GCSE

Sociology

General Certificate of Secondary Education

Unit **B671**: Sociology Basics

Mark Scheme for June 2016

Annotations in scoris

The following annotations are available:

✔	Correct point
✘	Incorrect point
❓	Unclear
DEV	Development
EG	example/reference
EVAL	evaluation
J	justification
KU	knowledge and understanding
NAQ	not answered question
NBOD	benefit of doubt not given
REP	repeat
VG	vague
BOD	Benefit of the doubt
CONT	Context

Highlighting is also available to highlight any particular points on the script as required.
You can also use '?' to indicate that you don't understand what the candidate means or if it's relevant.

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)		**FALSE**	[1]	**One mark** for the correct identification

Question	Expected Answer	Mark	Rationale/Additional Guidance
2.	**Two from:** • Sample size – only 2 young people therefore very small = issues with representativeness and generalizability i.e. too small to generalise from; • The sample were both female therefore their experiences may be very different to young males; • The interviewees were both 15 – young people are defined as being from 15-25 therefore their experiences may not be typical of all young people; • The research was conducted in Chester, young people in one part of the country will not necessarily be the same as those in other parts – not representative; • Both of the interviewees were friends of the researcher therefore likely to be from similar backgrounds and with similar interests meaning the sample is unlikely to be representative of all young people; • Case study only on 15-25 year olds so this doesn't represent ALL young people as younger teens are excluded; • Other reasonable response.	[4]	**One mark** for correct identification of a reason why the research in Source A might not be useful **Two marks** for two correct identifications of reasons why the research in Source A might not be useful **One mark** for an accurate explanation of why this research may not be useful or for two partial/under-developed explanations for each point **Two marks** for two accurate and different explanations of why the research may not be useful **Four marks maximum** **NB:** This answer is assessing issues of representativeness and generalisability, although these terms do not necessarily have to be used in the candidate's response. Ensure, however, that the answer is engaging with these concepts to reward. If the first explanation is simply 'it may not be representative' and the second is exactly the same i.e. 'it may not be representative' do not double credit. If this is all that is written as explanation this would not be enough for full credit and would be annotated as 'vg'. To score the 'dev' mark, you would expect to find out why it isn't representative, for example. **A specific reference to the information in Source A needs to be made to be credited i.e. sample size of 2, only on girls, only 15 year olds etc.** NB Just saying something like 'interviewed people she knew' isn't enough to credit on its own.

Question			Expected Answer	Mark	Rationale/Additional Guidance
3.			**Advantages: Two from:** • The researcher gets to speak to the respondents face to face so can persuade people to answer thus reducing the problem of non-response; • Interviews can be conducted by phone, avoiding the expense and possible issues of social desirability/interviewer bias; • In unstructured and semi-structured interviews, the researcher can probe to really find out what the respondent means, so increasing validity; • They produce qualitative data that can be used to find out about attitudes and opinions; • Interviews are good for gathering in-depth and detailed information; • Questions can be rephrased and explained if respondents aren't sure what they're being asked; • Group interviews allow discussions to take place to really explore feelings and viewpoints; • Structured interviews allow for respondents answers to be compared and are a reliable method; • Interviews involve interaction between the researcher and the respondent encouraging open and honest responses which are likely to be more valid; • Seeing body language helps you to build rapport/tell if someone is telling the truth; • Interviews are thought to be better than self-completion methods to see if respondents are taking the questions seriously and answering truthfully; • High response rate – difficult to say no to a researcher face to face; • Other reasonable response.	**[4]**	**Interview:** asking people questions. NB – candidates may talk about interviews generally if they are making comments about, say speaking face to face, looking at body language. They may also talk about a specific type of interview i.e. unstructured, structured etc so could be credited for saying, for example, structured interviews generate quantitative data to make comparisons. Either response is fine to credit but it's key that it's accurate and specific to interviews. **One mark** for one correct description of an advantage. **Two marks** for two correct and different descriptions of advantages. There is only one mark per advantage so do not expect a developed answer from candidates – this is not an 'explanation' question. A one or two word answer is not a description, however, so should not be credited. NB – be wary of answers that throw 'reliable and valid' together in the same section as this doesn't show understanding of the advantage.

Question	Expected Answer	Mark	Rationale/Additional Guidance
	Disadvantages: Two from: • Interviews are quite time intensive as they involve a conversation ; • Can cost a lot to conduct as interviewers have to be trained; • Sample sizes are often quite small when interviews are used as a research method which may lead to issues with a lack of representativeness and generalisability of data; • Interviews are conducted in artificial situations therefore you can never be certain that what is said in an interview is actually what the respondent really thinks; • Interviews are only as successful as the researcher carrying them out, particularly true in an unstructured interview where probing is essential; • If respondents are not asked the same questions i.e. in unstructured interviews, then comparisons between findings are hard to make; • There is a risk of interviewer bias which may affect the validity of the data; • Sometimes respondents may give answers that they feel the interviewer wants to hear, so reducing validity – socially desirable responses; • Recording errors may reduce the validity of the data collected; • Respondents can lie e.g. because they don't want to look bad in front of someone, which reduces validity; • Other reasonable response.		**One mark** for one correct description of a disadvantage. **Two marks** for two correct and different descriptions of disadvantages. There is only one mark per disadvantage so do not expect a developed answer from candidates – this is not an 'explanation' question. A one or two word answer is not a description, however, so should not be credited. **NB** – be wary of answers that throw 'reliable and valid' together in the same section as this doesn't show understanding of the disadvantage and would need some description/context for the mark. **NB** if candidates put issues of time and cost together in one point (inferring practical issues) then this is enough to score a mark as a disadvantage. Just 'costly' or 'time consuming' on its own, however, are not enough for the mark – annotate as 'vg'.

Question			Expected Answer	Mark	Rationale/Additional Guidance
4.	(a)	(i)	- The sample did not know they were being interviewed - Permission/consent/informed consent for the research to be conducted was not given. - Invasion of privacy, - Possible misuse of data. - Other reasonable response.	**[1]**	**One mark** for the correct identification of an ethical issue found in Source B. Remember this is only an 'identify' question so answers such as 'no consent' etc are fine to credit.
		(ii)	- At her mum's birthday party/At birthday party - Chester	**[1]**	**One mark** for the correct identification.

Question		Expected Answer	Mark	Rationale/Additional Guidance
4	**(b)**	**Two from:** • The researcher knew her sample really well as they were her friends so when she wasn't clear what they meant in an answer she didn't get them to clarify – her interpretation may not be the same as theirs = the imposition factor; • The interview with Friend 1 took place at a mum's birthday party therefore the respondent wouldn't have been giving her full attention to it or wasn't interested in the questions (she gave short answers) so the validity of the data may be questioned; • The researcher did not take any notes during the interview at the birthday party so issues of memory recall as she wrote the answers up later so lowering validity = retrospective bias; • The researcher could have been selective/biased in the conclusions drawn as she said she used Friend 2's answers the most as they were more interesting = bias in analysis; • It is stated that Friend 2 knew the researcher liked using the internet – this could have led to socially desirable answers being given so reducing accuracy; • Because the interviews took place at the party, this lack of privacy may have caused the respondent to change/limit answers because others were around; • The party was noisy and busy so this may have meant that the researcher misheard responses, lowering the accuracy; • Other reasonable response.	**[4]**	**One mark** for a correct identification of a reason why the evidence in source B might not be accurate **Two marks** for two correct identifications of reasons why the evidence in source B might not be accurate **One mark** for an accurate explanation of why this evidence may not be accurate or for two partial/under-developed explanations for each point **Two marks** for two accurate and different explanations of why this evidence may not be accurate **Four marks maximum** **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 should not be credited. A **specific reference** to the information in Source B needs to be made to be credited.

Question			Expected Answer	Mark	Rationale/Additional Guidance
5.			Candidates may identify the following: **Possible Methods:** • Interviews • Questionnaires • Surveys • Observation • Participant Observation • Content Analysis • Case Studies • Longitudinal Studies • Other suitable method **NB – these would need to be explained and justified in the context of the investigation, 'young people use the internet in different ways and more often than older people'. The young people could be accessed through school/college/friendship groups etc. The older people could be accessed through the workplace, clubs, community centres etc. There would need to be an element of comparability within the research plan to address the comparison of younger and older people within the hypothesis. This should be seen in the sampling techniques chosen.** **Possible types of Evidence:** • Official and other statistics (on younger and older people's use of the internet); • Previous sociological and other research on age and use of the internet; • Media materials e.g. social networking sites, magazine articles, blogs, forums, TV documentaries, newspaper articles etc; • Diaries/social network entries e.g. of younger and older peoples experiences and use of the internet;	**[12]**	If only **one** of the three methods/evidence required in the question is covered- maximum of 4 marks. If only **two** of the three methods/evidence required in the question is covered- maximum of 8 marks. 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. NB – this question is specifically looking at comparing young and old people so it is **essential** when marking that the relevance of the sample chosen is considered when determining the mark. For example, suggesting that a random sample is used is unlikely to be rewarded very well as how would this meet the aims of the investigation? Sampling should really be looking at both young and old people to be fully credited.

Question			Expected Answer	Mark	Rationale/Additional Guidance
			• Other suitable evidence. Candidates may also operationalise and/or contextualise key terms from the hypothesis within the response, i.e. 'young people'; 'older people'; and 'ways'. **Possible Sampling Points:** • The group to be studied; • The size of sample; • The type of sample; • The composition of the sample; • Access to the sample; • Other relevant sampling points. **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. 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. The focus area/context of the investigation will be kept in mind and referred to within the candidates answer. Candidates will justify their choice of methods/samples/evidence within the specific context of the investigation. Conceptual answers are likely.		**Level 3** **Methods and Evidence:** Typically a **9-10 mark** answer will give an almost full description of the selected methods and evidence – additional information needed for all methods and evidence, but this does not need to be on both sampling and method. Typically an **11-12 mark** answer will give additional information for both primary methods and evidence ie a full response. This needs to be on both sampling and method. Typically candidates will use sociological terminology and concepts in this level. **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 (young, old, internet usage). **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. 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.

Question	Expected Answer	Mark	Rationale/Additional Guidance
	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. 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 but to be credited must be focused specifically on the question.		**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 former but is also likely to give some additional information ie using a few sociological terms to describe some relevant choice of samples (e.g stratified by age and gender) or giving some extra methodological details (ie unstructured interview rather than just interview). **Context:** Typically answers will make some reference to the specific area of investigation although this may not be for all points and may be quite vague. It will be more than a general response, however. **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**. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.

Question	Expected Answer	Mark	Rationale/Additional Guidance
	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. A lack of detail is likely to characterise responses in this band. You may see methods/evidence merely identified. You may see lists. The focus of the investigation is unlikely to be focused on in candidate's answers. Likely to be very general responses. Justification is unlikely in this band. Any essays about young people using the internet more often and in different ways than older people with no focus on the methods and evidence used to investigate this = 0 marks. **NB- The 'best fit' approach will need to be used when assessing the overall quality of a candidate's response in this question.**		**Level 1** **Methods and Evidence:** Typically a **1-2 mark** answer will refer to only one relevant method and sample or piece of evidence. A **3-4 mark** answer will typically refer to one relevant primary method and sample and one relevant piece of secondary evidence or two relevant primary methods. Three could also be referred to but in a descriptive/list-like way. A lack of detail is likely to characterise responses. **Context:** Typically answers will make little reference to the specific area of investigation and will thus be a general response with little context. **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. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.
	Section A Total	**[30]**	

Section B – Key Concepts in Sociology

Question			Expected Answer	Mark	Rationale/Additional Guidance
6.			**Subculture** – a group of people with their own distinct norms and values, seen as different from the rest of society **Peers** – people of the same age and interests **Values** – general ideas about what is right and wrong and what is worth striving for **Achieved status** – position in society that is earned by a person's own efforts and achievements	**[4]**	1 mark for each correctly matched concept/ definition. 4 marks maximum. **NB – please exercise vigilance when marking this question, don't presume the candidates will have got it right.**
7.	**(a)**		Police	**[1]**	A one word answer is fine here as it's an 'identify' question.
	(b)		• Courts/Judicial system • Prison/penal system • Government/law makers • Armed forces • Other reasonable response	**[1]**	The agent identified must be a formal one and cannot be the police as this is shown in Source C.

Question			Expected Answer	Mark	Rationale/Additional Guidance
7.	**(c)**		**Two from:** • Family – socialisation – Oakley and manipulation and canalisation, toys, language etc; • Family – rules, curfews, expectations, clothing, notions of 'family honour', role models etc; • Peers – peer pressure, need to fit in, norms, exclusion, isolation etc; • Education – teacher labelling and expectations, hidden curriculum, subject choice, careers advice, role models etc; • Media – role models, imitation, stereotypes, body image, norms and values etc; • Workplace – dress codes, expectations, types of jobs, glass ceiling, horizontal and vertical segregation, sexism, discrimination, role models etc; • Religion – moral codes, dress codes, relationships, curfews, rules, religious teachings etc; • Negative sanctions – any as appropriate from the agents above to show how female behaviour is socially controlled; • Positive sanctions – any as appropriate from the agents above to show how female behaviour is socially controlled; • Other reasonable response.	**[4]**	**One mark** for a correct identification of one way that female behaviour is socially controlled. **Two marks** for two correct identifications of two ways that female behaviour is socially controlled. **One mark** for an accurate explanation of one way that female behaviour is socially controlled or for two partial/under-developed explanations for each point **Two marks** for two accurate explanations of two ways that female behaviour is socially controlled. **Four marks maximum.** **NB** – candidates may consider female behaviour generally or in terms of a particular age group/culture/subculture etc or a combination of both. **NB –** formal or informal agents and/or methods of social control may be referred to within the answer but informal ones are more likely. Candidates must focus on **female** behaviour. Female behaviour and social control will need to be linked for a full explanation – so how does the identified control impact on female behaviour? Expect a wide variety of responses here using a wide range of different examples. Candidates may get their points from the same social agent (as long as they are different points) or from different agents. The way identified does need to be specific – an answer saying something as vague as 'telling them' (without stating who is doing this i.e. the media) is too vague to credit.

Question			Expected Answer	Mark	Rationale/Additional Guidance
7.	**(d)**		**One from:** • Provider • Protector • Breadwinner/working for the family • Unemotional • Sex obsessed • Physically strong • Brave and courageous/the hero • Disciplinarian/authoritarian • Sports player/sports fan • Hegemonic male • A 'Lad' • Heterosexual male • Bachelor/player • Manual worker • Other reasonable response.	**[4]**	**One mark** for a correct identification of one stereotypical male identity. **One mark** for an accurate description of one stereotypical male identity. **Two marks maximum.** NB – new male identities such as 'metrosexual' or 'new man' are not creditable – they must be traditional male identities. Therefore, there are many possible answers that may not be in the 'expected answer' list – please credit accordingly.
7.	**(e)**		**One from:** • New Man – ideas about sharing conjugal roles, being more emotional/caring, more time in the private than the public sphere etc; • Metrosexual – concerned with 'looking good', buys male grooming products, fashion conscious etc; • Homosexual – more accepting of this today, more publically gay figures in the media and society; • Househusband – role reversal, looks after the home and the childcare rather than going to work; • More diversity/choice – more options available today re what it means to be masculine; • More feminine – fashion, appearance, emotional, caring, childcare, cooking, housework etc • Less patriarchal – less power and dominance than before e.g. in the family i.e. shared conjugal roles, dual worker families etc;		**One mark** for a correct identification of one way that male identities have changed over time. **One mark** for an accurate explanation of one way that male identities have changed over time. **Two marks maximum.** **NB –** candidates may focus on a specific contemporary male identity i.e. a 'new man' and explain what this means or focus on aspects of contemporary male identities such as more attention paid to appearance etc. Either way is fine to credit. The key to the question is focusing on the element of **change** in **male** identity – this needs to come through.

Question			Expected Answer	Mark	Rationale/Additional Guidance
			• No longer working in manual work - service sector now dominates;		
			• No longer the sole breadwinner – shared conjugal roles or female breadwinners;		
			• Other reasonable response		
8.	(a)		**One from :** • Role models – we look up to media icons, stars and celebrities and then copy aspects of their behaviour, fashion sense, attitudes etc; • Imitation – we copy what we see/hear in the media i.e. fashion, language, morals, behaviour, celebrities etc; • Stereotyping – generalised and simplistic images of social groups and issues in the mass media encourage us to think often negatively about them; • Norm referencing/agenda setting – the media sets the agenda in terms of what we deem to be important and worthy of discussion and thought, defining what is 'normal' and making individuals accepting of the status quo; • Dominant values – news, documentaries etc inform individuals of moral messages, right and wrong, what is important; • Cult of celebrity – media promotion of celebrity culture gives celebrities high status in society; • Media are multi-platform and available 24/7 in today's global world and thus are able to influence individual's thoughts/beliefs/actions through their constant presence; • Moral panics – identification and demonization of folk devils, ideas about good and bad; • Advertising creates consumer needs and desires and determines what is valued in society;	[2]	**1 mark** for correctly identifying one way that the mass media socialises individuals. **1 mark** for giving a relevant and accurate explanation of one way that the mass media socialises individuals. To score the explanation mark the candidate should be considering how the identified way (that must be specific to the media) socialises/teaches the audience something. This is key to the question – just describing what, for example, a 'role model' is would not score the explanation mark.

Question			Expected Answer	Mark	Rationale/Additional Guidance
			• Representing/showing social groups i.e. women in a particular way – skinny/attractive etc – which the audience then emulate/copy; Other reasonable response.		
8.	(b)		One from: • teaching students about acceptable behaviour in society through sanctions; • importance of punctuality teaches you to be on time; • normality of doing as we are told without question, conforming, following the rules; • gender roles : teacher attitudes and expectations towards male and female students and subject choice or setting and streaming; • cultural bias i.e. ideas about the ethnocentric curriculum promotes white values; • coping with boredom i.e. preparing students for the world of work through dull and repetitive tasks; • teaching students about respect and manners, particularly to those in positions of authority/hierarchy; • politeness/respect – enforced through positive and negative sanctions; • other reasonable response.	[2]	**1 mark** for correctly identifying one feature of the hidden curriculum in education. **1 mark** for giving a relevant description of one feature of the hidden curriculum in education. **HIDDEN CURRICULUM –** the norms and values that schools teach students through day-to-day school life, not part of the formal timetable. It is likely that candidates will choose norms and values to discuss i.e. respect, manners, authority etc.

Question			Expected Answer	Mark	Rationale/Additional Guidance
9.			Candidates may make reference to some of the following ideas in constructing their supporting arguments. **Arguments for:** • Peer pressure – peer groups put pressure on individuals in terms of behaviour, clothing, attitudes; • Peer group and young people – young people spend a lot of time with their peers therefore they are particularly important to them i.e. growth of leisure time, lengthening of the period of 'youth', greater freedom and independence from families etc; • Need to fit in/conformity – very important for many young people as they seek to find their identity; • Rewards and sanctions – given by the peer group that influence young people i.e. exclusion, isolation etc; • Subcultures – often dominated by young people and a big influence on fashion, music, leisure interests, norms and values etc (i.e. skins, punks, goths); • Gang culture – dominated by young people – initiation ceremonies, rites of passage, physical violence; • Gender – peer groups are often defined on gender lines and thus helps to create and reinforce gender identities i.e. bedroom culture, sport etc; • Ethnicity – many peer groups form on ethnic lines and are therefore an influential part of socialisation re culture, heritage, norms and values etc; • Social class – peer groups are often linked closely to an individual's social class position which may also be influential i.e. private education, council estates etc; • Possible weakening of other agents of socialisation i.e. secularisation, fragmentation of families, growth of 'neets' who do not have regular involvement with education/employment/training etc therefore spend more time with the peer group; • Any other reasonable response.	**[12]**	A wide range of agencies of socialisation may be referred to here or, alternatively, candidates may focus on a smaller number in more detail. Expect discussion of the processes of socialisation too and how effective these are likely to be. There may be a sense of the influence of any agents being dependant on the recipients in the better answers i.e. the peer group may be particularly influential on young people, the workplace on adults, education in boarding schools, family in abusive families etc. In other words variation in the key agencies. Better answers may consider the importance of the peer group to young people as a distinct social group. They may also discuss ideas about change in the influence of different agencies e.g. the weakening influence of religion, the effects of exposure to 24/7 internet/social media material on young people/children etc. Diversity within the 'peer group' i.e. based on ethnicity, gender, class etc may also be discussed at the top end. Arguments should be credited, whether used for or against, dependant on their explanations. **NB –** the question is about socialisation so it is unlikely that formal agents of social control i.e. the police, would be relevant in a response.

Question	Expected Answer	Mark	Rationale/Additional Guidance
	Candidates may make reference to some of the following ideas when evaluating against the claim. **Arguments against:** • Candidates may consider how influential the family is for young people – they complete the primary socialisation and teach the basics; • Some young people are well integrated into families and/or communities (possible links here to religion) and are therefore less influenced by their peers; • 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; • Religion – terrorism, fundamentalism, impact of religion on whole of a person's life i.e. beliefs, norms, values, appearance etc; • Education – young people spend an increasing amount of time in education and therefore it must be influential, hidden curriculum, importance of educational qualifications for jobs/careers, sanctions and rewards, need to conform; • Workplace – young people increasingly work part time if still in education therefore it must be influential, need for employment means individuals will conform to the expected norms and values of their workplace, re-socialisation, sanctions and rewards; • Argument is too deterministic – just because you're young doesn't mean the peer group will influence you or that because you're socialised in a certain way this does not necessarily mean that this is how you'll behave, act and think; • Other reasonable response		

Question			Expected Answer	Mark	Rationale/Additional Guidance
			NB The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.		
			Level 3 **9-12 marks** Candidates reveal a **good** knowledge of whether the peer group is the most influential agent of socialisation for young people and apply a range of examples to the question. The debate is evaluated in a good/effective way. 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. Likely to see a range of different and specific processes of socialisation referred to here when discussing the influence of the peer group on young people. To reach the top end of the band a conclusion will be needed in order to make the required judgement. Expect a critical and discursive tone in this level of response. Candidates may well recognise that the potential influence of an agent of socialisation depends on the recipient i.e. the peer group being particularly influential on young people who spend so much time with theirs but that every young people is also an individual and thus may react differently.		**Level 3:** **9-12 marks** **Knowledge:** Candidates reveal a good knowledge of whether the peer group is the most influential agent of socialisation for young people. Candidates are likely to consider a range of different ways and processes through which the peer group influences young people or a smaller number in more detail. A wide range of processes and examples will be discussed. *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.* **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 peer group and will consider their influence on individuals and social groups. Alternatively, an in-depth focus on different aspects of one process of peer group socialisation will be evident.* **Evaluation:** Candidates analyse and evaluate in a good/effective way. A judgement will be made as to whether the peer group is the most influential agent of socialisation for young people. Candidates are likely to recognise that any influence depends on both the situation and the individual involved i.e. is context specific. *Typically evaluation will consider a range of agencies of socialisation (both primary and secondary) and the*

Question	Expected Answer	Mark	Rationale/Additional Guidance
			specific processes. 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 as to influence. At the top of the level expect a conclusion and a clear judgement. These should help to clarify and inform the debate and should accompany either a wide range of juxtaposed points or a sustained critical evaluation.
	Level 2 **5-8 marks** Candidates reveal a **basic** knowledge of whether the peer group is the most influential agent of socialisation for young people and apply basic examples to the question. The debate is evaluated in a basic way. Answers in this band will be sociological in focus although specific sociological terms and language may not be used. Various ways that the peer group influence and socialise young people are likely to be referred to here. The specific processes used by the peer group are unlikely to be focused on in any real depth, however.		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. **Level 2:** **5-8 marks** **Knowledge:** Candidates reveal a basic knowledge of whether the peer group is the most influential agent of socialisation for young people. *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.* **Application:** Candidates apply basic knowledge and examples to the question. *Typically answers will discuss various ways that the peer group influences and socialises young people. 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. There may not be a specific focus on young people, considering the peer group more generally instead.*

Question			Expected Answer	Mark	Rationale/Additional Guidance
			More than a one sided answer – simple juxtaposition most likely here.		**Evaluation:** Candidates analyse and evaluate the debate in a basic way. *Typically, evaluation is likely to be simple (i.e. for and against juxtaposition). At the top of the level expect points/examples to be clear and relevant and focused on the debate with some sense of their influence.* 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.
			Level 1 **1-4 marks** Candidates reveal a **limited** knowledge of whether the peer group is the most influential agent of socialisation for young people. The debate is evaluated in a limited way, if at all. Answers here may be rooted in common sense rather than specific sociological knowledge. Socialisation as a concept may be misunderstood and candidates may confuse it with socialising. Answers may be brief, vague and undeveloped. Likely to lack breadth and depth. May be a simple list or description.		**Level 1:** **1-4 marks** **Knowledge:** Candidates reveal a limited knowledge of whether the peer group is the most influential agent of socialisation for young people. Answers are likely to be brief and/or descriptive and lacking in focus. *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.* **Application**: Candidates apply limited knowledge and examples to the question. Understanding of socialisation through the peer group may not be made explicit in this level but instead discussed generally, inaccurately or with confusion. *Typically answers will only discuss socialisation or the peer group generally and so will be limited in range and precision.* *Issues, points, concepts and examples are likely to be dealt with in a simple or list-like way.* *Specific examples of peer group socialisation and the processes used are unlikely to be discussed.*

Question			Expected Answer	Mark	Rationale/Additional Guidance
			Likely to be one sided and/or very simplistic.		**Evaluation**: Candidates analyse and evaluate the debate in a limited way. *Typically evaluation will be narrow or not directly relevant. Likely to be a lack of focus on how influential/effective the peer group actually are. Young people may be described generally rather than in relation to peer group socialisation. A one-sided response is likely.*
			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.		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.
			Section B Total	**[30]**	