

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
Advanced Subsidiary GCE

SOCIOLOGY

The Individual and Society

REVISED SPECIMEN PAPER JUNE 2002 ONWARDS

2532

Additional materials:

8 page Answer Book

4 page continuation Answer Book

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- Answer **one** question.
- Read each question carefully to make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

This specimen paper consists of 3 printed pages and 1 blank page.

Answer **one** question.

- 1 Study **Item A** carefully, then answer parts (a) to (d).

ITEM A

National identities can be reinforced by events like the Olympic Games. The Olympics are hosted by different nations every four years. By hosting or competing in the Games, nations can promote their identity by the singing of national anthems, the waving of flags and the wearing of their national colours. Cathy Freeman, pictured below was given the honour of lighting the Olympic flame at the opening ceremony of the Sydney Olympics in 2000. Freeman is pictured displaying both the Australian flag and the Aboriginal flag after winning the 400 metres. She described herself as being proud of her Aboriginal background and her Australian nationality.



Source: Guardian Education, Tuesday 19 September 2000

- (a) Identify and briefly explain **two** ways in which the concept of national identity can be promoted with reference to **Item A**. [8]
- (b) Identify and briefly explain **two** ways in which ethnic identity and national identity may overlap. [8]
- (c) Outline and briefly evaluate **two** ways in which national identities can be passed from one generation to the next. [18]
- (d) Discuss the view that nationality is no longer an important source of identity in the contemporary UK. [26]

[Total: 60 marks]

- 2 Study **Item A** carefully, then answer parts (a) to (d).

ITEM A

Without socialisation individuals would be unable to cope in the modern world, as the case below describes.

'Isabelle was six years old when she was discovered. She had been hidden away since early infancy and given only minimal attention throughout her life. Her mother was deaf and did not speak, and Isabelle had spent most of her life in a darkened room with her mother. As a result of this, Isabelle had no chance to develop speech, as she had communicated with her mother through gestures. Her behaviour towards strangers, especially men, was almost that of a wild animal, manifesting much fear and hostility. Without assistance from specialists, Isabelle would not have been able to cope with school, peers and much of the outside world.'

Source: adapted from K. Davies, *Human Society*, Macmillan 1948

- (a) Using **Item A**, identify and briefly explain **two** ways in which the case of Isabelle illustrates the importance of socialisation to individuals. **[8]**
- (b) Identify and briefly explain **two** differences between primary and secondary socialisation. **[8]**
- (c) Outline and briefly evaluate **two** ways in which the family can influence the social behaviour of an individual. **[18]**
- (d) Discuss the view that secondary socialisation is responsible for the creation of gender identities in the contemporary UK. **[26]**

[Total: 60 marks]

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MARK SCHEME

GENERAL MARKING GUIDELINES

It is important to remember that the Advanced Subsidiary GCE is assessed at a standard appropriate for candidates who have completed the first half of a full Advanced GCE course i.e. between GCSE and Advanced GCE. Candidates will mainly be 17 years old writing under examination conditions. Before you begin marking it is strongly recommended that you examine the Advanced Subsidiary Assessment Matrix on page 59 of the Specifications in order to obtain a feel for the general qualities we are seeking at this level. The mark scheme for each unit gives more detailed guidance on the possible responses to each question.

Marking must be positive. Candidates should not be penalised for errors, inaccuracies or irrelevancies. Credit should be given for what is there rather than what you think should be there. Credit should also be given for responses which take an unusual approach not covered by the mark scheme, which are judged to be valid alternatives. The Assessment Matrix on page 59 of the Specifications should be used to mark such responses. Please consult your team leader if necessary for further guidance.

Marks for quality of written communication are embedded with the AO1 criteria. Answers to all questions should be written in continuous prose and will be assessed according to clarity of expression and presentation, taking account of grammar, punctuation and spelling.

It is extremely important that the whole range of marks be used in order to differentiate between candidates. Full marks should be awarded for responses which are the best that can be reasonably expected of AS candidates who have completed one year of study. A perfect answer is not required. If the candidate's response to a question is such that the mark scheme allows full marks to be awarded, full marks must be given. If a candidate's answer does not deserve any credit, no marks should be awarded.

Question 1

- (a) Identify and briefly explain two ways in which the concept of national identity can be promoted with reference to item A. [8 marks]

AO2a: Interpretation and Analysis

[8 marks]

[7-8] The candidate will correctly select and analyse two ways in which the data in item A promotes the concept of national identity. Reference may be made to hosting, participating, singing anthems, waving flags or wearing national colours. Answers in this band will show a full understanding of both ways identified and, at the top of the band, will show clearly how each is linked to the concept of national identity. Answers which identify two ways, explain them fully but don't link these to the concept of national identity, should be placed lower in the band.

[5-6] The candidate will correctly select and interpret two ways in which the data in item A promotes the concept of national identity. Answers will provide an explanation of both reasons although one of these may be neglected making the responses uneven or both reasons may be partially discussed with little attempt to link them to the concept of national identity. Answers will show the ability to select from and appropriately interpret the data.

[3-4] The candidate will either correctly select two ways in which the data in item A promotes the concept of national identity but leave them largely or completely unexplained/uninterpreted, or will select one way and give an appropriate explanation/interpretation. Answers which state one correct way, explain it fully, and show clearly how this links to the concept of national identity, should be placed at the top of this band. Answers which state one way with a partial explanation should be placed at the bottom of the band. Answers which state correctly two ways, but give no explanation of them should be placed lower in the band. Answers will therefore show some ability to interpret the data.

[1-2] The candidate will correctly select one way in which the data in item A promotes the concept of national identity, but may leave this largely or completely unexplained, showing only a limited ability to respond to the data.

[0] No relevant interpretation or analysis.

- (b) Identify and briefly explain two ways in which ethnic identity and national identity may overlap. [8 marks]

AO1: Knowledge and Understanding

[8 marks]

[7-8] The candidate will correctly identify two ways in which an ethnic and a national identity may overlap or coexist. Reference may be made to cultural issues such as food, language, dress, tradition and history, geography or relationship to states. The explanation offered for each difference will show a range of knowledge and understanding of the concepts of ethnic identity and national identity and a discussion of the relationship between the two. To be located at the top of this band the candidate will offer a coherent answer which directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

[5-6] The candidate will correctly identify two ways in which an ethnic and a national identity may overlap. Answers will provide an explanation of both ways identified, although one of these may be neglected making the responses uneven. Alternatively both ways will be partially discussed. The explanations offered will display knowledge and understanding of the concepts of ethnic identity and/or national identity. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[3-4] The candidate will either correctly identify two ways in which an ethnic and a national identity may overlap, but leave them largely unexplained, or will offer one correct way with an adequate explanation. Answers which offer one correct way with full explanation and a clear knowledge and understanding of the concepts of ethnic identity and/or national identity should be placed at the top of this band. Answers which state one way with a partial explanation should be placed at the bottom of the band. Answers which state two ways but leave these completely unexplained should be placed lower in the band. The answers will therefore show some understanding of the concepts of ethnic identity and/or national identity. The candidate will present material, which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

[1-2] The candidate will correctly identify one way in which an ethnic and a national identity may overlap, but will leave this largely unexplained. Therefore showing only a limited understanding of the terms 'ethnic identity' and/or 'national identity'. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological knowledge and understanding.

- (c) Outline and briefly evaluate two ways in which national identities can be passed from one generation to the next. [18 marks]**

AO1 Knowledge and Understanding

[10 marks]

[8-10] The candidate shows a range of knowledge and understanding of two ways in which a national identity can be passed from one generation to the next and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate is likely to display knowledge of families, education, media, religion or festivals possibly referring to the concepts of norms, values and roles and how these can be involved in the process of retaining identity over time. Candidates will display an understanding of the concept of socialisation. The candidate will present material which directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

[6-7] The candidate shows knowledge and understanding of two ways in which a national identity can be passed from one generation to the next and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate is likely to display knowledge of agents of socialisation and how these operate to pass on culture and identity, although the range of concepts, evidence and ideas will be narrower than the band above. Any examples used may be only partially understood or relevant. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[4-5] The candidate displays some knowledge and understanding of the way in which a national identity can be passed from one generation to the next and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one way in which this can happen, explaining this well to reach the top of this band. Answers which state two ways are likely to leave these undeveloped and unsubstantiated. The candidate will present material which partially answers the question. There may be some errors of grammar, punctuation and spelling.

[1-3] The candidate displays an awareness of at least one way in which a national identity can be passed from one generation to the next. The candidate may present material of marginal relevance to the question and it may be based on common sense assumption and assertion. Errors of grammar, punctuation and spelling may be of notice and obtrusive.

[0] No relevant sociological knowledge or understanding.

AO2a: Interpretation and Analysis

[4 marks]

[3-4] The candidate at the top of this band will select from and analyse different types of data in order to outline and briefly evaluate two ways in which a national identity can be passed from one generation to the next. To be located at the top, answers should select and analyse data relevant to nationality and the agents of socialisation. Towards the bottom of the band answers will select from different types of data and appropriately interpret that data, although the range referred to will be narrower and the candidate may neglect to consider the concept of generations. Answers at the bottom of the band will lack sociological analysis.

[1-2] The candidate will display an ability to response to sociological data. At the top of the band answers will show some ability to interpret different types of data, probably referring to national identity only. Towards the bottom of the band the interpretation will be limited.

[0] No relevant interpretation or analysis.

AO2b: Evaluation

[4 marks]

[3-4] The candidate at the top of this band will evaluate two ways in which a national identity can be passed from one generation to the next. This may include commentary on the relative power of primary and secondary socialisation in particular the role of the family and education systems in passing on norms and values of a national group. Candidates are likely to refer to other agents of socialisation. At the bottom of the band evaluation may be present in the form of juxtaposition or strong assertion.

[1-2] Answers will offer a limited commentary and/or evaluation on the ways in which a national identity can be passed from one generation to the next, making the evaluation basic and at the bottom of the band only one comment made. The tone of answers in this band will be discursive rather than assertive. In this band any evaluation will be based on common sense rather than sociological insight.

[0] No relevant evaluation.

- (d) Discuss the view that nationality is no longer an important source of identity in the contemporary UK. [26 marks]

AO1: Knowledge and Understanding

[14 marks]

[11-14] The candidate will display a range of knowledge and understanding of the term nationality and associated sociological evidence and ideas. Answers in this band will use relevant conceptual and/or empirical and/or theoretical evidence, which will focus on what is meant by the term national identity and are likely to question whether there is a national identity in the contemporary UK possibly referring to globalisation, devolution, hybrids and multiculturalism in some way. Candidates may refer to other types of identity such as gender, class or ethnicity. Candidates will present material in a manner which answers the question directly. There will be few, if any, errors of grammar, punctuation and spelling.

[8-10] The candidate will display knowledge and understanding of the term 'national identity' and associated sociological evidence and ideas. Responses will be less well developed than the band above. The range of conceptual and/or empirical and/or theoretical evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support the arguments that national identity is not an important source of identity in the contemporary UK, or that other identities are more important and answers will therefore contain knowledge of gender/class or ethnic identity. Candidates will present material in a manner which answers the question. There may be occasional errors of grammar, punctuation and spelling.

[5-7] The candidate will display some knowledge and understanding of the term 'national identity'. Answers in this band will be largely descriptive showing understanding of the importance of nationality in the contemporary UK but little knowledge of how this may be changing or challenged by other sources, therefore showing partial knowledge and understanding, or will be characterised by a lack of empirical and/or theoretical and/or conceptual evidence. These may be implicit and in need of further clarification and elaboration. Candidates will present material in a manner which partially answers the question. There may be some errors of grammar, punctuation and spelling.

[1-4] The candidate will display limited knowledge and understanding of the term nationality and its importance in the contemporary UK. The candidates will make at least one relevant sociological point although the material used may be sparse, lacking detail and imprecise. Candidates will present material of marginal relevance. There may be noticeable and obtrusive errors of grammar, punctuation and spelling.

[0] No relevant sociological knowledge or understanding.

AO2a: Interpretation and Analysis

[4 marks]

[3-4] The candidate will show the ability to select from and analyse different types of data in order to comment on the view that nationality is not an important source of identity in the contemporary UK. Candidates will engage in the debate surrounding the extent to which nationality is important and possibly the extent to which this may be a departure from the past and may draw from evidence of the strength of other identities such as gender and ethnicity. The evidence could be used to support or refute the claim that national identity is no longer an important source of identity in the contemporary UK.

[1-2] The candidate will display an ability to respond to sociological data, although the range will be limited. At the top of the band answers will show some ability to interpret different types of data, probably referring to national identity only, and neglecting the issue of contemporary society. Towards the bottom of the band the interpretation will be limited.

[0] No relevant interpretation or analysis.

AO2b: Evaluation

[8 marks]

[7-8] The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the extent to which nationality is not an important source in identity in the contemporary UK. Critical material may be employed to raise issues concerning gender, ethnicity and class as well as multiculturalism. Anticipate sustained evaluation at this level, addressing both sides of the argument.

[5-6] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the extent to which nationality is not an important source in identity in the contemporary UK. The evaluation in this band will be a narrower range than the band above and may be characterised by juxtaposition and is therefore unlikely to be sustained throughout the answer. Candidates may present a clear but one sided or inadequately supported position.

[3-4] The candidate shows the ability to make basic evaluation of the evidence and arguments about the extent to which nationality is not an important source in identity in the contemporary UK. The tone of this type of response will be assertive, probably one-sided with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the view that nationality is not an important source of identity in the contemporary UK. Any other points will be based on common sense assertion.

[0] No relevant evaluation.

Question 2

- (a) **Identify and briefly explain two ways in which the case of Isabelle in Item A, illustrates the importance of socialisation to individuals.** **[8 marks]**

AO2a: Interpretation and Analysis

[8 marks]

[7-8] The candidate will correctly select and analyse two ways in which the case of Isabelle illustrates the importance of socialisation to individuals. Reference may be made to her having minimal attention, poor communicative skills, lack of speech and behaviour towards strangers. Answers in this band will show a full understanding of both ways identified and, at the top of the band will show clearly how each is linked to the concept of socialisation. Answers which identify two ways, explain them fully, but don't link these to the concept of socialisation, should be placed lower in the band.

[5-6] The candidate will correctly select and interpret two ways in which the case of Isabelle illustrates the importance of socialisation to individuals. Answers provide an explanation of both ways although one of these may be neglected making the responses uneven or both reasons may be partially discussed with little attempt to link them to the concept of socialisation. Answers will show the ability to select from and appropriately interpret the data.

[3-4] The candidate will either correctly select two ways that the case of Isabelle illustrates the importance of socialisation to individuals, but leave them largely unexplained/uninterpreted, or will select one way and give an appropriate explanation/interpretation. Answers which state one correct way, explain it fully and show clearly how this links to the concept of socialisation, should be placed at the top of this band. Answers which state one way with a partial explanation should be placed at the bottom of the band. Answers which state correctly two ways, but give no explanation of them should be placed lower in the band. Answers will therefore show some ability to interpret the data.

[1-2] The candidate will correctly select one way in which the case of Isabelle illustrates the importance of socialisation to an individual, but may leave this largely or completely unexplained, showing only a limited ability to respond to the data.

[0] No relevant interpretation or analysis.

(b) Identify and briefly explain two differences between primary and secondary socialisation. [8 marks]

AO1: Knowledge and Understanding

[8 marks]

[7-8] The candidate will directly identify two difference between primary and secondary socialisation. Reference may be made to stages of life, numbers of agencies involved, contact with outside agencies or to the family. The answers will offer an explanation for each difference identified, and the explanation will show a range of knowledge and understanding of the concepts of primary and secondary socialisation. To be located at the top of this band the candidate will offer a coherent answer which directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

[5-6] The candidate will correctly identify two differences between primary and secondary socialisation although only one of these will be appropriately explained. Answers will provide an explanation of both differences identified, although one of these may be neglected making the responses uneven. Alternatively both differences will be partially discussed. The explanations offered will display knowledge and understanding of the concept of socialisation. The candidate will present material in a manner, which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[3-4] The candidate will either correctly identify two differences between primary and secondary socialisation, but leave them largely unexplained, or will offer one correct difference with an adequate explanation. Answers which offer one correct difference, with full explanation and a clear knowledge and understanding of the concept of socialisation, should be placed at the top of this band. Answers which state one way with a partial explanation should be placed at the bottom of the band. Answers which state two differences but leave these completely unexplained should be placed lower in the band. The answers will therefore show some understanding of the concept of socialisation. The candidate will present material, which partially addresses the question. There may be some errors of grammar, punctuation and spelling.

[1-2] The candidate will correctly identify one difference between primary and secondary socialisation, but will leave this largely or completely unexplained, therefore showing only

limited understanding of the concepts. The candidate will present material of marginal relevance to the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

- (c) **Outline and briefly evaluate two ways in which the family can influence the social behaviour of an individual.** [18 marks]

AO1: Knowledge and Understanding

[10 marks]

[8-10] The candidate shows a range of knowledge and understanding of two ways in which the family can influence the social behaviour of an individual and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate will display knowledge of the term 'family', possibly referring to parental expectations, sibling rivalry/relationships, position in family i.e. eldest/youngest or gender. The candidate in this band will display knowledge and understanding of the term 'social behaviour' and how it can be developed, referring to both norms and values either implicitly or explicitly in some way. The candidate will present material which directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.

[6-7] The candidate shows knowledge and understanding of two ways in which the family can influence the social behaviour of an individual and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may display greater knowledge of the family than of social behaviour and the range of concepts, evidence and ideas will be narrower than the band above; in this way the answers may be uneven. Any examples used may only be partially understood or relevant. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

[4-5] The candidate displays some knowledge and understanding of the way in which the family can influence the social behaviour of an individual and of relevant conceptual and/or empirical and/or theoretical evidence. The candidate may focus on one way in which the family can be linked to social behaviour, explaining this well to reach the top of this band. Answers which state two ways are likely to leave these undeveloped and unsubstantiated. The candidate will present material which partially answers the question. There may be some errors of grammar, punctuation and spelling.

[1-3] The candidate displays an awareness of at least one way in which the family can influence the social behaviour of an individual. The candidate may present material of marginal relevance to the question and it may be based on common sense assumption and assertion. Errors of grammar, punctuation and spelling may be of notice and obtrusive.

[0] No relevant sociological knowledge or understanding.

AO2a: Interpretation and Analysis

[4 marks]

[3-4] The candidate at the top of this band will select from and analyse different types of data in order to outline and briefly evaluate the ways in which the family can influence the social behaviour of the group. To be located at the top answers should select and analyse data relevant to families, social behaviour and the individual. Towards the bottom of the band, answers will select from different types of data and appropriately interpret that data in order to outline and comment on the ways in which the family can influence the social behaviour of an individual, although the range of data referred to will be narrower and the

candidate may neglect to consider the concept of the individual. Answers at the bottom of this band will lack sociological analysis.

[1-2] The candidate will display an ability to respond to sociological data. At the top of the band the answers will show some ability to interpret different types of data, probably referring to family or social behaviour. Towards the bottom of the band the interpretation will be limited.

[0] No relevant interpretation or analysis.

AO2b: Evaluation

[4marks]

[3-4] The candidate at the top of this band will clearly and explicitly evaluate the ways in which the family can influence the social behaviour of the individual. This may include commentary on conformity and resistance; answers will probably question the power of the family to influence the behaviour of the individual. Candidates may refer to other agents of socialisation. At the bottom of the band, evaluation may be present in the form of juxtaposition or be strongly assertive.

[1-2] Answers will offer a limited commentary and/or evaluation on the ways in which the family can influence the social behaviour of an individual, making the evaluation basic and at the bottom of the band only one comment made. In this band any evaluation will be based on common sense rather than sociological insight.

[0] No relevant evaluation.

- (d) Discuss the view that secondary socialisation is responsible for the creation of gender identities in the contemporary UK. [26 marks]**

AO1: Knowledge and Understanding

[14 marks]

[11-14] The candidate will display a range of knowledge and understanding of the terms secondary socialisation, gender identities and associated sociological evidence and ideas. Answers in this band will use a range of relevant conceptual and/or empirical and/or theoretical evidence, which will focus on what gender identities are, discussing the social construction of masculinity and femininity in some way, and possibly referring to sexuality. Evidence should be offered to support the argument that secondary socialisation is responsible for the formation of gender identities and should show knowledge or at least two agents of secondary socialisation in some depth. Answers could utilise work on the media or education to particularly good effect, showing how the agents impact on identity. Answers will also offer knowledge and understanding of how primary socialisation is the main way of passing on norms and values to children, possibly focusing on Oakley's work. Candidates will present material in a manner which answers the question directly. There will be few, if any, errors of grammar, punctuation and spelling.

[8-10] The candidate will display knowledge and understanding of the terms secondary socialisation and gender identities and associated sociological evidence and ideas. Responses will be less well developed than the band above. The range of relevant conceptual and/or empirical and/or theoretical evidence will be narrower, but these will be covered in some detail. Evidence should be offered to support the argument that secondary socialisation is responsible for the formation of gender roles or identities although this may be lacking in depth, or focused on one gender only. Answers at the bottom of this band are likely to focus on gender roles rather than identities. Candidates will present material in a manner which answers the question. There may be occasional errors of spelling, punctuation and grammar.

[5-7] The candidate will display some knowledge and understanding of the terms secondary socialisation and gender identities. Answers in this band will be largely descriptive showing understanding of the terms but with little knowledge of the diversity of secondary agencies, maybe treating them all as being the same, therefore showing partial knowledge and understanding. The answers will be characterised by a lack of relevant conceptual and/or empirical and/or theoretical evidence. These may be implicit and in need of further clarification and elaboration. Candidates will present material in a manner which partially answers the question. There may be some errors of grammar, punctuation and spelling.

[1-4] The candidate will display limited knowledge and understanding of the term 'socialisation' and gender identities. The candidate will make at least one relevant sociological point although the material used may be sparse, lacking in detail and imprecise. Candidates will present material of marginal relevance. There may be noticeable and obtrusive errors of grammar, punctuation and spelling.

[0] No relevant sociological knowledge or understanding.

AO2a: Interpretation and Analysis

[4 marks]

[3-4] The candidate will show the ability to select from and analyse different types of data in order to comment on the extent to which secondary socialisation is responsible for the formation of gender identities. Candidates will engage in the debate surrounding the extent to which gender identities are constructed and may draw from evidence of the masculinities and femininities as well as at least two agents of secondary socialisation. Answers in this band will select data to show that gender identities are constructed. Answers will consider both genders. Towards the bottom of the band the interpretation will be limited.

[1-2] The candidate will display an ability to respond to sociological data, although the range of data will be limited. At the top of the band answers will show some ability to interpret different types of data, probably referring to secondary socialisation only. Towards the bottom of the band the interpretation will be limited.

[0] No relevant interpretation or analysis.

AO2b: Evaluation

[8 marks]

[7-8] The candidate will show the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that secondary socialisation is responsible for the formation of gender identities. Critical material may be employed to raise issues concerning the strength of early years' socialisation, media, peer group education which may impact on the formation of gender identity. Anticipate sustained evaluation at this level, with candidates addressing both sides of the argument.

[5-6] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that secondary socialisation is responsible for the formation of gender identities. The evaluation in this band will be a narrower range than the band above and may be characterised by juxtaposition and is therefore unlikely to be sustained throughout the answer. Candidates may present a clear but one-sided or inadequately supported position.

[3-4] The candidate shows the ability to make basic evaluation of the evidence and arguments about the view that secondary socialisation is responsible for the formation of gender identities. The tone of this type of response will be assertive probably one-sided with a lack of supporting evidence. Discursive points may be listed or asserted without explanation.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the view that secondary socialisation is responsible for the formation of gender identities. Any other points will be based on common sense assertion.

[0] No relevant evaluation.

ASSESSMENT MATRIX: ADVANCED SUBSIDIARY

This assessment matrix underpins the marking schemes for units 2532, 2533, 2534 and 2535. This ensures consistency of standard between these units and clear progression to A2.

		ASSESSMENT OBJECTIVE 1		ASSESSMENT OBJECTIVE 2	
		Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in photographs 3.3 (a), (b) and (c) of the Subject Criteria*.		Demonstrate abilities which display the acquisition and appropriate application of skills of identification, analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.	
Levels of Achievement		Knowledge and Understanding (inc. Presentation and Communication)	Interpretation and Analysis	Evaluation	
4		The candidate will show a range of knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.	The candidate will show the ability to select and analyse different types of data.	The candidate will show the ability to evaluate specific sociological arguments based on the available evidence, methods and explanations.	
3		The candidate will display knowledge and understanding of selected aspects of social life and of the relevant sociological concepts, theories and methods. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will show the ability to select from and appropriately interpret different types of data.	The candidate will show the ability to evaluate some of the points to be derived from the available methods and evidence.	
2		The candidate will display some knowledge of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which partially addresses the question. There may be some errors of grammar, punctuation and spelling.	The candidate will display some ability to interpret different types of data.	The candidate will show the ability to make a basic evaluation of evidence and argument	
1		The candidate will display an awareness of at least one aspect of social life and/or one relevant concept, theory or method. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.	The candidate will display limited ability to respond to data.	The candidate will be aware of at least one issue involved in evaluation.	

