GCSE

Sociology

General Certificate of Secondary Education

Unit **B671:** Sociology Basics

Mark Scheme for June 2011

Question			Expected Answer	Mark	Rationale/Additional Guidance
			Section A - Research methods and evidence		
1			**Using SOURCE A to help you, state whether the following statements (A-D) are TRUE or FALSE.**		
	(a)		The evidence in Source A was from a longitudinal study. **FALSE**	**[1]**	**One mark** for the correct identification
	(b)		The data gained from Source A would be qualitative. **FALSE**	**[1]**	**One mark** for the correct identification
	(c)		Males in the magazines tended to be older than females. **TRUE**	**[1]**	**One mark** for the correct identification
	(d)		The researcher used more than one method in their research. **FALSE**	**[1]**	**One mark** for the correct identification

Question			Expected Answer	Mark	Rationale/Additional Guidance
2			**Identify and explain <u>two</u> reasons why the evidence in <u>Source A</u> might <u>not</u> be useful to show how <u>all</u> males and females are represented in the mass media.** Two from: • only studied magazines so can't generalise to gender representations across the media • only 2 magazines looked at - representations likely to be different in different magazines for different audiences therefore not representative • only looked at fashion magazines, gender representations likely to be very different depending on the type of magazine looked at • only looked at the January editions - representations likely to vary from edition to edition • only looked at ten aspects of gender representations, there might well have been others that were not studied • other reasonable response	**[4]**	**One mark** for correct identification of a reason why the evidence in source A might not be useful **Two marks** for two correct identifications of reasons why the evidence in source A might not be useful **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 these reasons 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.**

Question			Expected Answer	Mark	Rationale/Additional Guidance
3			**Using <u>Source A</u> and your wider sociological knowledge, describe <u>two</u> advantages and <u>two</u> disadvantages of using content analysis as a research method.**		
	(a)		**Advantages** **Two from:** • cheap to complete research – only really need some media to analyse • can target a sample and gain more data • easy to research - the rapid growth of the internet has made the process even easier with a vast array of media now available online to access and analyse • straightforward to complete research as you really just need to tally up the number of times each category in your grid/chart is shown • reliable method – others can check the findings by using the same grid and applying it to the same sample to see if they get the same results • produces quantitative data which can be turned into statistics so various comparisons can be made to establish any patterns • other reasonable response	[2]	**One mark** for a correct description of an advantage **Two marks** for two correct descriptions of two advantages **2 marks maximum** **NB: Answers must be more than one word.** Candidates may refer to advantages regarding qualitative data. As this is a possible advantage, do credit.

Question			Expected Answer	Mark	Rationale/Additional Guidance
	(b)		**Disadvantages** **Two from:** • the media is often biased so the researcher needs to be aware that results may also be biased • success of the method depends on the quality of the categories - if important points are missed out then these will also be missing from the results = incomplete picture • if categories aren't clearly operationalised then there will be a lack of consistency when completing research leading to issues of reliability - especially important if research is being completed by a team as they would all be recording different information in different categories • the quantitative data produced will not be detailed or in-depth or explain why the content is as it is, leading some researchers to question its usefulness • results are often based on the judgements and opinions of just one person, likely to make any conclusions biased • other reasonable response	**[2]**	**One mark** for a correct description of a disadvantage **Two marks** for two correct descriptions of two disadvantages **2 marks maximum** **NB: Answers must be more than one word.** Candidates may refer to disadvantages regarding qualitative data. As this is a possible disadvantage, do credit.

Question			Expected Answer	Mark	Rationale/Additional Guidance
4	(a)	(i)	**Identify the primary method used in <u>Source B</u>.** Unstructured interviews or interviews.	**[1]**	**One mark** for the correct identification.
		(ii)	**Identify one ethical issue from the research in <u>Source B.</u>** **One mark** for the correct identification from: • those being interviewed had not given their consent for the research to take place • research was covert/undercover - effectively the participants were being spied on and lied to (deception) • no guarantees of confidentiality of information • it does not appear that the researcher has acted professionally as a skilled and trained sociologist should do • researcher may have disrupted the learning of the students by chatting to them in class • other reasonable response	**[1]**	A one word answer is acceptable eg consent, deception. Do not credit answers which focus on ethnicity rather than ethics.

Question			Expected Answer	Mark	Rationale/Additional Guidance
	(b)		**Identify and explain <u>two</u> reasons why the evidence in <u>Source B</u> might <u>not</u> be accurate.** Two from: • research completed in 2004, likely now to be out of date so can question relevance and accuracy for today • only one researchers opinion - research completed by an Asian female researcher – these social characteristics may have affected data interpretation – bias in analysis • wrote up findings each evening at home therefore likely to have been selective in terms of what is recorded = inaccurate and/or to have forgotten exactly what has been discussed during the day • research only lasted 3 months - is this really long enough to draw accurate conclusions about young people's gender identities? • interviews were unstructured and over a 3 month period meaning the researcher may build relationships with the respondents and thus lose objectivity • interviewer bias may have occurred with the interviewer influencing the respondents to respond in a particular way • how open and honest are students likely to be with an adult researcher? Issues of validity • as the interviews were likely to have taken place with other students present, peer pressure may have reduced the accuracy of the responses given • 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 answer is assessing issues of accuracy and validity, answers that focus on representativeness and generalisability should not be credited.**

Question			Expected Answer	Mark	Rationale/Additional Guidance
5			**'Girls and boys are socialised differently'.** **Explain and justify the methods and evidence you would use to investigate this hypothesis.** **You must include the following:** • **first primary method and sample** • **second primary method and sample** • **secondary evidence** • **how your research will help you investigate the hypothesis 'girls and boys are socialised differently'.** 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.** **Possible types of Evidence:** • Official and other statistics (gender based eg subject choices) • Previous sociological and other research on gender socialisation eg Anne Oakley • Media materials eg social networking sites, magazines • Diaries eg of girls and boys experiences of socialisation • Other suitable evidence.	**[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.

Question			Expected Answer	Mark	Rationale/Additional Guidance
			Candidates may also operationalise and/or contextualise key terms from the hypothesis within the response, ie 'girls'; 'boys'; 'socialised' and 'differently'. **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.		**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 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.

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.		**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 (ie stratified by age and gender; 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 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.		**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. **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 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 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. **NB- The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.**
	Section A Total	**[30]**	

Question			Expected Answer	Mark	Rationale/Additional Guidance
			Section B – Key Concepts in Sociology		
6			**Match the key sociological concept with an arrow to the correct definition.** **Norms** – Accepted and expected behaviour in a specific situation **Formal Social Control** – Written rules and laws enforced by agents such as the police and courts **Achieved Status** – A position in society earned by an individual's own efforts **Positive Sanctions** – Rewards used to encourage acceptable behaviour	**[4]**	1 mark for each correctly matched concept/ definition. 4 marks maximum. **Please exercise vigilance, particularly with the definition for the concept of "norms".**
7	(a)		**What type of social control is shown in Source C?** Informal social control, or informal.	**[1]**	
	(b)		**Name one agent of social control not shown in the images in Source C.** **One from:** • Mass Media • Workplace • Education • Religion • Police • Courts • Prison • Government/ Law • Armed forces • Other reasonable response	**[1]**	This list must be adhered to closely eg, **do not** credit school/ TV/ priests etc

Question			Expected Answer	Mark	Rationale/Additional Guidance
	(c)		**Identify and explain <u>two</u> ways status can be ascribed.** **Two from:** NB – what must be made clear in this answer is that ascribed status is given to a person and is fixed at birth, thus being very difficult to change. • Inherited wealth ie aristocracy, upper class • Inherited role ie royal family • Celebrity status can be credited if clearly linked to the idea of being ascribed eg children of celebrities • Gender – born male or female and this brings with it a particular status ie Feminists believe we live in a patriarchal society • Ethnicity – the ethnic group a person is born into is likely to affect their status ie racism/prejudice/discrimination • Nationality – the country a person is born into may have a big impact on their life chances and thus their status ie inequalities between the first and the developing world • Age – the age group a person belongs to may affect their status in terms of how they are *viewed* by others and their power in society ie ageism, teenagers having a low status • Other reasonable response	**[4]**	**One mark** for a correct identification of one way status can be ascribed. **Two marks** for two correct identifications of ways status can be ascribed. **One mark** for an accurate explanation of one way status can be ascribed or for two partial/under-developed explanations for each point **Two marks** for two accurate explanations of two ways status can be ascribed. **Four marks maximum** **Any answers referring to achieved status/ marriage should not be credited.**

Question			Expected Answer	Mark	Rationale/Additional Guidance
	(d)		**Identify and explain <u>two</u> values shared by many people in the UK today.** **Two from:** • Money • The sanctity of human life • Importance of privacy • Not to hurt another person • Not to commit crimes • Materialism • Consumerism • Social Order • Fairness and Justice • Equality • Freedom • Meritocracy • Democracy • Educational success • Other reasonable response **NB – examiners will need to credit a wide range of answers here as what is defined as a value is somewhat subjective and will of course depend on factors such as gender, ethnicity, age, religion, social class etc. The list above is just a starting point and candidates do not need to use such precise concepts, the crucial factor is that their answers reflect an understanding of what is meant by a value – something seen to be important and worth striving for.**	**[4]**	**One mark** for one correct identification of a common value in the contemporary UK **Two marks** for two correct identifications of two common values in the contemporary UK **One mark** for one accurate explanation of a common value in the contemporary UK, applying knowledge and understanding from relevant areas and examples or for two partial/under-developed explanations for each point **Two marks** for two accurate explanations of two common values in the contemporary UK, applying knowledge and understanding from relevant areas and examples **Four marks maximum**

Question			Expected Answer	Mark	Rationale/Additional Guidance
8	(a)		**Identify and describe <u>one</u> traditional stereotype of females.** **One from:** • Appearance based ie slim, pretty, blonde hair, make up • Sex symbol based ie curvy, large breasted, objectified for the male gaze • Home based ie housewife, private sphere, lack of power • Mother role ie with children, carer • Work based ie part time, lower status, lower pay, horizontal and vertical segregation • Attribute based ie caring, gentle, passive, emotional • Other reasonable response	[2]	**1 mark** for correctly recalling and identifying one traditional stereotype of females. **1 mark** for giving a relevant description of one traditional stereotype of females, this should be clear and must be a recognised traditional female stereotype. Accept implicit definitions of any of the concepts eg "domestic work", "stays at home", "does household chores", etc.

Question			Expected Answer	Mark	Rationale/Additional Guidance
	(b)		**Identify and describe <u>one</u> example of gender role socialisation.** **One from:** Family – expectations, attitudes, social control, manipulation, canalisation, verbal appellation, toys, household chores, imitation. **NB Candidates may confuse specific definitions for manipulation/ canalisation but please give benefit of the doubt on this.** Mass media – stereotypes, role models, celebrity culture, sex symbols Education – hidden curriculum, teacher labelling, subject choice, social control, behaviour Peers – activities, norms, values, peer pressure, social control, subcultures Workplace – status, pay, type of job and tasks, power, patriarchy, inequalities, horizontal and vertical segregation Process – candidates may not focus on one agency but instead consider the process of gender role socialisation via, say, negative and positive sanctions Other reasonable response **NB - to be credited a candidate's answer must be clearly focused on <u>gender</u> role socialisation.**	**[2]**	**1 mark** for correctly indentifying one example of gender role socialisation. **1 mark** for giving a relevant description of one example of gender role socialisation and how it socialises a male/female into their respective gender identity and/or roles. Candidates are likely to refer to an agency of socialisation here but do not have to and could refer to the process instead ie manipulation, canalisation, imitation etc. The question is about **gender** role **socialisation** so do not credit answers that simply describe gender roles and stereotypes. Any responses that fail to identify an example of gender role socialisation, but include one or more descriptions score a maximum of 1 mark.

Question	Expected Answer	Mark	Rationale/Additional Guidance
9	**'In the UK today male and female identities are the same'.** **Evaluate the arguments <u>for</u> and <u>against</u> this claim.** A wide range of agencies of socialisation may be referred to here or, alternatively, a smaller number may be considered in more detail. Candidates may make reference to some of the following ideas in constructing their supporting arguments. **Arguments for:** • Equal opportunities legislation • Increased educational success for females • Increasing numbers of career and working women • Increasing number of house husbands • Conjugal roles being increasingly shared • Female ladettes • Increasing acceptance of homosexuality means the boundaries between what it means to be male and female are increasingly blurred • The new man / gender role convergence • National curriculum • Changing media gender representations and roles • Girl gangs • Success of Feminism • Reduction of patriarchy • Any other reasonable response Candidates may make reference to some of the following ideas when evaluating against the claim.	[12]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	Arguments against: • Legislation is all very well in theory but in practice is rather different ie the gender pay gap • Despite doing better in education males still typically do better in the workplace (status, pay etc) • Horizontal and vertical segregation still very much in evidence within the workplace • Housework and childcare still far more likely to be carried out by a female than a male • Ladettes may be more widely seen in society but females are still under pressure to conform to gender norms of appearance, sexuality, behaviour etc or else face negative sanctions • Traditional gender stereotypes still exist that affect social attitudes towards and expectations of males and females • Social control (via positive and negative sanctions) still defines what is acceptable and expected of males and females • Gendered subject choices and the hidden curriculum in education • Media stereotypes and unequal gender representations (male gaze) • Female bedroom culture • Primary socialisation - gender differential – manipulation, canalisation and verbal appellations • Peer group pressure to conform to gender norms and values • Diversity of male and female identities in the UK today • Other reasonable response **NB The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.**		

Question			Expected Answer	Mark	Rationale/Additional Guidance
			Level 1 **1-4 marks** Candidates reveal a limited knowledge of whether male and female identities are the same in the UK today and apply limited examples to the question. The debate is evaluated in a limited way.		**Level 1:** **1-4 marks** **Knowledge:** Candidates reveal a limited knowledge of whether male and female identities are the same in the UK today. 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. Male and female identities may not be explicit in this level but instead discussed generally or inaccurately. Typically answers will only discuss male or female identities and so will be limited in range. Issues, points, concepts and examples are likely to be dealt with in a simple or list-like way. Specific examples of gender identities, roles and socialisation may not be discussed. **Evaluation:** Candidates analyse and evaluate the debate in a limited way. Typically evaluation will be narrow or not directly relevant. Candidates may refer only to the similarities or differences between male and female identities. A one-sided response is likely. 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.

Question	Expected Answer	Mark	Rationale/Additional Guidance
	Level 2 **5-8 marks** Candidates reveal a basic knowledge of whether male and female identities are the same in the UK today and apply limited examples to the question. The debate is evaluated in a basic way. **Level 3** **9-12 marks** Candidates reveal a good knowledge of whether male and female identities are the same in the UK today and apply limited examples to the question. The debate is evaluated in a good/effective way.		**Level 2:** **5-8 marks** **Knowledge:** Candidates reveal a basic knowledge of whether male and female identities are the same in the UK today. 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 both male and female identities and whether these are now the same and why in a basic way. The range of gender identities, roles and agencies of socialisation considered are likely to be narrow. **Evaluation:** Candidates analyse and evaluate the debate in a basic way. Evaluation is likely to be simple (ie for and against juxtaposition). At the top of the level expect points to be clear and relevant and focused on the debate. 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 3:** **9-12 marks** **Knowledge:** Candidates reveal a good knowledge of whether male and female identities are the same in the UK today. Candidates are likely to consider a range of different male and female identities as well as a range of agents of socialisation.

Question			Expected Answer	Mark	Rationale/Additional Guidance
					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 agencies of socialisation and will show how gender identities are constructed, maintained, reinforced and challenged through these. **Evaluation:** Candidates analyse and evaluate in a good/effective way. A judgement will be made whether male and female identities in the UK today are the same which is likely to recognise that there are still key differences between them as well as shifting cultural norms and values resulting in at least some gender convergence. Typically evaluation will consider a range of agencies of socialisation and gender identities in the light of the question. Answers must focus directly on whether or not male and female identities in the UK today are the same. At the bottom of the level typically expect a good debate but perhaps without an explicit judgement. 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.
					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.
			Section B Total	**[30]**	