

GCSE

Sociology

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

General Certificate of Secondary Education

Mark Scheme for June 2016

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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

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
	Tick (Correct answers 1 & 2 mark Qs/Use for ideas for 8 mark Qs) 24 mark questions, use for each idea that contains a KU
	24 mark question assertion only either for or against
	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)	One mark for each correct identification of : less freedom, my Pakistani culture means a lot to me, dress a certain way,	2	
	(b)	One mark for a correct identification of an ethnic group. One mark for an accurate description of how the ethnicity affects family life (or any similar identification of another way an ethnicity can affect family life) Roles: Patriarchy Asian families, Matriarchy Afro Caribbean, Link between ethnicity and structure e.g. Asian families more likely to be extended, Afro Caribbean one parent, traditions, age of marriage, type of family and marriage e.g. not accepting of divorce.	2	Answers can only be fully credited if linked to a specific named ethnic group e.g. bigger families on its own will not be credited To gain full marks the candidate must refer to an ethnic group and explain the effect on family life. Answers that offer a religious group instead of an ethnic group will receive no credit e.g. Muslim families. Please note no credit given for Pakistani families (as in the source).
2	(a)	Boomerang family	1	
	(b)	Conjugal roles	1	
	(c)	Househusband	1	
	(d)	Beanpole family	1	

Question	Answer	Marks	Guidance
3	<p>Answer may discuss any two of the following:</p> <ul style="list-style-type: none"> • Changes in social attitudes • Secularisation • Role models, e.g. celebrities not marrying • Women's Rights e.g. Sex Discrimination Act allow women to work • Rise in popularity of singlehood • Rise in popularity of cohabitation (or other types of families) • Feminist views that marriage is not favourable for women • Cost of weddings • Rise in confluent love • Changes in law (1969 Divorce Reform Act or other relevant law) • Any other reasonable response. <p>See generic mark scheme</p>	8	Do not accept simplistic answers such as 'do not love their partner', without any sociological basis.

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"> • Negative and positive sanctions • Informal social control / socialisation • Cross cultural differences: different views on physical sanctions, honour killings • Gender and control (spouse or children) • Dark side of the family; child abuse, domestic violence, elder abuse, sibling abuse. In some families this is an important form of social control • Any other reasonable response. <p>Against the claim:</p> <ul style="list-style-type: none"> • Socialisation • Place in society • Reproduction • Emotional support • Economic support • Physical care • Regulation of sex • Loss of control of children i.e. due to importance of other agents of socialisation e.g. media, peer group • Control being in the hand of formal agents of social control: Government, police etc. • Changing roles/control e.g. changing legal framework and female independence • Family type and control e.g. privatised versus extended • Any other reasonable response. <p>See generic mark scheme</p>	24	<p>Candidates may be awarded for range if they focus on one function but look at it in a variety of ways e.g. socialisation: gender, ethnicity, age and social class</p> <p>Arguments should be credited whether used for or against dependent on their explanation</p>
	Total	40	

Section B – Education

Question			Answer	Marks	Guidance
5	(a)	(i)	One mark for the correct identification of: to help get a job	1	
		(ii)	One mark for the correct identification of: to help get a job	1	
	(b)		Two marks for the correct identification of: Socialisation, gender socialisation, social control, social integration, teach the hidden curriculum, teach obedience, selective role, boredom	2	Any relevant function or example will be credited as long as it clearly is a function of the school system
6	(a)		Culture	1	
	(b)		Comprehensive education	1	
	(c)		Hidden curriculum	1	
	(d)		Formal curriculum	1	
7			<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Core subjects: English, Maths, Science • Standardise schools • Reduced inequality e.g. ensures females study science • Limit curriculum • Issues with the curriculum: sexist/ethnocentric/ middle class bias • Raise standards • Ensure industry has employees with correct skills • OFSTED can focus inspection • Has led to over testing • Increased state control over education • Post 1988 vocational changes • Increased gap between private school and comprehensive school (as private schools don't have to follow the national curriculum) • Any other reasonable response <p>See generic mark scheme</p>	8	<p>This can be viewed as facts/advantages or disadvantages</p> <p>Knowledge marks will be awarded for including facts about the national curriculum e.g. 1988 Education Act or any formal changes since.</p>

Question	Answer	Marks	Guidance
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"> • Poor socialisation can lead to poor attitude to education • WC parents less likely to attend parents evening • Lack of academically successful role models • Peer group pressure and anti-school subcultures • Deviant values are more important • Aspirations may be lower academically • Self-fulfilling prophecy • Cultural deprivation / lack of cultural capital (Bourdieu) • Language/speech codes (Bernstein) • Any other reasonable arguments. <p>Against the claim:</p> <ul style="list-style-type: none"> • Other outside school factors • Material deprivation matters more (trips/necessities/school uniform issues, revision resources, nowhere appropriate to work at home, need to go out to work instead of further education) • Economy affects success more (e.g. crisis of masculinity) • Media role models e.g. Joey Essex • School factors • Labelling (self-fulfilling prophecy) from teachers • Anti-school subcultures • Schools are middle-class in ethos • Some working class children do well at school • There are great variations within the working class in terms of income, culture, attitudes to education and achievement • Any other reasonable arguments. <p>See generic mark scheme</p>	24	<p>This can be answered in a number of ways. Candidates do not need to use studies to gain full marks as long as answers have evidence (key concepts/empirical data etc.)</p>
	Total	40	

Section C – Mass Media

Question		Answer	Marks	Guidance
9	(a)	One mark for the each identification of: internet, smartphones or technological changes, media is quickly spread and travels further, news is available around the world.	2	
	(b)	One mark for the each correct idea: watching foreign programmes/channels, being able to e mail/skype family abroad etc./ buy foreign newspapers, listen to foreign radio or any other reasonable response	2	Be careful not to credit ideas FROM the source Answers must refer to it being global ie just TV gets no credit
10	(a)	Communication	1	
	(b)	Censorship	1	
	(c)	Selection	1	
	(d)	Bias	1	

Question	Answer	Marks	Guidance
11	<p>Answers may discuss any two of the following:</p> <p>Gender stereotypes</p> <ul style="list-style-type: none"> • Women: Meehan: wife, bitch, matriarch, siren, victim • Women: Sex object (Tunstall), Romantic (McRobbie), Consumer, expressive role • Men: breadwinner, instrumental role, strong, physically active <p>Ethnic stereotypes</p> <ul style="list-style-type: none"> • Males: deviant roles, criminal, drug connected, sporty, benefit fraud • Victims e.g. starving in Africa <p>Social class stereotypes</p> <ul style="list-style-type: none"> • Working class: deviant, benefit fraud, poor, negative stereotypes (benefit street) • Middle class: successful, business owner, positive stereotypes • Upper class: elusive, out of touch with reality, superior <p>Age stereotypes</p> <ul style="list-style-type: none"> • Young: reckless and risk taking, negative images • Middle: dependable, positive images • Old: dependent, useless, negative images <p>Youth subcultures</p> <ul style="list-style-type: none"> • Goths • Chavs <ul style="list-style-type: none"> • Any other reasonable response. <p>See generic mark scheme</p>	8	<p>Candidates can be awarded full marks without any studies</p> <p>Candidates may be awarded for knowledge displayed by the process of representation:</p> <p>Distortion Repetition Socialisation Invisibility Role models Demonising the undesirable Hidden messages of good and bad Consequences for actions Trowler's work</p> <p>Candidates can only be awarded full marks for identifying a stereotype and offering an explanation/description</p>

Question	Answer	Marks	Guidance
12	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For:</p> <ul style="list-style-type: none"> • Self-censorship: Internet report of abuse • Interactivity: Audience participation ie Big Brother voting • Consumer power: Choice over the media we use, ratings, boycotts • Pluralist argument: ratings • Uses and gratifications model: Choice over the media we use, ratings • Public ownership (BBC) • Press complaints bodies • Shareholding • Taking legal action ie injunctions • Intertextuality – media created about other media eg. gogglebox • Freedom of speech <p>Against:</p> <ul style="list-style-type: none"> • Owners control: concentration, globalisation, diversification, media barons, Marxist view • Editors, gatekeepers, journalists, news values and agenda setting, censorship • Advertising • Government: libel/slander/ notice, official secrets act, certification, discrimination laws, watershed <p>See generic mark scheme</p>	24	
	Total	40	

Section D – Work

Question			Answer	Marks	Guidance
13	(a)	(i)	One mark for the correct identification of: hidden economy, domestic economy or communal economy	1	
		(ii)	One mark for each correct identification of: DIY	1	
	(b)		One mark for each correct example: e.g. housework, gardening, child care for own children, working unpaid for a charity, running a club, volunteering e.g. for a scout group, babysitting	2	Do not accept DIY, helping a neighbour – as included in the source.
14	(a)		Computerisation	1	
	(b)		Life chances	1	
	(c)		Employment	1	
	(d)		Leisure	1	
15			<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Gender discrimination • Racial discrimination • Age discrimination • Social class discrimination • Disability discrimination • Examples of discrimination e.g. bullying • Discrimination i.e. verbal/physical/emotional • Discrimination from a variety of sources e.g. employer, customers, co-workers • Examples of discrimination e.g. being shortlisted for jobs • Disability discrimination • Any other reasonable response. <p>Candidates may interpret this question in varying ways.</p> <p>See generic mark scheme</p>	8	<p>Candidates can be awarded full marks for two examples within one category but not for one group e.g. you may be awarded for two examples of gender discrimination, but to avoid overlap and gain full marks one would need to look at females and one males.</p> <p>Candidates can be awarded full marks for focussing not on the strata, but on the ways discrimination exists e.g. pay, promotion, getting a job</p>

Question	Answer	Marks	Guidance
16	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p><u>For the claim:</u></p> <ul style="list-style-type: none"> • Satisfaction through helping others, work as a vocation e.g. nurse • Satisfaction from using your skills e.g. creative work such as a carpenter • Satisfaction from the excitement in your job e.g. professional skier • Intrinsic satisfaction and features of workplace associated with it e.g. control, meaningful work, sense of belonging, involvement • Removal of features of work that alienate employees e.g. work is cleaner, safer, less repetitive, fewer unskilled jobs left • Types of work that may be more enjoyable e.g. craft work, professional work • Satisfaction through adoration e.g. celebrity culture • Any other reasonable response. <p><u>Against the claim:</u></p> <ul style="list-style-type: none"> • Social relationships • Social status • Extrinsic satisfaction (money, benefits, pensions) • Keep boredom away • Support family • Keep healthy e.g. unemployment affects mental health (could be used for or against). • Aspects of alienation at work e.g. Blauner: powerlessness, meaninglessness, self-estrangement, isolation • Changes in the workplace which are reducing people's enjoyment of their work: e.g. job insecurity, de-skilling, lack of control, zero hours contracts, increased demands of workers due to de-layering/reducing staff, the rapid rate of change at work • Interference in work e.g. professionals such as teachers and doctors issues of government control • High turnover in some jobs as evidence that work is not loved e.g. call centres • Many people do not have a job to love • Marxist ideas: bourgeoisie cause alienation taking the intrinsic value out of work <p>Any other reasonable response.</p> <p>See generic mark scheme</p>	24	
	Total	40	

Section E – Crime and Deviance

Question		Answer	Marks	Guidance
17	(a)	One mark for each correct identification of: Relative, situational, changes over time/historical and cross cultural	2	Do not accept examples of deviance, eg smoking.
	(b)	One mark for each correct example: Women working in men's jobs, men being househusbands, acceptance of babies born out of marriage, acceptance of homosexuality, changing attitudes to smoking Any other reasonable response. Norms and values change over time. Global influences change norms.	2	Candidates do not need to include laws/studies to gain full marks. To gain full marks they need two changes Candidates will be rewarded for either examples of historical deviance or how deviance has changed e.g. norms and values change over time. Candidates can only be awarded marks if they explain the changes.
18	(a)	Official statistics	1	
	(b)	Self-report studies	1	
	(c)	Victim surveys	1	
	(d)	Crime	1	

Question	Answer	Marks	Guidance
19	<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Loss of freedom • Punishment • Reform • Deterrent to criminals • Prevent reoffending • Prevent crime • Self-fulfilling prophecy • Labelling • Master status • Institutionalisation • Effects on family life • Cause reoffending • Resocialisation (positively or negatively) • Rehabilitation • University of crime • Get a criminal record which can affect future life chances <p>Any other reasonable response.</p> <p>See generic mark scheme</p>	8	Candidates can only be rewarded for ideas that effect criminals. Eg no credit for 'prisons deter the public from committing crime'.

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"> • Poor/ delinquent norms and values • Poor/ delinquent role models • Different norms and values (ethnicity) • Different gender socialisation • Lack of social control at home • Subcultures • Peer group pressure e.g. gang culture • Lack of social control in education • Illegitimate opportunity structure • Any other reasonable response. <p>Against the claim:</p> <ul style="list-style-type: none"> • Lack of opportunity • Rising unemployment • Anomie/strain (Merton) • Matza drift theory • Material deprivation • Status frustration • Discrimination, labelling and self-fulfilling prophecy(gender/ethnic/ social class/ age) • Boredom, thrill-seeking behaviour (post-modern) • Police targeting • Stereotyping (gender/ethnicity/social class) • Law making: the role of the powerful in defining what is or is not criminal • Law enforcement: opportunities for crime/ selective law enforcement/ low detection rates/ ineffective sanction • Corporate crime: pressure on executives to achieve company goals/ anomie • White collar crime: opportunities within organisations for employees to commit crime, particularly for those with particular skills e.g. computer skills • Peer group pressure • Media negative role models • Any other reasonable response <p>See generic mark scheme</p>	24	<p>Arguments should be credited whether used for or against dependent on their explanation</p> <p>Candidates may use social control as part of socialisation or as an evaluation of socialisation</p> <p>Candidates can be awarded full marks without any studies</p>
	Total	40	

Section F – Youth

Question			Answer	Marks	Guidance
21	(a)	(i)	One mark for 8	1	
		(ii)	One mark for the correct identification of: tabloid	1	
	(b)		One mark for the correct identification: family, education, peer group, religion, workplace	2	Ensure not to credit media (as was in the source)
22	(a)		Formal control	1	
	(b)		Rites of passage	1	
	(c)		Conformity	1	
	(d)		Youth	1	
23			<p>Answers may discuss any two of the following.</p> <ul style="list-style-type: none"> • To gain money • Lack of legitimate opportunity • Social Networks (lack of old boys network): Milltown boys, Williamson • Sense of belonging Miller (lack of male role models) • Lack of Family or role models: possibly due to the decline of the family: Dennis • Sense of belonging and identity: Gives stability and security due to instability of family: Sewell • Boredom – lack of disposable income • Status Frustration: Albert Cohen • Peer group pressure • Labelling • Rite of passage of living in that poor area • To avoid trouble / for protection (reference may be made to Nonnie (non gang members) due to living in a poor area • Any other reasonable response. <p>See generic mark scheme</p>	8	Candidates should be credited for using ideas associated with working class/poverty

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> <p>Working class subcultures</p> <ul style="list-style-type: none"> • Skinheads Clarke, Brah, • Punks Frith • Chavs • Teddy boys • Rockers • Mods (affluent working class) • Milltown boys <p>Middle class subcultures</p> <ul style="list-style-type: none"> • Goths Hodgkinson, Hippies, Emos • Cross Class subcultures • Hippies (some evidence Brake) • Any other reasonable arguments. <p>Against the claim:</p> <p>Ethnic subcultures</p> <ul style="list-style-type: none"> • Banghra • Hip hop • Religious/cultural <p>Gender subcultures</p> <ul style="list-style-type: none"> • Girl gangs • Bedroom subculture (McRobbie) • Male subcultures e.g. Willis anti-school subculture <p>Other reasons</p> <ul style="list-style-type: none"> • Shared interest e.g. music, fashion • Sense of belonging • Rite of passage • Solution to problems • Peer group pressure • Growth of affluence • Changes in law e.g. raising school leaving age • Manipulation by the media <p>Any other reasonable arguments.</p> <p>See generic mark scheme</p>	24	<p>Evidence could be used interchangeably and must be credited.</p> <p>Candidates do not need to have studies to be awarded full marks</p>
	Total	40	

APPENDIX 1 version 1.13

Generic Mark scheme

8 mark question	
Assessment objectives: AO1	
<p>Wide ranging knowledge and understanding Answers will include two correct ideas both including 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>	4
<p>Good knowledge and understanding. Answers will include two 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>	3
<p>Basic knowledge and understanding. 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>	2
<p>Limited knowledge and understanding. 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>	1
No relevant knowledge and understanding	0

Assessment objectives: A02	
Very good application and explanation. Two fully relevant ideas both applied and developed fully with coherence. Answers will be wide ranging in both their application and explanation.	4
Good application and explanation. 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.	3
Basic application and explanation. Typically answers will either have brief application for 2 ideas OR apply and develop 1 idea.	2
Limited application and explanation. Typically answers are very narrow with only limited application of only 1 idea.	1
No application Creditable ideas without any relevant application	0

24 mark question	
Assessment objectives: AO1	
<p>Wide ranging knowledge and understanding. Answers will be wide ranging with accurate explicit sociological knowledge (Concepts/studies/theories/statistics/Legal Acts) showing full understanding and applied consistently. 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 but some understanding 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>	<p>Level 4 7-8</p>
<p>Good knowledge and understanding. 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 OR be wide ranging but contain some errors of knowledge and understanding OR the sociological knowledge will be wide ranging but used with inconsistency. 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>	<p>Level 3 5-6</p>
<p>Basic knowledge and understanding. 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 OR sociological knowledge shows a lack of understanding e.g. listing concepts with no explanation OR more than one idea but 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>	<p>Level 2 3-4</p>
<p>Limited knowledge and understanding. Answers will be very narrow in range OR based on non-sociological/anecdotal ideas only OR provide only a plan. Top of the level there may be some range OR some sociological understanding. Bottom of the level answers will be based on non-sociological/anecdotal ideas.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<p>Level 1 1-2</p>
No relevant points	0

Assessment objectives: AO2	
<p>Wide ranging application and explanation. 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 coherent. Bottom of the level-ideas will mainly be developed OR is less coherent in parts.</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>	Level 4 7-8
<p>Good application and explanation. 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 some developed ideas Bottom of the level-a range of ideas may be applied but without development OR application may lack some clarity.</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>	Level 3 5-6
<p>Basic application and explanation. Answers will have a narrow focus on the actual question Or have a narrow amount of applied ideas. Top of the level-there will be some coherence and more than one idea will have clear application OR a wider range of applied ideas without sociological knowledge. Bottom of the level-application will be 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> <p>Responses that have a basic (level 2) for AO1 must not be awarded higher than level 2 for AO2 (application)</p>	Level 2 3-4
<p>Limited application and explanation. Answers will either vaguely focus on the actual question OR examples/ evidence may be largely irrelevant, lack coherency/anecdotal OR application is very narrow. Top of the level-answer will have limited coherence or relevance. Bottom of the level-answer will have a brief point of relevance.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	Level 1 1-2
<p>There is no relevant application All ideas will not be applied.</p>	0

Assessment objectives: AO3	
<p>Wide ranging evaluation. Answers will have a wide ranging discussion 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 do not have to have a balanced debate to gain full marks. Top of the level-the debate is coherent, clearly expressed and with a conclusion Bottom of the level- may lack a conclusion and/or less clearly expressed.</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>	<p>Level 4 7-8</p>
<p>Good evaluation. There will be a range of ideas debated. Top of the level-will have a range of explicit evaluation and some coherence. Bottom of the level-may be less coherence OR some implicit evaluation.</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>	<p>Level 3 5-6</p>
<p>Basic evaluation. The response is narrow OR lacks sense and/or sociology or all evaluation is implicit or answers are reliant on subtitles. Top of the level-evaluation may be narrow, but explicit and have some coherence OR evaluation is wide ranging but not substantiated with sociological evidence. Bottom of the level-evaluation may be implicit and/OR have some confusion about the debate.</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. Responses that have a basic (level 2) for AO1 must not be awarded higher than level 2 for AO2 (application)</p>	<p>Level 2 3-4</p>
<p>Limited evaluation. The response may misunderstand the actual debate OR has only provided a plan Top of the level- a vague understanding OR a simple yes/no response but with a limited coherence or relevance. Bottom of the level- one side of the argument may rely solely on assertion OR the response may be in the form of a list.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<p>Level 1 1-2</p>
No relevant evaluation points.	0

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