

Sociology

General Certificate of Secondary Education

Unit **B671**: Sociology Basics

Mark Scheme for June 2012

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

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Annotations

Annotation	Meaning
	Correct point
	Incorrect point
	Benefit of the doubt
	No benefit of doubt given
	Unclear
	Context
	Development
	Example/Reference
	Evaluation
	Justification
	Knowledge and Understanding
	Not answered question
	Repeat
	Vague

Section A – Research methods and evidence

Question		Answer	Marks	Guidance
1	(a)	One mark for the correct identification False	1	
	(b)	One mark for the correct identification False	1	
	(c)	One mark for the correct identification True	1	
	(d)	One mark for the correct identification False	1	
2		<p>Two from:</p> <ul style="list-style-type: none"> only one extended observation carried out by one researcher = can't generalise to all prisons only conducted research in one prison = small sample – not a representative sample and thus can't be generalised to all prisons researcher only went to a female prison, not typical/representative of male prisons so can't generalise researcher only worked in the education department therefore cannot comment on other areas of prison life and so cannot be useful for all prisons research was carried out in California, USA; the penal system in that country and that state is not likely to be the same as in all prisons other reasonable response. 	4	<p>One mark for a correct identification of a reason why the evidence in source A might not be useful.</p> <p>Two marks for two correct identifications of reasons why the evidence in source A might not be useful.</p> <p>One mark for an accurate explanation of why this reason might not be useful or for two partial/under developed explanations for each point.</p> <p>Two marks for two accurate explanations of why these reasons might not be useful.</p> <p>Four marks maximum. Each numbered point carries a maximum of 2 marks – one for identification and one for explanation.</p> <p>This is a question about representativeness and generaliseability (although these terms do not necessarily have to be used by the candidates).</p>

Question		Answer	Marks	Guidance
				<p>Ensure all credited points are engaging with these concepts.</p> <p>If the first explanation is 'it may not be representative' and the second is exactly the same ie 'it may not be representative' do not credit.</p> <p>A specific reference to the source needs to be made to be credited.</p>
3	(a)	<p>Advantages Two from:</p> <ul style="list-style-type: none"> • you get to see what is going on through your own eyes so do not have to rely on anyone else's memory or opinion • can collect detailed and in-depth qualitative data • likely to be high in validity / help you to understand what people do and why • if non-participant then you are likely to remain apart from your research subjects and so will remain more objective • if participant observation is used you will really understand the group under study and see things from their point of view • if covert then you will be seeing real and natural behaviour • if overt then there is no deception involved in the research so nobody feels compromised • if structured grid tally observation/operationalised terms = reliable data • other reasonable response. 	4	<p>Advantages One mark for a correct description of an advantage. Two marks for two correct descriptions of two advantages. 2 marks maximum.</p> <p>There is only one mark per advantage so do not expect a developed answer from candidates – this is not an 'explanation' question. A one word answer is not a description, however.</p> <p>NB – candidates may either talk about observations generally, or specify overt, covert, NPO or PO.</p> <p>NB – on its own for either an advantage or a disadvantage 'it's qualitative / it's quantitative' is not either good or bad. These terms would need to be linked to a specific limitation or advantage to credit.</p> <p>NB – be wary of answers that throw reliable and valid together in the same section as this doesn't show understanding of the advantage/disadvantage.</p>

Question			Answer	Marks	Guidance
			<p>Disadvantages Two from:</p> <ul style="list-style-type: none"> • time consuming to complete • likely to be expensive to complete as many observations are longitudinal • if non-participant then you always remain an outsider so you can never really know or understand what's going on or why • it can often be difficult to gain access to the groups you wish to observe • often difficult to take notes when observing so many researchers have to rely on their memories later which means much can be forgotten or misconstrued • if participant observation is used, many researchers find that they become too involved with the group they are studying and start to lose their objectivity • overt observations may result in the group under study changing their behaviour due to the observer/Hawthorne effect • covert observations have a number of associated ethical issues • it doesn't get reliable data (PO/unstructured) • data isn't representative/generaliseable • other reasonable response. 		<p>Disadvantages One mark for a correct description of a disadvantage. Two marks for two correct descriptions of two disadvantages. 2 marks maximum.</p> <p>There is only one mark per disadvantage so do not expect a developed answer from candidates – this is not an 'explanation' question. A one word answer is not a description, however.</p> <p>NB – candidates may either talk about observations generally, or specify overt, covert, NPO or PO.</p> <p>NB – on its own for either an advantage or a disadvantage 'it's qualitative / it's quantitative' is not either good or bad. These terms would need to be linked to a specific limitation or advantage to credit.</p> <p>NB – be wary of answers that throw reliable and valid together in the same section as this doesn't show understanding of the advantage/disadvantage.</p>
4	(a)	(i)	<p>One mark for the correct identification Media materials or newspaper report/article or newspaper or diary/personal document or qualitative data</p>	1	

Question	Answer	Marks	Guidance
(ii)	<p>One mark for the correct identification from:</p> <ul style="list-style-type: none"> • boring • noisy • the crying • the shouting • the swearing • the threatening behaviour • prison officers do nothing • prison officers don't care • prison makes you worse (ie more criminal) • easy availability of drugs • drugs cheaper than on the outside • can't sleep • other reasonable response 	1	<p>One word answers, if correct, are acceptable here (eg 'crying', 'shouting' etc) as the command word is identify.</p>
(b)	<p>Two from:</p> <ul style="list-style-type: none"> • adapted source – may not be accurate-facts omitted/changed • a prisoners opinion only, not fact – may be biased/subjective • from a diary – may be low in validity as in diaries we often fantasise/exaggerate/avoid true reality • a single extract from a diary might give a misleading impression because the author's feelings might change from day to day • one newspaper's/journalists report – may be biased/exaggerated/sensationalised/selective – needs to sell • newspaper may be using the information selectively to support a particular point of view • other reasonable response. 	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 two 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 explanations of why this evidence may not be accurate</p> <p>Four marks maximum. Each numbered point carries a maximum of 2 marks – one for identification and one for explanation.</p> <p>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.</p>

Question	Answer	Marks	Guidance
			Answers that focus on representativeness and /or generalisability should not be credited.
5	<p>Candidates may identify the following:</p> <p>Possible methods:</p> <ul style="list-style-type: none"> • Interviews • Questionnaires • Surveys • Observation • Participant Observation • Content Analysis • Case Studies • Longitudinal Studies • Other suitable method. <p>NB – these would need to be explained and justified in the context of the investigation.</p> <p>Possible types of evidence:</p> <ul style="list-style-type: none"> • Official and other statistics (eg crime/prison based ie reconviction rates for ex-prisoners) • Previous sociological and other research on crime/prisons • Media materials eg websites on prisons; newspaper reports on prisons and crime; documentaries on crime/prisons • Diaries eg of prisoners/victims of crime/officers • Historical documents eg of prisons effectiveness at reducing crime • Other suitable evidence. <p>Candidates may also operationalise and/or contextualise key terms from the hypothesis within the response, ie ‘prisons’, ‘reduce’, ‘crime’.</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 choice of method (eg why a structured interview not an unstructured one) can be credited, however limitations of the chosen methods are not creditworthy.</p>

Question	Answer	Marks	Guidance
	<p>Level 3 9-12 marks Candidates reveal a good knowledge of appropriate research methods and evidence and explain and justify these in a good way in the context of the investigation.</p> <p>Methods and Evidence: <i>Typically a 9-10 mark answer will give an almost full description of the selected methods and evidence – additional information needed for all methods and evidence, but this does not need to be on both sampling and method. Typically an 11-12 mark answer will give additional information for both primary methods and evidence ie a full response. This needs to be on both sampling and method. Typically candidates will use sociological language and concepts within this level.</i></p> <p>Context: <i>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.</i></p> <p>Explain and Justify: <i>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 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.</i></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>You will probably be expecting full and detailed answers here that use sociological language (quantitative, ethics etc) and concepts (validity, reliability etc) and discuss two primary methods plus secondary evidence.</p> <p>The focus area of the investigation will be kept in mind and referred to within the candidates answer.</p> <p>Candidates will justify their choice of methods/samples/evidence within the specific context of the investigation. Conceptual answers are likely.</p>

Question	Answer	Marks	Guidance
	<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>Methods and Evidence: <i>Typically a 5-6 mark answer will refer to two relevant primary methods and samples and one relevant piece of evidence. Typically a 7-8 mark answer will do the former but is also likely to give some additional information ie using a few sociological terms to describe some relevant choice of samples (ie stratified by age and gender); giving some extra methodological details (ie unstructured interview rather than just interview).</i></p> <p>Context: <i>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.</i></p> <p>Explain and Justify: <i>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.</i></p> <p>There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</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>

Question	Answer	Marks	Guidance
	<p>Level 1 1-4 marks Candidates reveal a limited knowledge of appropriate research methods and evidence and explain and justify these in a limited way with little focus on the context of the investigation.</p> <p>Methods and Evidence: <i>Typically a 1-2 mark answer will refer to only one relevant method and sample or piece of evidence. A 3-4 mark answer will typically refer to one relevant primary method and sample and one relevant piece of secondary evidence or two relevant primary methods. Three could also be referred to but in a descriptive way.</i></p> <p>Context: <i>Typically answers will make little reference to the specific area of investigation and will thus be a general response with little, if any, context.</i></p> <p>Explain and Justify: <i>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.</i></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 here when assessing the overall quality of a candidate’s response as all three areas of the mark scheme will need to be considered when coming up with the candidates overall mark.</p>		<p>A lack of detail is likely to characterise responses in this band. You may see methods/evidence merely identified. You may see lists.</p> <p>The focus of the investigation is unlikely to be focused on in candidates’ answers. Likely to be very general.</p> <p>Justification is unlikely in this band.</p> <p>Any essays about prison life with no focus on methods and evidence used to investigate = 0 marks.</p> <p>Remember . . . all three skill areas must be considered when marking the candidate’s answer. Assess each skill area separately to arrive at the final ‘best fit’ mark.</p>
	Total:	30	

Section B – Key Concepts in Sociology

Question	Answer	Marks	Guidance
6	<p>IDENTITY – How we see ourselves and how others see us</p> <p>PRIMARY SOCIALISATION – The first process of learning the correct behaviour, norms and values of society</p> <p>INFORMAL SOCIAL CONTROL – Making people conform to society’s expectations through agencies such as the mass media, family and the peer group</p> <p>VALUES – General principles or beliefs that the majority of society agrees on and considers worthwhile</p>	4	<p>1 mark for each correctly matched concept/definition.</p> <p>4 marks maximum.</p> <p>NB – please exercise vigilance when marking this question, don’t presume the candidates will have got it right.</p>
7	(a) Ascribed status or ascribed	1	Only credit this concept
	(b) Achieved status or achieved	1	Only credit this concept
	<p>(c) Four marks maximum</p> <p>Two from:</p> <ul style="list-style-type: none"> • Teachers treating males and females differently – this socialises students into different gender identities i.e. girls asked to tidy up=link to housewife role, males asked to move furniture=strong male role • Gendered subject choice – socialises girls into different careers and expectations in life than boys (girls = social sciences, languages etc; boys = sciences, resistant materials etc) • Different sports in PE/games lessons (eg boys doing football and rugby, girls doing netball and gymnastics) – link to the strong/tough masculine role and females to the soft/gentle role • Differential teacher expectations of behaviour and achievement for males and females – socialises students into different gender identities ie boys are almost expected to be disruptive/not do homework so teachers are more tolerant of such behaviour whereas with girls this kind of behaviour may be punished more harshly. 	4	<p>One mark for a correct identification of one way the hidden curriculum socialises students into their gender identities</p> <p>Two marks for two correct identifications of two ways the hidden curriculum socialises students into their gender identities</p> <p>One mark for an accurate explanation of one way the hidden curriculum socialises students into their gender identities or for two partial/under-developed explanations for each point.</p> <p>Two marks for two accurate explanations of two ways the hidden curriculum socialises students into their gender identities eg preparing females for a domestic role; encouraging girls to be gentle, emphasising the expected norm that males are breadwinners etc.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Labelling Theory/Stereotyping – teachers think of and act towards males and females in different ways and thus socialise girls and boys into different gender identities • Representation of males and females in school resources ie textbooks – shows males and females in different and/or unequal roles and thus is part of the gender identity socialisation process • Language/terms used by teachers towards males and females may be different – boys told not to cry, to be strong, girls told to be kind etc – socialises girls and boys into different gender identities • Careers advice/Work Experience – may be different for males and females thus socialising girls and boys into different roles in life and thus different gender identities • Males occupying more of the high status positions in schools – imitation/gender role norms – socialises students into different gender identities • Students see that nursery/primary school teachers are typically female – can influence and effect the formation of male and female gender identities • Other reasonable response 		<p>Hidden curriculum: what schools teach students through day-to-day school life, ie this is not part of the formal timetable. This will reflect society's attitudes and values and prepare students for their future role in society. In this question this must be linked to gender identities. So, a candidate that talks about, say, the media or the family or their peer group (with no link to school) can't be credited.</p> <p>Some candidates may simply describe the hidden curriculum with nothing about gender – you shouldn't credit this.</p> <p>NB – answers which say the same thing twice but in a different way should not be doubly rewarded. The two points made need to be different ways: one point about a males subject choice (ie technology), for example, and the second about a females (ie textiles) is not sufficiently different to double reward as both are different subject choices. Subject choice as point one and different sports as point two, however, would be fine.</p>

Question	Answer	Marks	Guidance
(d)	<p>A maximum of four marks Two from:</p> <ul style="list-style-type: none"> • The Government – they set the laws and so tell us what is and is not acceptable behaviour • The Police Force – they enforce the law and have the power of arrest and so can physically prevent us from doing certain things; their presence may also be enough to stop certain behaviours for fear of the consequences • The Judiciary/courts – the courts decide how to punish law breakers and can decide if we are allowed to be in society or not/sentencing • The Prison system – the fear of prison can often prevent us from committing crime; prison gives us time to reflect on our actions; prisons aim to rehabilitate offenders; prisons can offer counselling, education and support programmes; prison removes law breakers from society • The Army – defends a country through force and can also be called in to prevent large-scale riots and rule breaking • Formal control within informal agents eg written rules at school/in the workplace – negative sanctions such as detentions or getting the sack and the fear of these • Concepts such as reform/deterrence/protection and rehabilitation may be discussed • Other reasonable response. 	4	<p>One mark for one correct identification of a way that formal social control is used in society. Two marks for two correct identifications of two ways that formal social control is used in society. One mark for one accurate explanation of a way that formal social control is used in society, applying knowledge and understanding from relevant areas and examples or for two partial/under-developed explanations for each point. Two Marks for two accurate explanations of two ways that formal social control is used in society, applying knowledge and understanding from relevant areas and examples.</p> <p>Four marks maximum.</p> <p>NB – candidates can get their two points from different formal agents of social control (most likely) or from the same one. If the latter is the case ensure the points are sufficiently different to credit. Candidates could also focus on formal control used within an informal agency eg written rules in the workplace.</p>

Question		Answer	Marks	Guidance
8	(a)	<p>One from:</p> <ul style="list-style-type: none"> • Norms concerning men and women – ie equal opportunities is now a norm • Norms concerning ethnic minorities – ie racism is now considered abhorrent • Norms concerning sexuality – ie gay pride, civil partnerships • Norms concerning age – ie active ageing, university • Norms concerning class – ie social mobility • Norms concerning family life – ie high rates of remarriage and divorce, having children later in life, not getting married • Norms concerning behaviour – ie smoking • Norms concerning media – ie proliferation of media products today, social networking, virtual reality • Other reasonable response. <p>NB – examiners will need to credit a wide range of answers here as there are so many norms that could be considered by candidates. The list above should thus be used as a guideline only. The crucial factor is that the response should show an understanding of what a norm is and how it has changed over time.</p>	2	<p>1 mark for correctly recalling and identifying a norm that has changed over time.</p> <p>1 mark for giving a relevant description of a norm that has changed over time; this should be clear and precise.</p> <p>Keep vague answers such as ‘In the past loads of people smoked cigarettes...’ at one mark as it does not explicitly show what the change has been. At least 2 periods in time should be referred to for two marks (ie contrasted). For example, ‘In the past loads of people smoked cigarettes as it was a norm whereas today with the smoking ban and this is no longer the case’.</p>

Question	Answer	Marks	Guidance
(b)	<p>One from:</p> <ul style="list-style-type: none"> • Male provider • Male protector • Male breadwinner • Action hero • Physically strong • Sexually assertive • Unemotional • Good driver • DIY • Aggressive • High status • Powerful • Sporty • Violent • Criminal • Other reasonable response <p>NB – to be credited a candidate’s answer must be focused on males and should clearly link to the idea of stereotyping (a generalised and simplistic view of males which ignores individual differences). Media examples may be used in candidates’ answers.</p>	2	<p>1 mark for correctly recalling and identifying one stereotype of males. If only an example is given in the response, and it is correct, then keep the mark here.</p> <p>1 mark for giving a relevant description of one stereotype of males.</p> <p>Remember this is a ‘describe’ question – candidates do not have to explain why the stereotype has been created or reinforced.</p>

Question	Answer	Marks	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"> • Family is the key agent in primary socialisation and thus is the first experience a child has and so is likely to be the most effective • The family teaches children the ‘basics’ to survive in society • The family offers a close, personalised involvement with the person and is thus most effective when it comes to socialisation • Imitation of adult role models • Learning from the reactions of others • Positive and negative sanctions • Continues into secondary socialisation and thus develops and reinforces what has been taught earlier • Manipulation – gender roles • Canalisation – gender roles • Feral children – unsocialised by family at primary stage • Ineffectiveness of other agencies of socialisation eg secularisation; negative behaviour associated with peer group pressure etc • Any other reasonable response. <p>Candidates may make reference to some of the following ideas when evaluating against the claim.</p> <p>Arguments against:</p> <p>Other informal agencies such as the education system, mass media, peers and the workplace may be referred to. Problems with the family as an agent of socialisation may also be discussed. Formal agents could also be used in evaluating the response.</p> <ul style="list-style-type: none"> • Peers: peer pressure-need to fit in and conform; particularly effective for young people 	12	<p>A range of agencies of socialisation may be referred to here or, alternatively, a smaller number may be considered in more detail.</p> <p>In considering the effectiveness of the agent, candidates may compare primary and secondary agencies and/or make explicit comment on the effectiveness of the family, and/or comment on the effectiveness of other specific agents of socialisation and/or comment on agents of social control.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Mass media is very influential in a post-modern society – easy access, easy availability, all around us. May also make reference to specific media effects theories here and/or media role models/imitation/representations • Religion is still a very strong influence on some individuals' socialisation, especially for some ethnic minority groups • Increased length of time spent in education (via nurseries, after school clubs and further/higher education) makes this a very important agency of socialisation • The hidden curriculum in education – norms and values are transmitted through everyday life in the school and are thus very effective in terms of socialisation • Workplace may be a very important agency of socialisation for adults-have the power to sack workers/make them redundant/re-socialisation/punctuality/behaviour/dress code etc • Formal agents may also be effective in the socialisation and social control process ie the Government set laws that we must follow, the police enforce these laws, the courts punish us if we break the laws, prison takes away our freedom, gives reflection time, rehabilitation, counselling, education, victim awareness etc. • Importance of any agent of socialisation is likely to depend upon the class, gender, age and ethnicity of the individual • Not all individuals are socialised by a traditional family (ie those in care homes) • Some family socialisation is completely ineffective/dysfunctional • The family is not any more effective, they are just as effective as other agents of socialisation • Any other reasonable response. 		

Question	Answer	Marks	Guidance
	<p>Level 3 9-12 marks Knowledge: Candidates reveal a good knowledge of whether the family is the most effective agent of socialisation, focusing on both examples and processes of socialisation. <i>Typically answers will contain a range of sociological ideas, concepts and language throughout.</i></p> <p>Application: Candidates apply a wide range of relevant evidence and information to the debate in order to critically support substantiated arguments and conclusions in relation to the issue. <i>Typically answers will discuss a range of agents of socialisation (primary and secondary) and/or formal and informal agents of social control. This will explicitly show how people are socialised by these agencies, therefore considering which is most effective.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a good/effective way. A judgement will be made as to whether the family is the most effective agent of socialisation. <i>Typically evaluation will consider a range of agents of socialisation and processes used in the light of the question. Answers must focus directly on whether or not the family is the most effective agent of socialisation and are likely to discuss the effectiveness of other specific agencies as well.</i></p> <p><i>At the bottom of the level, typically expect a good debate but perhaps without an explicit judgement. At the top of the level typically expect a conclusion and a clear judgement. A conclusion will be necessary in order to exemplify the effectiveness of the family as an agent of socialisation and to make an explicit judgement about this. These/this 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>It is likely that you will see sociological concepts, terms and language being used in this band. Good range of ideas and points and/or detail.</p> <p>Likely to see a range of different agents referred to here. Process of socialisation is likely to come through via points and examples eg imitation, manipulation in the family.</p> <p>Candidates in this band will assess whether the family is the most effective agent of socialisation or not. To reach the top end of the band a conclusion will be needed in order to make the required assessment.</p> <p>Expect a critical tone in this level of response.</p> <p>NB – this is an essay about the effectiveness of the family so expect more than one point on the family to get into Level 3.</p>

Question	Answer	Marks	Guidance
	<p>Meaning is clear. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 2 5-8 marks</p> <p>Knowledge: Candidates reveal a basic knowledge of whether the family is the most effective agent of socialisation. <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.</i></p> <p>Application: Candidates apply basic knowledge and examples to the question. <i>Typically answers will discuss the family and other agents of socialisation and will discuss which are more effective and why in a basic way. The range of agents of socialisation considered is likely to be quite narrow and it may not be clear how people are socialised through them i.e. the process.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a basic way. <i>Evaluation is likely to be simple (ie for and against juxtaposition).</i></p> <p><i>At the top of the level expect points to be clear and relevant and focused on the effectiveness of the specific agent of socialisation being discussed. It is unlikely that a judgement will be made on the overall effectiveness of the family and/or no conclusion.</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>		<p>Answers in this band will be sociological in focus although specific sociological terms and language may not be used.</p> <p>Other agents of socialisation than just the family are likely to be referred to here. The process of socialisation is unlikely to be focused on in any real depth (ie manipulation, imitation etc).</p> <p>More than a one sided answer – simple juxtaposition most likely here.</p>

Question	Answer	Marks	Guidance
	<p>Level 1 1-4 marks Knowledge: Candidates reveal a limited knowledge of whether the family is the most effective agent of socialisation. <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 and/or descriptive and lacking in focus.</i></p> <p>Application: Candidates apply limited knowledge and examples to the question. Agencies of socialisation may not be explicitly identified in this level but instead discussed generally. <i>Typically answers will only discuss the family as an agent of socialisation and so will be limited in range. Alternatively candidates may be confused about what is meant by an agent of socialisation. If other agents are referred to, these are likely to be dealt with in a simple, generalised or list-like manner. Effectiveness of the agents of socialisation 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. Candidates may refer only to the family and so not really consider whether it is the most effective agent of socialisation.</i></p> <p><i>A one-sided, simplistic response that does not debate the issue is likely here.</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> <p>NB The ‘best fit’ approach will need to be used here when assessing the overall quality of a candidate’s response as all three skill areas must be considered when coming up with the final mark to award.</p>		<p>Answers here may be rooted in commonsense rather than specific sociological knowledge.</p> <p>Answers may be brief, vague and undeveloped. Likely to lack breadth and depth. May be a simple list or description.</p> <p>Likely to be one sided and/or very simplistic.</p> <p>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>

Assessment Objectives Grid (includes QWC)

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

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