

**GCSE**

**Sociology**

Unit **B672**: Socialisation, Culture and Identity

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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
	Inaccurate
	Application/Explanation
	Cross (Incorrect answer on 1 or 2 mark Qs ONLY)
	Development
	Evaluation for 24 mark Q only
	Justification for 24 mark Q only
	Knowledge and Understanding (Concepts/studies/theories/statistics/Legal Acts)
	Repetition
	Correct answers 1 & 2 mark Qs Ideas for 8 mark Qs 24 mark questions, use for each idea that contains a KU (see marker guidance, level 4 consistent use of evidence.)
	Not relevant/creditable for Q
BP	Blank Page
U 	24 mark Q- shows implicit evaluation
U 	24 mark Q- shows implicit justification

## Section A – Family

Question		Answer	Marks	Guidance
1	(a)	<b>One mark</b> for each correct identification of: picks the kids up, does their homework with them, any other reasonable response.	<b>2</b>	
	(b)	<b>One mark</b> for each correct identification of, e.g. May need financial help, may need physical care, unwanted advice/lack of privacy, overcrowding if you live together, pressure on the sandwich generation, powerful social control over the vulnerable family members e.g. daughters or elderly members of the family, intergenerational conflict.	<b>2</b>	
2	(a)	Conjugal roles	<b>1</b>	
	(b)	Household	<b>1</b>	
	(c)	Values	<b>1</b>	
	(d)	Singlehood	<b>1</b>	
3		<p>Answer may identify and explain any two of the following:            People living in shared households, families such as: lone/single parent, reconstituted/blended, extended/boomerang, cohabiting families, singlehood.            Any other reasonable response.</p> <p><b>See generic mark scheme</b></p>	<b>8</b>	<p>A02 marks will be awarded for explaining how divorce leads to the type of family and/or explaining the type of family.</p> <p>Please annotate irrelevant information accordingly and do not award marks e.g. any impact on family members or discussion of why divorce has increased.</p>

Question	Answer	Marks	Guidance
4	<p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• The functions of the family can all be carried out in different types of family; Socialisation, Place in society, Reproduction, Emotional support, Economic support, Physical care, Regulation of sex</li> <li>• Same sex couples now are also legally recognised and thus must be as good</li> <li>• Both nuclear and reconstituted families have role models for both genders</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• New Right/Functionalism: only the nuclear family is the “right one”</li> <li>• Lone parent families cannot offer as much money/love/socialisation etc.</li> <li>• Lone parent families: Feminist view, less abuse/arguments</li> <li>• Nuclear families are prone to sexism and inequality Leach</li> <li>• Lack of fathers in families leads to discipline problems like joining gangs (New Right)</li> <li>• Extended families have lots of benefits, e.g. more emotional support</li> <li>• Families need a mother and father to gender socialise the children</li> <li>• Families need a mother and father to take on the instrumental and expressive roles</li> <li>• Reconstituted families have problems, e.g. possible conflict with step-parents</li> <li>• Marxist view traditional nuclear families only exist to aid the bourgeoisie</li> <li>• Poor vs rich families</li> <li>• Feminists argue some families are patriarchal/have a dark side</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	<b>24</b>	<p><b>NB AWARDING MARKS FOR THIS QUESTION</b></p> <p>Arguments <b>FOR</b> the claim that make no comparison to other/all families are to be credited as implicitly relevant and annotated as <b>Ju U</b></p> <p>Please apply the following; If <b>all</b> points are implicitly relevant then the essay is capped at level 2 for all AO1 AND A02, and level 1 for A03 as the debate is misunderstood</p> <p>If the answer contains a range of points with some explicit relevance and some implicit then it is capped at Level 3 for all AOs</p> <p>Only if the answer has a wide range of explicitly relevant points can it be awarded level 4</p> <p><b>OTHERWISE AWARD MARKS AND ANNOTATE AS NORMAL</b></p>
	<b>Total</b>	<b>40</b>	

## Section B – Education

Question			Answer	Marks	Guidance
5	(a)	(i)	<b>One mark</b> for 20 or 20%	1	
		(ii)	<p><b>One mark</b> for e.g.,</p> <ul style="list-style-type: none"> <li>• females are achieving more A and A*</li> <li>• males are achieving more A and A*</li> <li>• gender gap is widening/girls are achieving more than boys</li> <li>• females are achieving more A and A* than males</li> <li>• both genders are achieving more A and A* grades</li> </ul> <p>Any other reasonable response</p>	1	
	(b)		<p><b>Two marks</b> for the correct identification of any two reasons below:</p> <p><b>Females Achieve More</b></p> <ul style="list-style-type: none"> <li>• more female role models to academic success</li> <li>• social attitudes have changed to female education</li> <li>• positive schemes/legislations to get girls to succeed have worked e.g. GIST, coursework.</li> <li>• different work ethic</li> </ul> <p><b>Males Achieve Less</b></p> <ul style="list-style-type: none"> <li>• poor labelling</li> <li>• poor role models</li> <li>• laddish behaviour</li> <li>• crisis of masculinity</li> <li>• males not needing qualifications for manual labour</li> </ul> <p><b>Improved Educational Opportunities for All</b></p> <ul style="list-style-type: none"> <li>• dumbing down of examinations</li> <li>• Impact of positive schemes to engage with both boys and girls</li> </ul> <p>Any other reasonable response</p>	2	

Question		Answer	Marks	Guidance
6	(a)	national curriculum	1	
	(b)	hidden curriculum	1	
	(c)	formal curriculum	1	
	(d)	material deprivation	1	
7		<p>Answers may identify and explain the values attached any two of the following:</p> <ul style="list-style-type: none"> <li>• Importance of Hierarchy</li> <li>• Importance of Obedience</li> <li>• Acceptance of Social control</li> <li>• Acceptance of boredom</li> <li>• Acceptance of Inequality (ethnic/gender/class/ age)</li> <li>• Importance of Competition</li> <li>• Acceptance of Lack of power</li> <li>• Importance of Team Work</li> <li>• Importance of Time management</li> <li>• Importance of dressing/speaking appropriately</li> <li>• Value education and good grades, hard work</li> </ul> <p>Any other reasonable response.</p> <p><b>See generic mark scheme</b></p>	8	
8		<p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Smaller class sizes</li> <li>• Better resources, facilities, extra-curricular activities</li> <li>• Not confined to a national curriculum</li> <li>• Better exam results</li> <li>• Parents have the right to spend their money and can do as they please with their money especially as they contribute to the state system too</li> </ul>	24	<p>Some ideas can be credited either for or against dependent on their use.</p> <p>Public and private schools can be credited interchangeably</p> <p>Candidates who are criticising comprehensive schools have strayed from the question</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Private schools can and do offer places to children that cannot afford the fees (Assisted Places Schemes still accepted, although now does not exist/ Scholarships e.g. sports)</li> <li>• Going to a private school can have later benefits such as Old boy's networks, entry to certain universities</li> <li>• Social segregation on class and/or gender</li> <li>• Can board (may extend with discussions of functions normally carried out by families)</li> <li>• Some now work with state schools in their area</li> <li>• Having higher aspirations and self-belief</li> <li>• Higher cultural capital e.g. elaborated speech code</li> <li>• Aspirational role models e.g teachers and peer group</li> <li>• Private schools often hire more academically qualified teachers</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Private schools are not required to provide the national curriculum</li> <li>• Most parents cannot afford this school, so they only benefit the wealthy</li> <li>• Teaching has not been proven to be better, some fee paying schools have poor performance</li> <li>• Better exam results may be due to facts such as own admission policies, only taking students that pass entry exams OR not entering all students</li> <li>• Private schools rely on reputation and high exam results which may cause them to become exam factories with more pressure on students</li> <li>• Private schools ensure the passing on of privilege</li> <li>• Comprehensive schools are better at social mixing and breaking down barriers</li> </ul> <p>Any other reasonable arguments.</p> <p><b>See generic mark scheme</b></p>		(evaluating their evaluation) and this is irrelevant and should be annotated accordingly.
	<b>Total</b>	<b>40</b>	



## Section C – Mass Media

Question		Answer	Marks	Guidance
9	(a)	<b>One mark</b> for the each identification of: offensive pictures, online bullying and racist posts	<b>2</b>	
	(b)	<b>One mark</b> for the each correct idea: certification, watershed, D notice, Official Secrets Act, government censorship, laws such as: libel, slander, discrimination (any type cited will be awarded a mark), ASA and advertising standards codes, the PAGB Medicines Advertising codes, the Independent Press Standards Organisation, IPSO, Press Complaints Commission (PCC), OFCOM, parental controls, new media moderators (e.g. those who remove offensive posts from facebook).	<b>2</b>	
10	(a)	Convergence	<b>1</b>	
	(b)	Audience	<b>1</b>	
	(c)	Communication	<b>1</b>	
	(d)	Globalisation	<b>1</b>	

Question	Answer	Marks	Guidance
11	<p>Answers may identify and explain any two of the following:</p> <ul style="list-style-type: none"> <li>• Hypodermic syringe model (bandura's study/Bobo Doll)</li> <li>• Cultural effects model</li> <li>• Moral panics</li> <li>• Stereotypes / labelling/ self-fulfilling prophecy (gender/class/age/ethnicity)</li> <li>• Propaganda/Censorship</li> <li>• Role models and imitation</li> <li>• Make people violent or less violent (desensatisation)</li> <li>• Make people spend money/adverts</li> <li>• Make people fearful</li> </ul> <p>Any other reasonable response.</p> <p><b>See generic mark scheme</b></p>	8	Uses and gratifications model is not acceptable as the question is how the media <i>can</i> affect its audience
12	<p>Candidates may discuss and evaluate <b>some</b> of the following aspects of the claim.</p> <p>For:</p> <ul style="list-style-type: none"> <li>• Time to get the media out there</li> <li>• Cost e.g. to travel to an international story/programme to cover it</li> <li>• Amount of pages or air time to fill</li> <li>• Practical issues that could get them fined e.g. Johnathan Ross case</li> <li>• Ratings</li> </ul> <p>Against:</p> <ul style="list-style-type: none"> <li>• Agenda setting: certain subjects are agreed to be appropriate for discussion</li> <li>• News Values: some subjects are worthy of news</li> <li>• Galtung and Ruge : news: extraordinary, human emotion, dramatic events</li> <li>• Moore: news: high value to human interest stories</li> <li>• Type of media affects content e.g. newspapers: tabloid human interest, broadsheet political and international ones OR programmer: BBC vs Sky smaller channels</li> <li>• Owners opinion/Marxist views</li> <li>• Selection due to censorship laws</li> </ul>	24	Some ideas can be credited either for or against dependent on their use.

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• Bias of owner / person in charge</li> <li>• Profitability</li> <li>• Audience size/Ratings</li> <li>• Pluralist view: audience control</li> </ul> <p><b>See generic mark scheme</b></p>		
			<b>Total</b>	<b>40</b>	

## Section D – Work

Question		Answer	Marks	Guidance
13	(a)	<b>One mark</b> for each correct identification of: Housework, washing clothes and childcare	<b>2</b>	
	(b)	<b>One mark</b> for each correct reason: For some those tasks are paid work e.g. cleaner, problems that could be caused if no-one did it, take a lot of effort, e.g. no childcare, importance of socialisation, Any other reasonable response	<b>2</b>	Careful not to credit ideas from the source such as time consuming and important
14	(a)	Extrinsic satisfaction	<b>1</b>	
	(b)	Employment	<b>1</b>	
	(c)	Re-skilling	<b>1</b>	
	(d)	Intrinsic satisfaction	<b>1</b>	
15		<p>Answers may identify and explain any two of the following:</p> <ul style="list-style-type: none"> <li>• Dress e.g. uniform at work</li> <li>• Chance of promotion: vertical segregation for women (glass ceiling)</li> <li>• Labelling e.g. horizontal segregation (male mechanics, female nurses)</li> <li>• Sexist language</li> <li>• Sanctions: positive or negative for not conforming to gender norms</li> <li>• Imitation or role models</li> <li>• Distribution of tasks</li> <li>• Peer Pressure</li> <li>• Gendered pay differences</li> </ul> <p>Any other reasonable response.</p> <p><b>See generic mark scheme</b></p>	<b>8</b>	

Question	Answer	Marks	Guidance
16	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Laziness/to gain benefits (New Right view) Dependency culture</li> <li>• Underclass theory (Murray)</li> <li>• Lack of skills for the job</li> <li>• Poor work ethic/habits</li> <li>• Inadequate socialisation/lack of working role models</li> <li>• Did not work at school so lacking necessary qualifications</li> <li>• Leisure habits being more important than work (alcohol/drugs)</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Economic cycle: recession</li> <li>• Frictional unemployment : between jobs</li> <li>• Seasonal unemployment</li> <li>• Discrimination: gender, ethnicity, disability, age, criminal record</li> <li>• Technological changes: Computerisation and Automation</li> <li>• Regional Unemployment</li> <li>• Decline of traditional industries</li> <li>• Demographic changes: immigration, migration and availability of jobs</li> <li>• Demographic changes: aging population – rising retirement age may mean less jobs for youths</li> <li>• Cannot work e.g. disability or career role</li> <li>• Poverty trap i.e. lose money by working</li> </ul> <p>Any other reasonable response.</p> <p><b>See generic mark scheme</b></p>	24	Some evidence could be used interchangeably and must be credited dependent on the explanation.
	<b>Total</b>	<b>40</b>	

## Section E – Crime and Deviance

Question		Answer	Marks	Guidance
17	(a)	One mark each correct identification of: Punishments such as prison sentencing Laws from the Government	2	Punishments such as prison sentencing/prison, laws from government/laws.
	(b)	One mark for each correct example of any form of social control used by an informal agent (family, education, media, workplace, religion, peer group) e.g. teasing, inclusion, exclusion, labelling actions as a sign of mental illness, show a physical sign of disapproval (e.g. scowl), bullying. Peer pressure, hidden curriculum, detention, having to do household chores Positive and negative sanctions.  Any other reasonable response.	2	Do not accept answers from the source; grounding from parents/disapproval from friends.
18	(a)	Cross-cultural deviance	1	
	(b)	Beliefs	1	
	(c)	Agents of social control	1	
	(d)	Historical deviance	1	
19		Answers may identify and explain any two of the following: <ul style="list-style-type: none"> <li>• Examples of petty crime: not big enough to report</li> <li>• Crimes that people are unsure of e.g. if lost or stolen</li> <li>• Crimes that lead to embarrassment e.g. rape</li> <li>• Crimes where there is a relationship with the perpetrator e.g. domestic violence/abuse, honour-based violence/killing, crimes committed for Izzat.</li> <li>• Crimes where there is no insurance ie no point reporting it</li> <li>• Crimes where the victim is scared of the consequences e.g. revenge attacks, retribution</li> <li>• White collar crime e.g. fraud</li> <li>• Corporate crime e.g. negligence - Grenfell</li> <li>• Victimless crime e.g. drugs, cyber-crime e.g. online bullying</li> <li>• People trafficking/sex trafficking/ modern day slavery</li> </ul>	8	NB Do not credit answers that focus on why the police may not record a crime.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Invisible crime</li><li>• Global crime</li><li>• Too old/happened a long time ago</li></ul> <p>Any other reasonable response.</p> <p><b>See generic mark scheme</b></p>		

Question	Answer	Marks	Guidance
20	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Self-fulfilling prophecy Cicourel</li> <li>• Racial discrimination in the criminal justice system</li> <li>• Labelling from police: targeting e.g. stop and search policies.</li> <li>• Racial profiling</li> <li>• Labelling from teachers causing academic failure and leading to a life of crime</li> <li>• Stereotypes and negative representation in the media can lead to self-fulfilling prophecy, discrimination.</li> <li>• Affect on life-chances forcing ethnic minorities to take illegitimate opportunities.</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Subcultures e.g. gang/deviant</li> <li>• Boredom (Katz and Lyng)</li> <li>• Lack of social control</li> <li>• Poverty and unemployment</li> <li>• Lack of male role models</li> <li>• Hyper-masculinity</li> <li>• Inadequate socialisation</li> <li>• Different norms and values/cultural explanations</li> <li>• Some minority ethnic groups have low crime rates</li> <li>• Cannot assume ethnicity is the key variable</li> <li>• Crime rates might depend more on other factors e.g. social class/gender</li> <li>• There is some evidence of officials being reluctant to label members of minority ethnic groups as criminal</li> <li>• Labelling is more a problem for gender/class</li> </ul> <p>Any other reasonable response</p> <p><b>See generic mark scheme</b></p>	24	<p>Candidates can discuss this in many ways.</p> <p>Evidence could be used interchangeably and must be credited dependent on the explanation.</p> <p><b>NB AWARDING MARKS FOR THIS QUESTION</b></p> <p>Arguments for or against the claim that make no reference to ethnic minorities are to be credited as implicitly relevant and annotated Ju U/Eval U</p> <p>Please apply the following; If all points are implicitly relevant then the essay is capped at level 2 for all AO1 AND A02, and level 1 for A03 as the debate is misunderstood</p> <p>If the answer contains a range of points with some explicit relevance and some implicit then it is capped at Level 3 for all AOs</p> <p>Only if the answer has a wide range of explicitly relevant points can it be awarded level 4</p> <p><b>OTHERWISE AWARD MARKS AND ANNOTATE AS NORMAL.</b></p>
	<b>Total</b>	<b>40</b>	



## Section F – Youth

Question			Answer	Marks	Guidance
21	(a)	(i)	<b>One mark</b> for the correct identification of: wanted to fit in	1	
		(ii)	<b>One mark</b> for the correct identification of: wanted to avoid physical punishment	1	
	(b)		<b>One mark</b> for the correct identification of an example of positive peer pressure E.g., Doing more homework, joining a pro school subculture, joining in with charity  <b>one mark</b> for explaining the example e.g., joining a pro schools subculture makes pupils compete with one another / increases their performance  Any other reasonable response	2	The second mark should make clear why the peer group leads to a positive action/behaviour
22	(a)		Scapegoat	1	
	(b)		Social network	1	
	(c)		Labelling	1	
	(d)		Status frustration	1	
23			Answers may identify and explain the norms attached to two types of youth subculture. Leisure subculture: e.g. wearing a sports kit to show allegiance to a team. Class based: e.g. Skinheads e.g., Wearing Doc Marten's to show pride in their working class roots Ethnicity based: e.g. Bhangra e.g., Listening to Bhangra music to keep links with their culture Gender based: e.g. Female subculture e.g., girls spend more time in their bedrooms with friends as socialised to not be on the street	8	Knowledge marks can be credited for any reference to a verifiable subculture if understanding is shown.  A02 marks are awarded for a description of accurate norms that are associated with the subculture. Developed ideas will show how/why the norms are associated with the subculture

Question	Answer	Marks	Guidance
	Deviant subcultures e.g. Gangs e.g., carry weapons to show they are aggressive Pro/anti school subculture: e.g. Lads/Earoles (Willis)  Any other reasonable response. <b>See generic mark scheme</b>		NB Development cannot be reached by a list of norms alone.

Question	Answer	Marks	Guidance
24	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Debutantes: socially approved age for becoming an adult marked by balls or ceremonies</li> <li>• Religious rites of passage: e.g. Bar/Bat Mitzvah</li> <li>• Cross cultural rites of passage : e.g. Suri initiation into adulthood through “rora” (acts of violence, insults from the elders, being whipped and set menial tasks); Dassancech: womanhood is when a girl is circumcised (also Suri)</li> <li>• In contemporary UK new significance to 18th or even 16th birthday.</li> <li>• Any other reasonable arguments.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Biological explanations e.g. puberty</li> <li>• The Law: voting at 18, driving at 17 in UK, marriage without parental permission at 18</li> <li>• There is a wide variation of ages when people take on adult responsibilities eg leaving home, so no single rite of passage is relevant.</li> <li>• Postmodern views that the division between child and adult has now broken down anyway</li> <li>• Children are dependent for much longer e.g. extended school leaving age yet become more adult in other ways e.g. Postman “tweenagers”</li> <li>• Secularisation means many rites of passage are lost (e.g. Bar Mitzvah, confirmation)</li> <li>• Functionalist argument that an adult is fully socialised</li> </ul> <p>Any other reasonable arguments.</p> <p><b>See generic mark scheme</b></p>	24	<p>Candidates will be awarded knowledge marks for any verifiable examples from any religion/ culture/ law/ biological explanation. Evidence could be used interchangeably and must be credited depending upon the explanation.</p>

## APPENDIX 1

## Generic Mark scheme

**NB: To award a KU the candidate must show understanding of their explicit sociological terminology.**

<b>8 mark question</b>	
<b>Assessment objectives: AO1</b>	
<p><b>Wide ranging knowledge and understanding</b>          Answers will include <b>two</b> correct ideas both including some sociological terminology/evidence.</p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<b>4</b>
<p><b>Good knowledge and understanding.</b>          Answers will include <b>two</b> correct ideas. Typically one idea will include some sociological terminology/evidence.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	<b>3</b>
<p><b>Basic knowledge and understanding.</b>          Typically answers will either be based on common sense with a lack of sociological understanding of two ideas/ways OR only one idea is used with full knowledge and understanding and including sociological terminology/evidence</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>	<b>2</b>
<p><b>Limited knowledge and understanding.</b>          Typically answers will be based on common sense with a lack of sociological understanding and only offer one way/idea.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<b>1</b>
<b>No relevant knowledge and understanding</b>	<b>0</b>

<b>8 mark question</b>	
<b>Assessment objectives: AO2</b>	
<b>Very good application and explanation.</b> Two fully relevant ideas both applied and developed fully with coherence. Answers will be wide ranging in both their application and explanation.	<b>4</b>
<b>Good application and explanation.</b> Typically answers will either have application in both ideas and development in one OR both are fully developed but the response lacks the full coherence for level 4 or the ideas/ application are not distinctly different.	<b>3</b>
<b>Basic application and explanation.</b> Typically answers will either have brief application for 2 ideas OR apply and develop 1 idea.	<b>2</b>
<b>Limited application and explanation.</b> Typically answers are very narrow with only limited application of only 1 idea.	<b>1</b>
<b>No application</b> Creditable ideas without any relevant application	<b>0</b>

**NB: To award a KU the candidate must show understanding of their explicit sociological terminology.**

<b>24 mark question – Assessment objective AO1</b>	
<p><b>Wide ranging knowledge and understanding</b>            Answers will be wide ranging with accurate explicit sociological knowledge (Concepts/studies/theories/statistics/Legal Acts) showing full understanding and applied <b>consistently</b>.            Top of the level- a wide range of ideas, all with sociological knowledge that shows good understanding.            Bottom of the level- a wide range of ideas with some understanding <b>OR</b> ideas may be less clearly expressed.</p> <p>Wide range of complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<b>Level 4</b> <b>7-8</b>
<p><b>Good knowledge and understanding.</b>            Answers will show a range of ideas with some explicit sociological knowledge and understanding.            Answers will either have some range of sociological knowledge and understanding <b>OR</b> the sociological knowledge will be wide ranging but used with <b>inconsistency</b>.            Top of the level-knowledge may have some range and have some good understanding with some coherence            Bottom of the level-some understanding may be less coherent.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	<b>Level 3</b> <b>5-6</b>
<p><b>Basic knowledge and understanding.</b>            Answers will have a narrow range of sociological ideas.            Top of the level - answers will contain a narrow range of explicit sociological knowledge and understanding.            Bottom of the level- answers will rely solely on implicit sociology <b>OR</b> sociological knowledge shows a lack of understanding e.g. listing concepts with no explanation <b>OR</b> more than one idea but explicit sociological knowledge is very narrow.</p> <p>Some ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive</p>	<b>Level 2</b> <b>3-4</b>
<p><b>Limited knowledge and understanding.</b>            Answers will be very narrow in range <b>OR</b> based on non-sociological/anecdotal ideas only <b>OR</b> provide only a plan.            Top of the level there may be a range of non-sociological / anecdotal ideas <b>OR</b> a very narrow sociological point.            Bottom of the level answers will be very narrow and based on a non-sociological/anecdotal idea.            Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<b>Level 1</b> <b>1-2</b>
<b>No relevant knowledge and understanding</b>	<b>0</b>

<b>24 mark question</b>	
<b>Assessment objectives: AO2</b> <b>Responses that are awarded basic (level 2) for AO1 must be capped and not awarded higher than level 2 for AO2</b>	
<p><b>Wide ranging application and explanation.</b>  Answers will focus fully and coherently on the task offering relevant examples that show clear understanding of the claim.  Top of the level - a wide range of ideas will be developed and fully coherent.  Bottom of the level- a range of ideas will be developed OR development is less coherent.</p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<b>Level 4</b> <b>7-8</b>
<p><b>Good application and explanation.</b>  Answers will largely answer the question and have a range of applied ideas  Top of the level-answers will have a range of applied ideas and start to include development  Bottom of the level-a range of ideas will be applied without development</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning. .</p>	<b>Level 3</b> <b>5-6</b>
<p><b>Basic application and explanation.</b>  Answers will have a narrow amount of applied ideas OR the response was capped due to lack of AO1  Top of the level- answers will have a narrow amount of applied ideas  Bottom of the level- answers will have a narrow amount of applied ideas but with less coherence</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>	<b>Level 2</b> <b>3-4</b>
<p><b>Limited application and explanation.</b>  Answers will have a very narrow amount of applied ideas  Top of the level-answer will have a very narrow applied idea with coherence  Bottom of the level-answer will have a very narrow applied idea with less coherence</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<b>Level 1</b> <b>1-2</b>
<b>No relevant application</b>	<b>0</b>

<b>24 mark question</b>	
<b>Assessment objectives: AO3</b>	
<b>Responses that are awarded basic (level 2) for AO1 must be capped and not awarded higher than level 2 for AO3</b>	
<p><b>Wide ranging evaluation.</b>  Answers will have a wide ranging debate of different views. The debate will be coherent and explicitly address the claim. To gain full marks the essay must have a form of conclusion. Responses <b>do not</b> have to have a balanced debate to gain full marks.  Top of the level- answer will have a wide-ranging fully coherent debate and a conclusion  Bottom of the level- may lack a conclusion and/or the debate is less clearly expressed.  Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<b>Level 4</b> <b>7-8</b>
<p><b>Good evaluation.</b>  There will be a range of ideas debating the claim  Top of the level- answer will have a range of explicit evaluation and some coherence.  Bottom of the level-answer will contain a minimum of an explicit argument both for and against the claim, but other arguments may be implicit OR a range of explicit evaluation with less coherence.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	<b>Level 3</b> <b>5-6</b>
<p><b>Basic evaluation.</b>  The debate is narrow OR the response was capped due to lack of AO1  Top of the level-evaluation will be narrow, but explicit and have some coherence  Bottom of the level- one side of the debate relied solely on implicit evaluation or the debate is less coherent.</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>	<b>Level 2</b> <b>3-4</b>
<p><b>Limited evaluation.</b>  The response may misunderstand the actual debate (all evaluation for and against is implicit) OR has only provided a plan  Top of the level- evaluation is all implicit and is coherent  Bottom of the level- evaluation is all implicit and less coherent</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<b>Level 1</b> <b>1-2</b>
<b>No relevant evaluation attempted</b>	<b>0</b>



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