not be used.</p> <p>Various agents of socialisation are likely to be referred to here. The effectiveness of negative sanctions and positive rewards are unlikely to be focused on in any real depth.</p> <p>More than a one sided answer – simple juxtaposition most likely here.</p>		<p>Level 2: 5-8 marks</p> <p>Knowledge: Candidates reveal a basic knowledge of whether negative sanctions are more effective than positive rewards at making people behave in an acceptable way. <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.</i></p> <p>Application: Candidates apply basic knowledge and examples to the question. <i>Typically answers will discuss both negative sanctions and positive rewards and their effectiveness will be considered in a basic way. The range of agencies of socialisation and examples of positive rewards and negative sanctions considered are likely to be narrow and/or lacking in detail.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a basic way. <i>Typically, evaluation is likely to be simple (ie for and against juxtaposition). At the top of the level expect points to be clear and relevant and focused on the debate.</i> 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	Guidance
		<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.</p> <p>Likely to see a range of different agents referred to here when discussing rewards and sanctions.</p> <p>Candidates in this band will assess whether negative sanctions are more effective than positive rewards or not. To reach the top end of the band a conclusion will be needed in order to make the required judgement.</p> <p>Expect a critical tone in this level of response.</p>		<p>Level 3: 9-12 marks Knowledge: Candidates reveal a good knowledge of whether negative sanctions are more effective than positive rewards. Candidates are likely to consider a range of different agents of socialisation or one agent in detail. A wide range of positive rewards and negative sanctions will be discussed.</p> <p><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.</p> <p><i>Typically answers will discuss a range of agencies of socialisation and will consider the effectiveness of their use of negative sanctions and positive rewards through these. Alternatively, an in-depth focus on different aspects of one agent of socialisation will be evident.</i></p> <p>Evaluation: Candidates analyse and evaluate in a good/effective way. A judgement will be made whether negative sanctions are more effective than positive rewards to make people behave in an acceptable way. Candidates are likely to recognise that effectiveness depends on both the situation and the individual involved i.e. is context specific.</p> <p><i>Typically evaluation will consider a range of agencies of socialisation and positive rewards and negative sanctions in the light of the question. Answers must focus directly on whether negative sanctions are more effective than positive</i></p>

Question		Expected Answer	Mark	Guidance
		<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><i>rewards in ensuring acceptable behaviour. 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 on effectiveness. These should help to clarify and inform the debate and should accompany either a wide range of juxtaposed points or a sustained critical evaluation. Judgements may well be within the main body of the essay as well as at the end.</i></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>
		Section B Total	[30]	

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