

GCSE

Sociology

General Certificate of Secondary Education

Unit **B671**: Sociology Basics

Mark Scheme for June 2018

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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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Annotations in RM Assessor

	Correct point
	Incorrect point
	Unclear
DEV	development of an idea/point
EG	example/reference
EVAL	evaluation
J	justification
KU	knowledge and understanding
NAQ	not answered question
NBOD	benefit of doubt not given
REP	repeated point
VG	vague
BOD	benefit of doubt given
CONT	context
BP	blank page
seen	Examiner has seen and read the information but isn't crediting anything

Highlighting is also available to highlight any particular points on the script.

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)	TRUE	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)	TRUE	1	One mark for the correct identification

Question	Expected Answer	Mark	Rationale/Additional Guidance
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 systematic therefore unlikely to be representative of different genders, ages, ethnicities etc. • The survey took place in Birmingham, one city 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 city – how typical will this be for towns, 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 Birmingham and the UK • The research took place over one Saturday morning only therefore not representative of other times of the week e.g. many will have been at work • 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>NB: This question 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. This is a question about sampling.</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' (e.g. both without any context), do not double credit.</p> <p>A specific reference to the information in Source A needs to be made for the point to be credited.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
3	<p>Advantages: Two from:</p> <ul style="list-style-type: none"> • The researcher gathers quantitative data that can be used to generate statistics for measurement or comparison • Standardised questions, therefore answers can be compared • The questions are quick to respond to (therefore people may be more likely to take part) • As closed questions do not take long to ask the researcher can ask a large number of people • Closed questions are quick and easy for researchers to analyse to find any patterns and trends • Closed questions mean the researcher's own ideas and opinions are kept out of the research meaning it is more objective • Closed questions are a more reliable method/technique • Other reasonable response. 	4	<p>Closed questions: respondents are presented with either a list of options or a two-way choice and have to select the response with which they most agree. NB – candidates may talk about closed questions generally or may talk about a specific type of method i.e. structured interview, survey, questionnaire etc. that uses closed questions. 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.</p>
	<p>Disadvantages: Two from:</p> <ul style="list-style-type: none"> • Closed questions do not allow for depth or detail in a respondent's answer • Closed questions may result in data being produced that lacks validity e.g. no follow up questions/probing • Having set responses to choose from may mean that the respondent is unable to say what they really feel/mean as there is no option for this available • Respondents may not take quick, closed questions seriously and therefore rush answers/not tell the truth/just tick any option 		<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>

Question			Expected Answer	Mark	Rationale/Additional Guidance
			<ul style="list-style-type: none"> Processing errors from the quantitative data may reduce the validity of the data collected Researcher designs the closed questions and the response categories therefore is imposing their values on the data – researcher imposition Other reasonable response. 		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.
4	(a)	(i)	Unstructured	1	One mark for the correct identification.
		(ii)	The park	1	One mark for the correct identification.
	(b)		<p>Two from:</p> <ul style="list-style-type: none"> The researcher’s views on inequalities and poverty are likely to have biased the content of their blog The interviewees may have exaggerated their answers e.g. applying for ‘thousands’ of jobs The researcher did not take any notes during the interviews so issues of memory recall as he wrote the answers up later so lowering validity = retrospective bias (forgetting points made) The researcher could have been selective/biased in the interviews or parts of the interviews that he reported on the blog, all the data won’t be included If the interviewees were aware of the interviewers views on poverty (leading questions) this could have led to socially desirable answers being given so reducing accuracy Because the interviews took place in the park, this lack of privacy may have caused the respondents to change/limit answers because others were around The researcher was a 14 year old male therefore the homeless people interviewed may not have taken him seriously as a researcher and thus not have been truthful in their responses 	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>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 and are about the sample should not be credited.</p> <p>A specific reference to the information in Source B needs to be made to be credited.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • The researcher is a school student, not a professional researcher, therefore there may be issues with the accuracy of the data collected and/or processed • 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>Possible types of Evidence:</p> <ul style="list-style-type: none"> • Official and other statistics (on male and female poverty/unemployment/wages/the homeless etc.) • Previous sociological and other research on gender and poverty • Media materials e.g. social networking sites, magazine articles, blogs, forums, TV documentaries, newspaper articles etc. that look at issues of gender and poverty • Personal documents/diaries/social network entries of males and females discussing issues of poverty • Other suitable evidence. <p>Candidates may also operationalise and/or contextualise key terms from the hypothesis within the response, i.e. 'women'; 'men'; and 'poverty'.</p>	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 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> <p>NB – methods/evidence/samples would need to be explained and justified in the context of the investigation, 'women are more likely to live in poverty than men'. The sample could be accessed through work/school/friendship/parent groups etc. Or through institutions more typically associated with poverty i.e. charities, job centres, housing offices, homeless centres, food-banks etc. There would need to be an element of comparability within the research plan to address the comparison of males and females within the hypothesis. This should be seen in the sampling techniques chosen.</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 –</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<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 • The need to compare women and men • Other relevant sampling points. <p>Level 3 - 9-12 marks 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, ethics etc) and concepts (validity, reliability, representativeness 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 regularly 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 2 - 5-8 marks 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>additional information needed for all methods and evidence, but this does not need to be on both sampling and methods. 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. 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> <p>Level 2 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</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<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. This may be done via a discussion of weaknesses/problems with other methods/evidence/samples.</p> <p>There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <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>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/generic (e.g. men and women/poverty). 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>Level 1 Methods and Evidence: Typically a 1-2 mark answer will refer to only one relevant method and sample or piece of evidence with some details. Or a common-sense for and against. A 3-4 mark answer will typically refer to one relevant</p>

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	<p>A lack of detail is likely to characterise responses in this band. You may see methods/evidence merely identified or described. 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 or lip service paid to men/women/poverty.</p> <p>Justification is unlikely in this band or will be minimal.</p> <p>Any essays about gender and poverty with no focus on the methods and evidence used to investigate this = 0 marks.</p> <p>There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</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>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 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>Section B – Key Concepts in Sociology</p>		
6	<p>Norms – the unwritten rules of society that determine acceptable behaviour</p> <p>Primary socialisation – children learning the basics during early childhood</p> <p>Identity – how people see themselves and how others see us</p> <p>Manipulation – parents encourage children to behave in a way that is seen to be appropriate for their gender</p>	4	<p>1 mark for each correctly matched concept/ definition.</p> <p>NB – please exercise vigilance when marking this question, don't presume the candidates will have got it right.</p> <p>NB – if a candidate suggests that there are 2 possible answers to the mix and match (e.g. draws two connecting lines from one concept) then mark this as wrong.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
7	(a)	Sweets or money	1	A one word answer is fine here as it's an 'identify' question.
	(b)	<ul style="list-style-type: none"> • Physical punishment • Prison sentence • Family punishment i.e. grounding/curfew/chores • Community service • Fine/monetary penalty • Exclusion/isolation • Bullying • Being shouted at • Other reasonable response 	1	The sanction identified must be a negative one and cannot be losing your job or school detentions as these are shown in Source C.

Question	Expected Answer	Mark	Rationale/Additional Guidance
7 (c)	<p>Two from:</p> <ul style="list-style-type: none"> • Different types of jobs i.e. females more likely to carry out caring roles, men physical - horizontal segregation • Pay – males typically earn more than females for doing the same /similar job (gender pay gap) • Status – males in the workplace tend to occupy higher status positions than females –vertical segregation • Stereotypical expectations in attitudes towards males and females in the workplace e.g. women better at the caring professions • Glass ceiling for females – males find it easier to gain promotion than females • Sexism/discrimination in the workplace e.g. men may find it hard to get nursery jobs • Sexual harassment in the workplace e.g. of female secretaries by their male bosses • Dress codes in the workplace e.g. the sexualisation of women through being expected to wear skirts etc • Females more likely than males to work part time due to childcare commitments • Employers more understanding of childcare issues/domestic responsibilities for females than males therefore more likely to allow time off • Other reasonable response. 	4	<p>One mark for a correct identification of one way that males and females are treated differently in the workplace.</p> <p>Two marks for two correct identifications of two ways that males and females are treated differently in the workplace.</p> <p>One mark for an accurate description of one way that males and females are treated differently in the workplace or for two partial/under-developed explanations for each point</p> <p>Two marks for two accurate descriptions of two ways that males and females are treated differently in the workplace.</p> <p>NB – candidates may consider the workplace generally or in terms of a particular job/employer or a combination of both.</p> <p>Expect a wide variety of responses here using a wide range of different examples.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
7 (d)	<p>One from:</p> <ul style="list-style-type: none"> • Freedom i.e. in Saudi Arabia females can't drive but in the UK both males and females typically drive • Education i.e. in some cultures females are denied an education, in most Western cultures it is law that everyone is educated; • Gender roles – in some cultures e.g. Muslim societies these are segregated, in others they are joint • Employment – in some cultures females do not work, in most Western cultures it is normal for females to do so • Marriage – in some Muslim countries and tribal societies polygamy is practiced, in others monogamy is the norm • Attitudes to sex – in some religious cultures e.g. Catholicism, females are expected to be chaste until marriage, in other western societies both males and females typically have sex before marriage • In some Western cultures transgender identities are accepted, in other more traditional cultures they receive negative sanctions or are illegal • Mead's study in New Guinea demonstrates the relativity/social construction of gender identities e.g. males adopting a traditionally feminine demeanour • In some cultures certain roles are only available (e.g. religious, political, military) to one gender e.g. priests in the Catholic church • In traveller/some religious cultures (e.g. Islam), females are seen to have less power and status than males • Other reasonable response. 	2	<p>One mark for a correct identification of one way gender identities are different in different cultures.</p> <p>One mark for an accurate explanation of the way identified that is compared with a different culture.</p> <p>To gain two marks candidates must compare gender identities in two different cultures – this does not have to be with specific examples, however, an implicit comparison e.g. Western cultures, is fine – see expected answer ideas. If one example from a specific culture is offered, most likely to compare males and females within a culture, then this is a partial response so award 1 mark (for the id).</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.</p> <p>'Culture' may be explained cross-culturally or across sub-cultures – these are both valid approaches.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
8 (a)	<p>Two ways from :</p> <ul style="list-style-type: none"> • Ascribed through inheritance/title i.e. royalty • Ascribed through gender • Ascribed through ethnicity • Ascribed through income and wealth • Ascribed through family position i.e. older sister etc. • Achieved through education/qualifications • Achieved through job/employment • Achieved through money/material possessions • Achieved through status symbols/consumption • Achieved through fame/celebrity stardom • Achieved through hard work and efforts • Achieved through cosmetic surgery etc. • Achieved through parenthood • Other reasonable response. 	4	<p>One mark for correctly identifying one way that an individual can get their status.</p> <p>Two marks for two correct identifications of two ways that an individual can get their status.</p> <p>One mark for an accurate explanation of one way that an individual can get their status or for two partial/under-developed explanations for each point. (stating two types of status e.g. ascribed and achieved and then accurately defining them but with no specific examples or processes would be a typical example of two partial/under-developed explanations that would be likely to score 3 marks).</p> <p>Two marks for two accurate explanations of two ways that an individual can get their status.</p> <p>NB – the explicit terms ‘ascribed’ and ‘achieved’ do not have to be used for the marks to be awarded, these could be described instead with an example.</p> <p>To gain the second explain mark you need to be clear how the individual has got their status e.g. one way is through an ascribed status (1 mark identified) where a person is born into Royalty gets you a high status’ (1 mark explained). An answer that just says ‘ascribed status is where you’re born into it’ is not fully explained so can’t be fully credited.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
8 (b)	<p>One from:</p> <ul style="list-style-type: none"> • Takes away freedom of the individual by locking you up so you can't go out when you want to/do what you want • Punishment – prison is a negative sanction that enforces certain rules or deprives prisoners of desirable things • Controls day to day activities such as showering, exercising, socialising etc. • Forces individuals to work/take courses/undergo counselling/take medication etc. • Physically confines an individual in a building/space so limits their freedom • Time allocated by others so removes the power to choose/make decisions from individuals • Have to succumb to the higher authority of the prison rules and regulations e.g. following orders • Determines how an individual's money is spent, so takes away decision making • Controls social contact (e.g. by putting prisoner in a cell with people s/he would never choose to associate with) • By keeping individuals apart from those s/he wants to spend time with: e.g. family, friends • Solitary confinement e.g. being isolated in your cell as a punishment for bad behaviour • Deterrent function – controls people through putting them off committing crime again (prisoner) or ever (society) • Removes individual choice e.g. over what clothes to wear • Positive sanctions – being rewarded for doing the right thing through incentives/education/work etc • Other reasonable response. 	2	<p>1 mark for correctly identifying one way prisons control individuals.</p> <p>1 mark for giving a relevant description of one way prisons control individuals.</p> <p>NB – the point made must be about control if it is to be credited.</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"> • Manipulation – parents encourage certain behaviours seen as normal for either a girl or a boy and discourage any behaviour associated with the opposite sex • Canalisation – parents push their children into either male or female roles through the toys bought and the activities they participate in • Verbal appellations – the way parents talk to children i.e. naughty boy/good girl etc can be stereotypical • Rewards and sanctions – boys and girls may be punished and praised differently • Different activities – parents expect and encourage boys and girls to take part in different things i.e. boys play football, girls do ballet • Differential socialisation and social control i.e. girls may be more tightly controlled than boys through curfews • Role models – children look up to their parents and are likely to continue in the behaviour and roles they see modelled at home e.g. female washes the dishes • Imitation – children are likely to copy the behaviour and roles they see as ‘normal’ in the family i.e. male breadwinner, female housewife • Clothing – the way girls and boys are dressed by parents contributes to the creation of gender identities • Allocation of household chores – boys and girls are often asked and expected to do very different jobs in the family i.e. girls wash dishes, boys wash cars • The ‘bedroom culture’ – girls are more likely to spend time in the family home in their bedrooms than boys who are more likely to be in the public sphere, reinforcing the idea that the home is ‘woman’s world’ 	12	<p>A wide range of agencies of socialisation may be referred to here through the evaluation or, alternatively, candidates may focus on a smaller number in more detail. Expect discussion of the processes of socialisation too and how effective these are likely to be in creating and reinforcing gender identities in the family and probably other agencies.</p> <p>There may be a sense of the influence of any agents being dependant on the recipients in the better answers i.e. the family may be particularly influential on children, less so on teenagers. (context is used so ‘CONT’ annotation)</p> <p>Better answers may consider the fact that some families today actively try to discourage stereotypical gender identities i.e. dressing little girls in blue, buying boys dolls to play with etc in evaluation.</p> <p>Diversity within the family may be discussed by the better candidates i.e. based on ethnicity, sexuality, class, religion, culture, family type etc. and that this may affect the family’s attitude towards stereotypical gender identities. (context is used so ‘CONT’ annotation)</p> <p>Studies by Oakley, McRobbie and Garber may be referred to as K and U.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Family is the primary agent of socialisation and where children spend most time so very influential • Religious families may socialise children into traditional gender roles for cultural reasons • 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"> • Some families choose to discourage stereotypical gender roles i.e. buying girls action men etc. • Too deterministic - it is possible to go against the processes of family socialisation and social control • Too generalised – individuals all react differently to processes of socialisation, some conform, some do not • Gender identity will be perceived and taught differently according to social factors influencing the family such as religion, culture, ethnicity etc. • Gender identity could be biologically based (nature), rather than created through socialisation, e.g. transgendered children, hormones etc • 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, social media are all big influences on gender identity 		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Religion –impact of religion on a person’s life i.e. beliefs, norms, values, appearance, rules etc. all affect the creation of gender identity • Education – young people spend an increasing amount of time in education (later leaving ages/University) and therefore it must be influential - hidden curriculum, sanctions/rewards, conformity, teacher expectations etc • Workplace – gender identities are still reinforced/maintained here through factors such as sexism/discrimination/patriarchy/glass ceiling etc. • Peer group – peer group pressure, exclusion, humiliation, need to conform are all big influences on gender identities, particularly for young people • 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>Level 3 – 9-12 marks Candidates reveal a good knowledge of whether stereotypical gender identities are created through the family 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 socialisation and informal social control referred to here when discussing the influence of the family in creating stereotypical gender identities.</p>		<p>Candidates are likely to refer to other agents of socialisation in their evaluative points. However, they may also question the power of the family as an agent of socialisation and social control e.g. the argument is too deterministic, as well as recognising that many families today do not actually encourage stereotypical gender identities, choosing instead to challenge these e.g. feminism. All are valid evaluation points.</p> <p>Different evaluation points may be made from within the same agent e.g. two different evaluation points on, say, the media. These are fine to credit.</p> <p>Level 3 - 9-12 marks Knowledge: Candidates reveal a good knowledge of whether stereotypical gender identities are created through the family. Candidates are likely to consider a range of different ways and processes through which the family influences gender identities or a smaller number in more detail. A wide range of processes and examples will be discussed.</p> <p>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.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>To reach the top end of the level a conclusion will be needed in order to make the required judgement. To reach the full 12 marks some recognition needs to be apparent that socialisation isn't the same for every family.</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 family being particularly influential on children who spend so much time with them but that everyone is also an individual and thus may react differently. Also that some families may actively discourage stereotypical gender identities.</p> <p>Both masculinity and femininity (male and female gender identities) need to be discussed to reach this level. This does not, however, need to be balanced.</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. Typically answers will discuss a range of processes of socialisation through the family and will consider their influence on individuals and their gender identities. Alternatively, an in-depth focus on different aspects of one process of family socialisation into stereotypical gender identities will be evident.</p> <p>Evaluation: Candidates analyse and evaluate in a good/effective way. A judgement will be made as to whether the family is the most influential agent of socialisation in terms of creating stereotypical gender identities. Candidates are likely to recognise that any influence depends on the individual/family involved. Typically evaluation will consider a range of agencies of socialisation (both primary and secondary) 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.</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>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Level 2 - 5-8 marks Candidates reveal a basic knowledge of whether the family creates stereotypical gender identities 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 or not used regularly/accurately.</p> <p>Various ways that the family create and influence stereotypical gender identities are likely to be referred to here. The specific processes of socialisation and informal social control used by the family are unlikely to be focused on in any real depth, however.</p> <p>More than a one sided answer is the expectation – simple juxtaposition most likely here. The maximum a wholly one sided answer could score would be 5 marks.</p>		<p>Level 2 - 5-8 marks Knowledge: Candidates reveal a basic knowledge of whether the family creates stereotypical gender identities. <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.</i></p> <p>Application: Candidates apply basic knowledge and examples to the question. <i>Typically answers will discuss various ways that the family creates stereotypical gender identities. 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 gender socialisation/social control, considering the family or gender 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.</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	Rationale/Additional Guidance
	<p>Level 1 - 1-4 marks Candidates reveal a limited knowledge of whether the family creates stereotypical gender identities and apply basic examples to the question.</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.</p> <p>Gender identity as a concept may be misunderstood.</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 and/or list like.</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>NB- The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.</p>		<p>Level 1 - 1-4 marks Knowledge: Candidates reveal a limited knowledge of whether the family creates stereotypical gender identities. 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. 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 family creating stereotypical gender identities may not be made explicit in this level but instead discussed inaccurately, without explicit links to the family/gender or with confusion. <i>Typically answers will only discuss gender or the family generally and so will be limited in range and precision. May not look at males and females. Issues, points, concepts and examples are likely to be dealt with in a simplistic or list-like way. Specific examples and/or the processes of socialisation used are unlikely to 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. Likely to be a lack of focus on how influential the family actually are. 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 of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>

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