

**GCSE**

**Sociology**

General Certificate of Secondary Education

Unit **B671**: Sociology Basics

**Mark Scheme for June 2015**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.
















Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## 1. 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		Expected Answer	Mark	Rationale/Additional Guidance
1		Using SOURCE A to help you, state whether the following statements (A-D) are TRUE or FALSE.		
	(a)	Boys asked more questions than girls in Source A. <b>TRUE</b>	[1]	One mark for the correct identification
	(b)	The data gathered from Source A was quantitative. <b>TRUE</b>	[1]	One mark for the correct identification
	(c)	The hypothesis was found to be correct in Source A. <b>FALSE</b>	[1]	One mark for the correct identification
	(d)	Primary data was gathered from Source A. <b>TRUE</b>	[1]	One mark for the correct identification

Question	Expected Answer	Mark	Rationale/Additional Guidance
2	<p><b>Two from:</b></p> <ul style="list-style-type: none"> <li>• All the participants were Year 8 students so not a representative sample of all school students, different aged students will be likely to act differently;</li> <li>• The only lesson observed was History, students may behave differently in different lessons therefore not representative;</li> <li>• Only one lesson was observed therefore a small sample size – can't generalise from this as the sample of school students isn't cross-sectional;</li> <li>• The research was conducted in Blackpool, students in one part of the country will not necessarily be the same as those in other parts – not representative;</li> <li>• The research was conducted in just one school, therefore not typical of all school students in different schools;</li> <li>• Other reasonable response.</li> </ul>	[4]	<p><b>One mark</b> for correct identification of a reason why the research in source A might not be useful</p> <p><b>Two marks</b> for two correct identifications of reasons why the research in source A might not be useful</p> <p><b>One mark</b> for an accurate explanation of why this research may not be useful or for two partial/under-developed explanations for each point</p> <p><b>Two marks</b> for two accurate and different explanations of why the research may not be useful</p> <p><b>Four marks maximum</b></p> <p><b>NB:</b> This answer is assessing issues of <b>representativeness and generalisability</b>, 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 simply 'it may not be representative' and the second is exactly the same ie just 'it may not be representative' do not double credit.</p> <p><b>A specific reference to the information in Source A needs to be made to be credited e.g. small sample is too general, one school/year or Year 8 only is fine.</b></p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
3	<p><b>Advantages : Two from:</b></p> <ul style="list-style-type: none"> <li>• The researcher gets to see what is going on with his/her own eyes so data collected should be accurate/primary research;</li> <li>• The researcher is detached from the research subjects meaning they are less likely to be influenced by any emotions or feelings and so can remain objective;</li> <li>• They often provide quantitative data (tally charts/grids) that can easily be turned into statistics and used to identify trends and patterns and/or make comparisons;</li> <li>• If a grid style NPO gathering quantitative data, it is good for reliability if the categories are clearly operationalised;</li> <li>• If covert, the researcher can be confident that what they are seeing is natural behaviour – good for validity;</li> <li>• If overt, everything is out in the open and thus no ethical issues are involved i.e. no deception;</li> <li>• They may produce qualitative data if notes are being taken, meaning a lot of depth and detail can be gained;</li> <li>• Less time-consuming than other methods such as participant observation;</li> <li>• Other reasonable response.</li> </ul> <p><b>Disadvantages : Two from:</b></p> <ul style="list-style-type: none"> <li>• With NPO the researcher always remains an outsider so how can they really claim to know and understand what's going on?;</li> <li>• It is difficult to go into depth in a quantitative method so you can't really find out about views and opinions – a validity issue ;</li> <li>• If completed covertly, ethical issues may arise;</li> <li>• If completed overtly, research subjects may change their behaviour and thus compromise validity – observer/Hawthorne effect;</li> <li>• If categories in an observational grid have not been clearly operationalized then different researchers</li> </ul>	[4]	<p><b>Non-participant observation :</b> where a researcher watches a group without getting involved in what they are doing.</p> <p><b>One mark</b> for one correct description of an advantage.  <b>Two marks</b> 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>Watch out for wholly generic answers such as ‘it is time consuming’, ‘it is cheap’ ‘it is valid’ etc – the answer needs to be linked to observation to be credited (this also applies to the disadvantages).</p> <p><b>One mark</b> for one correct description of a disadvantage.  <b>Two marks</b> 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>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>may understand them differently - lacks reliability;</p> <ul style="list-style-type: none"><li>• Data may be missed in an observation that relies on one person's eyes therefore not as accurate;</li><li>• Researcher may be biased and/or lack objectivity;</li><li>• Other reasonable response.</li></ul>		<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.</p>

Question			Expected Answer	Mark	Rationale/Additional Guidance
4	(a)	(i)	TV/TV news or news/newsletter	[1]	<b>One mark</b> for the correct identification.
		(ii)	<ul style="list-style-type: none"> <li>• Didn't tell Gran she was going to write the research findings up later – hasn't got permission/consent;</li> <li>• If the researcher names her Gran when the findings are put into the newsletter then this compromises issues of confidentiality/anonymity;</li> <li>• The researcher's Gran might feel uncomfortable or embarrassed if her thoughts and memories are written up, this isn't ethical;</li> <li>• Vulnerable group due to age (older person) – sensitive issue;</li> <li>• No debriefing of Gran afterwards;</li> <li>• Other reasonable response.</li> </ul>	[1]	<p><b>One mark</b> for the correct identification of an ethical issue found in Source B.</p> <p>Remember this is only an 'identify' question so answers such as 'no consent', 'might be embarrassed' etc are fine to credit.</p>
	(b)		<p><b>Two from:</b></p> <ul style="list-style-type: none"> <li>• Will Gran tell the truth about her behaviour and attitude at school to her Granddaughter? (personal relationship) Elements of social desirability?;</li> <li>• Gran's memories of school are unlikely to be true so many years later; things will have been forgotten; retrospective bias;</li> <li>• Gran is unlikely to be objective in what she says – the idea that teachers 'picked on her' is not fact, it's opinion based and likely to be biased/subjective;</li> <li>• The researcher did not take any notes during the conversation so issues of memory recall lessen validity, things are likely to be omitted;</li> <li>• The researcher could have been selective/biased in the conclusions drawn – <b>adapted</b> source so not the full picture here;</li> <li>• Media materials (TV news) are likely to be biased/selective/exaggerated in their reporting so question the validity of their claims/no source provided for their claim;</li> <li>• Other reasonable response.</li> </ul>	[4]	<p><b>One mark</b> for a correct identification of a reason why the evidence in source B might not be accurate</p> <p><b>Two marks</b> for two correct identifications of reasons why the evidence in source B might not be accurate</p> <p><b>One mark</b> for an accurate explanation of why this evidence may not be accurate or for two partial/under-developed explanations for each point</p> <p><b>Two marks</b> for two accurate and different explanations of why this evidence may not be accurate</p> <p><b>Four marks maximum</b></p> <p><b>NB-</b> 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.</p> <p><b>Answers that focus on representativeness and /or generalisability should not be credited.</b></p>



Question	Expected Answer	Mark	Rationale/Additional Guidance
5	<p>Candidates may identify the following:</p> <p><b>Possible Methods:</b></p> <ul style="list-style-type: none"> <li>• Interviews</li> <li>• Questionnaires</li> <li>• Surveys</li> <li>• Observation</li> <li>• Participant Observation</li> <li>• Content Analysis</li> <li>• Case Studies</li> <li>• Longitudinal Studies</li> <li>• Other suitable method</li> </ul> <p><b>NB – these would need to be explained and justified in the context of the investigation, ‘younger students enjoy school more than older students’. The young people could be accessed through school/college/friendship groups etc. There would need to be an element of comparability within the research plan to address the comparison of younger and older students within the hypothesis. This should be seen in the sampling methods chosen.</b></p> <p><b>Possible types of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Official and other statistics (on younger and older student’s enjoyment of school);</li> <li>• Previous sociological and other research on enjoyment of education eg Clarke, Hodkinson, Willis etc ;</li> <li>• Media materials e.g. social networking sites, magazines, blogs, forums, TV documentaries, newspapers etc ;</li> <li>• Diaries/social network entries eg of younger and older students experiences and enjoyment of school;</li> <li>• Historical documents that explore and report on enjoyment of school for different aged students;</li> </ul>	[12]	<p>If only <b>one</b> of the three methods/evidence required in the question is covered- maximum of 4 marks.</p> <p>If only <b>two</b> 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 (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	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>• Other suitable evidence.</li> </ul> <p>Candidates may also operationalise and/or contextualise key terms from the hypothesis within the response, i.e. 'younger students'; 'older students'; and 'enjoy'.</p> <p><b>Possible Sampling Points :</b></p> <ul style="list-style-type: none"> <li>• The group to be studied ;</li> <li>• The size of sample ;</li> <li>• The type of sample ;</li> <li>• The composition of the sample ;</li> <li>• Access to the sample ;</li> <li>• Other relevant sampling points.</li> </ul> <p><b>Level 3 9-12 marks</b></p> <p>Candidates reveal a <b>good</b> 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/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. Conceptual answers are likely.</p>		<p><b>Level 3 Methods and Evidence:</b></p> <p>Typically a <b>9-10 mark</b> 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 <b>11-12 mark</b> answer will give additional information for both primary methods and evidence i.e. 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><b>Context:</b> 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><b>Explain and Justify:</b> 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. 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	Expected Answer	Mark	Rationale/Additional Guidance
	<p><b>Level 2</b> <b>5-8 marks</b></p> <p>Candidates reveal a <b>basic</b> 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><b>Level 2</b> <b>Methods and Evidence:</b></p> <p>Typically a <b>5-6 mark</b> answer will refer to two relevant primary methods and samples and one relevant piece of evidence. Typically a <b>7-8 mark</b> 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><b>Context:</b> 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><b>Explain and Justify:</b> 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 <b>6 marks</b>. If two relevant methods/piece of evidence are justified/explained v(although three will typically be described) score max <b>8 marks</b>.</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><b>Level 1</b> <b>1-4 marks</b></p> <p>Candidates reveal a <b>limited</b> 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 candidate's answers. Likely to be very general responses. Justification is unlikely in this band.</p> <p>Any essays about students enjoyment of school with <b>no focus</b> on the methods and evidence used to investigate this = 0 marks.</p> <p><b>NB- The 'best fit' approach will need to be used when assessing the overall quality of a candidate's response in this question.</b></p>		<p><b>Level 1</b> <b>Methods and Evidence:</b></p> <p>Typically a <b>1-2 mark</b> answer will refer to only one relevant method and sample or piece of evidence. A <b>3-4 mark</b> 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><b>Context:</b> Typically answers will make little reference to the specific area of investigation and will thus be a general response with little context.</p> <p><b>Explain and Justify:</b> 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>
	<b>Section A Total</b>	<b>[30]</b>	

## Section B – Key Concepts in Sociology

Question		Expected Answer	Mark	Rationale/Additional Guidance																				
6		<p><b>Multiple roles</b> – playing more than one part in society</p> <p><b>Negative sanction</b> – punishments used to prevent unacceptable behaviour</p> <p><b>Formal social control</b> – written rules and laws enforced by powerful agents</p> <p><b>Status</b> – the amount of prestige a person's position in society gives them</p>	[4]	<p>1 mark for each correctly matched concept/ definition.</p> <p>4 marks maximum.</p> <p><b>NB – please exercise vigilance when marking this question, don't presume the candidates will have got it right.</b></p>																				
7	(a)	<b>Housewife</b>	[1]	A one word answer is fine here as it's an 'identify' question.																				
	(b)	<table border="0"> <tr> <td><b>MALE</b></td> <td><b>FEMALE</b></td> </tr> <tr> <td>Provider;</td> <td>Carer;</td> </tr> <tr> <td>Hero;</td> <td>Sex symbol;</td> </tr> <tr> <td>Protector;</td> <td>Emotional;</td> </tr> <tr> <td>Breadwinner;</td> <td>Mother;</td> </tr> <tr> <td>Unemotional;</td> <td>Office work;</td> </tr> <tr> <td>Hands on/DIY;</td> <td>Weak/fragile;</td> </tr> <tr> <td>Manual worker;</td> <td>Part time work;</td> </tr> <tr> <td>Businessman;</td> <td>Poor driver;</td> </tr> <tr> <td>Other reasonable response.</td> <td>Other reasonable response.</td> </tr> </table>	<b>MALE</b>	<b>FEMALE</b>	Provider;	Carer;	Hero;	Sex symbol;	Protector;	Emotional;	Breadwinner;	Mother;	Unemotional;	Office work;	Hands on/DIY;	Weak/fragile;	Manual worker;	Part time work;	Businessman;	Poor driver;	Other reasonable response.	Other reasonable response.	[1]	Male or female stereotypes can be identified here. A wide range of possible answers can be given, please credit as long as the gender identity is explicitly referred to and is stereotypical e.g. 'body builder' do not credit, 'male body builder' do credit.
<b>MALE</b>	<b>FEMALE</b>																							
Provider;	Carer;																							
Hero;	Sex symbol;																							
Protector;	Emotional;																							
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Businessman;	Poor driver;																							
Other reasonable response.	Other reasonable response.																							
7	(c)	<p><b>Two from:</b></p> <ul style="list-style-type: none"> <li>Appearance – more choice and diversity for both males and females in the styles and colours of clothing and accessories considered 'normal' for their gender/increasing convergence. For example – guyliner, manbag, female trouser suits etc (new man);</li> </ul>	[4]	<p><b>One mark</b> for a correct identification of one way that gender norms have changed.</p> <p><b>Two marks</b> for two correct identifications of two ways that gender norms have changed.</p> <p><b>One mark</b> for an accurate explanation of one way that gender norms have changed or for two partial/under-developed explanations for each point</p>																				

Question		Expected Answer	Mark	Rationale/Additional Guidance
		<ul style="list-style-type: none"> <li>• Work – females are increasingly found in the workplace often in high status and high paid jobs. Males often found doing typical ‘feminine’ jobs and vice versa;</li> <li>• Independence – females increasingly freer and more independent which will affect many of their gender norms such as arranged marriages, roles etc;</li> <li>• Home – more evidence of joint conjugal roles meaning there is less division between tasks in the home that are for ‘males’ and those for ‘females (eg house-husbands)’;</li> <li>• Family – more male involvement with childcare and other caring roles in the family/less female involvement as outside agencies such as nurseries take over some of the functions;</li> <li>• Behaviour – less difference between male and female behaviour i.e. ladettes, time spent on leisure, time spent with friends socialising, sport, the pub etc;</li> <li>• Attitudes – blurring boundaries between how males and females think in terms of careers, ambitions, having children, getting married, sexual relationships etc;</li> <li>• Sexuality – it is increasingly ‘normal’ and accepted to see both males and females in same sex relationships. The presumption that a man shall marry a woman is less pronounced;</li> <li>• Other reasonable response.</li> </ul>		<p><b>Two marks</b> for two accurate explanations of two ways that gender norms have changed. <b>Four marks maximum.</b></p> <p><b>GENDER NORM</b> – the unwritten rules of society that determine acceptable behaviour for males and/or females in society.</p> <p><b>NB</b> – candidates may consider either male or female gender norms in their response, or a combination of both.</p> <p><b>NB</b> – a wide range of possible responses will need to be credited here.</p> <p>Norms and gender will need to be linked in order for candidates to score more than one mark per identification/explanation. The element of <b>change</b> needs to come through clearly in the answer to be fully rewarded i.e. a movement/comparison often signalled by words such as ‘nowadays’, ‘this has changed...’. ‘whereas now...’, ‘now much more acceptable...’ etc.</p>
7	(d)	<p><b>Two from:</b></p> <ul style="list-style-type: none"> <li>• [Family, primary socialisation] – imitation, manipulation, canalisation, verbal appellations, role modelling, sanctions and rewards, deliberate instruction, language, toys;</li> <li>• [Education, secondary socialisation] – imitation, role modelling, hidden curriculum, labelling, stereotyping,</li> </ul>	[4]	<p>Candidates are likely to access this question via an agent of socialisation – the agent however is not the way, a process needs to be referred to here to be rewarded e.g. peer pressure, manipulation etc.</p> <p><b>One mark</b> for a correct identification of one way that individuals are socialised into their gender identities.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>self-fulfilling prophecy, activities, subject choice, different lessons, sanctions and rewards, teacher behaviour, careers advice, deliberate instruction;</p> <ul style="list-style-type: none"> <li>• [Peer group, secondary socialisation] – peer pressure, fitting in, conformity, sanctions and rewards, imitation, language;</li> <li>• [Mass media] – imitation, stereotyping, role modelling, gendered content, images, language, children’s TV programmes/websites/interactive games;</li> <li>• [Workplace] – sanctions and rewards, type of job, income, status, full/part time, role modelling, roles;</li> <li>• [Religion] – norms, values, beliefs, holy books, roles, key holy figures, dress, expectations, behaviour;</li> <li>• Other reasonable response.</li> </ul>		<p><b>Two marks</b> for two correct identifications of two ways that individuals are socialised into their gender identities.</p> <p><b>One mark</b> for an accurate explanation of one way that individuals are socialised into their gender identities or for two partial/under-developed explanations for each point</p> <p><b>Two marks</b> for two accurate explanations of two ways that individuals are socialised into their gender identities.</p> <p><b>Four marks maximum.</b></p> <p><b>GENDER IDENTITY</b> – how we think about ourselves and how others think of us in terms of being masculine or feminine.</p> <p><b>SOCIALISATION</b> – the process of learning the correct behaviour, norms and values in society.</p> <p><b>NB</b> – candidates may consider either male or female gender identities in their response, or a combination of both.</p> <p><b>NB</b> – a wide range of possible responses, agents of socialisation and/or processes of socialisation will need to be credited here. Candidates may refer to two different agents in their answer or two different processes from within the same agent.</p> <p><b>Answers need to link socialisation with gender identities in order to score more than one mark per identification/explanation e.g. masculinity, femininity etc.</b></p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><b>One formal agency from:</b></p> <ul style="list-style-type: none"> <li>• Police – have the power of arrest, an official agency based on laws and rules etc ;</li> <li>• Courts – determine whether a person is innocent or guilty, an official agency based on laws and rules with the power to sentence people ;</li> <li>• Prison – can take away a person’s freedom and control everyday actions such as when and what to eat, when to shower etc ;</li> <li>• Government – make the laws and delegate responsibility and powers to other organisations such as the police ;</li> <li>• Armed forces/army – can use force to control actions and situations i.e. war/riots/demonstrations etc ;</li> <li>• Other reasonable response.</li> </ul>		
8	(a) <p><b>One from :</b></p> <ul style="list-style-type: none"> <li>• Ascribed – your position in society that is based on the social characteristics you were born with/into. It is normally fixed and thus difficult to change. For example, inheritance, gender, ethnicity, titles, royalty etc;</li> <li>• Achieved – your position in society that is earned by a person’s own efforts and achievements. This kind of status can thus change in a lifetime/social mobility. For example, through hard work, marriage, effort etc;</li> <li>• High – being perceived as having a lot of status in society when compared to others in the hierarchy. This could be through the amount of power held, wealth, job, title, marriage, gender, location/housing etc. May refer to ‘celebrity status’ here;</li> <li>• Low – being perceived as having little status in society when compared to others in the hierarchy.</li> </ul>	<b>[2]</b>	<p><b>1 mark</b> for correctly identifying a type of status.</p> <p><b>1 mark</b> for giving a relevant description of the type of status identified; this should be clear and precise.</p> <p>Keep vague/partial answers such as ‘The upper class have high status’, at one mark as it does not explicitly describe what is meant by a ‘high status’.</p> <p>A general definition of status that does not tie in with a specific type should not be credited.</p>



Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>This could be through a lack of money, lack of power, lack of a job, undesirable location, gender etc;</p> <ul style="list-style-type: none"> <li>• Master status – the dominant/main status of an individual which overrides all other characteristics of that person, an ‘ex-con’, ‘troublemaker’, for example. May alternatively refer to a ‘deviant status’ here;</li> <li>• Other reasonable response.</li> </ul>		
8	<p><b>(b)</b></p> <p><b>One from:</b></p> <p>Police – power of arrest, visible presence, fear, deterrence etc;</p> <p>Courts/Judiciary – sentencing power, determine your freedom or not, high status etc;</p> <p>Prisons – remove your freedom, control your day-to-day activities, fear, deterrent etc;</p> <p>Armed Forces – physical control, large scale, global, can take a person’s life away etc;</p> <p>Government – make the laws that we must abide by, dominated still be white, middle aged, high status, males etc;</p> <p>Education – use sanctions and rewards e.g. detention, hidden curriculum etc;</p> <p>Family – role models, imitation, canalisation, manipulation etc;</p> <p>Peer Group/Peers – peer pressure, sanctions and rewards e.g. praise/exclusion etc;</p> <p>Media – imitation, role models, dominant messages,</p>	[2]	<p><b>1 mark</b> for correctly identifying an agent of social control.</p> <p><b>1 mark</b> for giving a relevant description of the agent of social control identified; this should be clear and precise.</p> <p>Keep vague/partial answers such as ‘The police are a powerful agent on the streets’, at one mark as it does not explicitly describe what the police do to control others/how they control. For two marks, something more like ‘The police control others through the power of arrest’ or ‘The police control individuals through fear, they act as a deterrent to crime’.</p> <p><b>Remember this is a question about social control, not socialisation.</b></p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	stereotyping etc;  Workplace – re-socialisation, rewards and sanctions e.g. promotion/formal warning etc;  Other reasonable response.		
9	<p>A wide range of primary/secondary agencies of socialisation may be referred to here or, alternatively, candidates may focus on a smaller number in more detail. Expect discussion of the processes of socialisation found at both primary and secondary stages too and how effective these are likely to be. There may be a sense of the influence of any agents being dependant on the recipients in the better answers i.e. the peer group may be particularly influential on young people, the workplace on adults, education in boarding schools, family in abusive families etc. In other words variation in the key agencies. Better answers may also tap into ideas about change in the influence of different agencies eg the weakening influence of religion, the damaging effects of exposure to internet material on young people/children etc.</p> <p>Candidates may make reference to some of the following ideas in constructing their supporting arguments.</p> <p><b>Arguments for:</b></p> <ul style="list-style-type: none"> <li>• Family/childcare/nursery/young children’s TV programmes/websites – primary socialisation;</li> <li>• Learning of the basics ie eating, walking, hygiene, language, manners etc;</li> <li>• Reference to non-socialised children/feral children i.e. Oxana Malaya, wolf children etc;</li> <li>• Imitation of adult role models, accepting without question the norms and values presented to them;</li> <li>• Children as sponges ready to soak up everything they see/hear;</li> </ul>	[12]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> <li>• Negative sanctions and rewards/informal social control;</li> <li>• Gender ie manipulation, canalisation, verbal appellations, language used; Ann Oakley study etc;</li> <li>• Thought by many to be the key, fundamental agent of socialisation therefore highly influential;</li> <li>• Learning of norms, values, beliefs, traditions and these being passed on through generations;</li> <li>• Any other reasonable response.</li> </ul>		
	<p>Candidates may make reference to some of the following ideas when evaluating against the claim.</p> <p><b>Arguments against:</b></p> <ul style="list-style-type: none"> <li>• Candidates may consider how influential the family actually is, particularly as individuals get older and make their own decisions/are influenced by other secondary agents;</li> <li>• Argument is too deterministic – just because you’re socialised in a certain way does not necessarily mean that this is how you’ll behave, act and think;</li> <li>• Media – imitation/role modelling/norm referencing, may be audio-visual and interactive and thus very influential, examples such as advertising, TV programmes, films, computer games, violence, loss of innocence, appearance, body image, dominance of the media in postmodern world – 24/7 media culture;</li> <li>• Religion – terrorism, fundamentalism, impact of religion on whole of a person’s life i.e. beliefs, norms, values, appearance etc;</li> <li>• Education – young people spend an increasing amount of time in education and therefore it must be influential, adults are also spending more time in education today too, hidden curriculum, importance of educational qualifications for jobs/careers, sanctions</li> </ul>		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>and rewards, need to conform;</p> <ul style="list-style-type: none"> <li>• Workplace – adults spend the vast amount of their lives in the workplace therefore it must be influential, need for employment means individuals will conform to the expected norms and values of their workplace, re-socialisation, sanctions and rewards;</li> <li>• Peer group – young people particularly spend a lot of time with their peers, peer pressure, conformity, rewards and sanctions, gang culture, subcultures etc;</li> <li>• Other reasonable response</li> </ul> <p><b>NB The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.</b></p>		
	<p><b>Level 3</b> <b>9-12 marks</b></p> <p>Candidates reveal a <b>good</b> knowledge of whether primary socialisation is more effective than secondary socialisation 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 agents referred to here when discussing the influence of primary and secondary socialisation. Specific processes should also be considered.</p> <p>Candidates in this band will assess whether primary socialisation is more effective than secondary socialisation or not. To reach the top end of the band a conclusion/judgement will be needed in order to make the</p>		<p><b>Level 3:</b> <b>9-12 marks</b></p> <p><b>Knowledge:</b> Candidates reveal a good knowledge of whether primary socialisation is more effective than secondary socialisation. Candidates are likely to consider a range of different agents of socialisation or a smaller number in more detail. A wide range of processes and examples will 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><b>Application:</b> 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 socialisation and will consider their influence on individuals and social groups. Alternatively, an in-depth focus on different aspects of one primary and</i></p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>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 socialisation depends on the recipient i.e. the peer group being particularly influential on young people who spend so much time with theirs etc – this level of sophistication will be required for a candidate to score 12 marks.</p>		<p><i>one secondary agent of socialisation will be evident.</i></p> <p><b>Evaluation:</b> Candidates analyse and evaluate in a good/effective way. A judgement will be made as to whether primary is more influential than secondary socialisation. Candidates are likely to recognise that any influence 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 (both primary and secondary) and the specific processes. Answers must focus directly on whether primary is more influential than secondary socialisation. At the bottom of the level typically expect a good debate but perhaps without an explicit judgement being made as to influence. 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>
	<p><b>Level 2</b> <b>5-8 marks</b></p> <p>Candidates reveal a <b>basic</b> knowledge of whether primary socialisation is more effective than secondary socialisation and apply basic 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>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><b>Level 2:</b> <b>5-8 marks</b></p> <p><b>Knowledge:</b> Candidates reveal a basic knowledge of whether primary socialisation is more effective than secondary socialisation.</p> <p><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>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Various agents of socialisation are likely to be referred to here, both primary and secondary. The influence of these agents are unlikely to be focused on in any real depth, however.</p> <p>More than a one sided answer – simple juxtaposition most likely here.</p> <p><b>Level 3</b>  <b>9-12 marks</b>                      Candidates reveal a <b>good</b> knowledge of whether negative sanctions are more effective than positive rewards at making people behave in an acceptable way and apply good examples to the question.</p> <p>The debate is evaluated in a good/effective way.</p>		<p><b>Application:</b> Candidates apply basic knowledge and examples to the question.  <i>Typically answers will discuss both primary and secondary socialisation and relevant agents and processes. Their effectiveness is likely to be considered in only a basic way or implicitly. The range of agencies of socialisation and examples considered are likely to be narrow and/or lacking in detail/development.</i></p> <p><b>Evaluation:</b> Candidates analyse and evaluate the debate in a basic way.  <i>Typically, evaluation is likely to be simple (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.</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><b>Level 1</b></p> <p><b>1-4 marks</b></p> <p>Candidates reveal a <b>limited</b> knowledge of whether primary socialisation is more effective than secondary socialisation.</p> <p>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 - simplistic.</p> <p>Socialisation as a concept may be misunderstood and candidates may confuse it with socialising.</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><b>Level 1:</b> <b>1-4 marks</b></p> <p><b>Knowledge:</b> Candidates reveal a limited knowledge of whether primary socialisation is more effective than secondary socialisation. 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><b>Application:</b> Candidates apply limited knowledge and examples to the question. Understanding of primary and secondary socialisation may not be made explicit in this level but instead discussed generally, inaccurately or with confusion. <i>Typically answers will only discuss socialisation 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 of primary and secondary socialisation and the processes found within these stages may not be discussed.</i></p> <p><b>Evaluation:</b> 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 influential/effective the specific stages of socialisation actually are. Candidates may refer to only primary or secondary socialisation or socialisation generally. A one-sided response is likely.</i></p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><b>Remember</b> . . . 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><b>NB- The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.</b></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 of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>
	<b>Section B Total</b>	<b>[30]</b>	



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