

Mark Scheme for June 2013

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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
	Correct point
	Incorrect point
	Unclear
	Development
	example/reference
	evaluation
	justification
	knowledge and understanding
	not answered question
	benefit of doubt not given
	repeat
	vague
	Benefit of the doubt
	Context

Section A – Research Methods and Evidence

Question		Answer	Marks	Guidance
1	(a)	FALSE	1	One mark for the correct identification
	(b)	TRUE	1	One mark for the correct identification
	(c)	TRUE	1	One mark for the correct identification
	(d)	TRUE	1	One mark for the correct identification
2		<p>Two from:</p> <ul style="list-style-type: none"> All the participants were female so not a representative sample Only 10 participants therefore a small sample size – can't generalise from this (might also link this with the use of the case study method and it using a small sample size so not being able to generalise) All the participants were from University therefore likely to share similar educational backgrounds – not a representative cross-sectional sample The research was completed in Scotland therefore may not be representative of the entire UK Sampling technique was snowball which is unlikely to provide a representative sample (friends' contacts) Focus is on people suffering from depression rather than investigating a full range of mental health issues so is not representative The sample only includes people who have admitted to/been diagnosed with a mental health problem and so ignores the 'clinical iceberg' leading to issues of representativeness and generalisability Other reasonable response. 	4	<p>One mark for correct identification of a reason why the research in source A might not be useful</p> <p>Two marks for two correct identifications of reasons why the research in source A might not be useful</p> <p>One mark for an accurate explanation of why this research may not be useful or for two partial/under-developed explanations for each point</p> <p>Two marks for two accurate and different explanations of why the research may not be useful</p> <p>Four marks maximum</p> <p>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.</p>

Question		Answer	Marks	Guidance
3	(a)	<p>A pilot study: a small scale/mini version of a piece of research that is completed before the final project or a test run.</p> <ul style="list-style-type: none"> • Saves time and money later in the main research project • Helps you ensure that you get the best data possible in your research project • Allows you to spot any potential problems with either the research plan or the research device(s) prior to the main project • Eg – by piloting a Questionnaire before the actual research, you can check if all of your questions are easily understood and make any adjustments necessary. • To check the feasibility of research before the full scale study begins. • Other reasonable response. 	2	<p>A description must be more than a one word answer.</p> <p>Candidates' answers should show understanding of what is meant by a pilot study and why therefore these are used for two marks.</p> <p>If the candidate does know what a pilot study is but hasn't said why it is used, award one mark.</p> <p>If a brief/vague reason for why a pilot study may be used is provided but it is unclear from the answer whether the candidate understands the method, award one mark.</p>
	(b)	(i) <p>Advantages One from:</p> <ul style="list-style-type: none"> • Allows a researcher to build up a picture of social life that recognises changes over time • Helps to prevent the study from going out of date • Allows for lots of depth and detail • Helps the researcher to build a rapport with the participants • Gains more valid data • Other reasonable response. 	1	<p>One mark for a correct description of an advantage</p> <p>A description must be more than a one word answer.</p>

Question		Answer	Marks	Guidance
	(ii)	Disadvantages One from: <ul style="list-style-type: none">• Difficult to manage as people's circumstances are constantly changing• Time consuming for the researcher• Costly for the researcher• Data is not reliable• Researcher may have to cope with participants dropping out of the study or moving away• Other reasonable response.	1	One mark for a correct description of a disadvantage. A description must be more than a one word answer.

Question			Answer	Marks	Guidance
4	(a)	(i)	16–24	1	One mark for the correct identification
		(ii)	5%	1	One mark for the correct identification
	(b)		<p>Two from:</p> <ul style="list-style-type: none"> • Research completed in 2005, likely now to be out of date so can question relevance/accuracy for today • Will the respondents tell the truth about their drinking habits? Sensitive topic area so question accuracy • No definition or standardisation of what is meant by ‘drank heavily’ – validity issues • Evidence is too vague to be accurate – we don’t know whether respondents drank heavily on one day, three days or all seven • Social acceptability – more socially acceptable for males and young people to ‘drink heavily’ therefore these groups may just be more likely to admit it • Peer pressure and/or the desire to fit in may have affected the younger respondents and caused them to exaggerate their alcohol consumption • Respondents taking medication may worry about getting into trouble if they admit to high levels of alcohol consumption • A snapshot view of people’s behaviour is not necessarily an accurate view; people’s drinking behaviour varies depending on the time of year (eg Xmas)/timing of events (eg on holiday) • Potential issues of Government bias and agenda setting, manipulation of data. • The data has been adapted, we do not know what has been added/omitted which may change the meaning of the overall data • Other reasonable response. 	4	<p>One mark for a correct identification of a reason why the evidence in source B might not be accurate</p> <p>Two marks for two correct identifications of reasons why the evidence in source B might not be accurate</p> <p>One mark for an accurate explanation of why this evidence may not be accurate or for two partial/under-developed explanations for each point</p> <p>Two marks for two accurate and different explanations of why this evidence may not be accurate</p> <p>Four marks maximum</p> <p>NB – This answer is assessing issues of accuracy and validity, answers that focus on representativeness and generalisability (sampling) should not be credited.</p>

Question	Answer	Marks	Guidance
5	<p>Candidates may identify the following:</p> <p>Possible Methods:</p> <ul style="list-style-type: none"> • Interviews • Questionnaires • Surveys • Observation • Participant Observation • Content Analysis • Case Studies • Longitudinal Studies • Other suitable method. <p>NB – these would need to be explained and justified in the context of the investigation. Possible sources of information may be doctors, nurses, patients, parents, children, organisations for sufferers of specific diseases etc.</p> <p>Possible Sampling Points:</p> <ul style="list-style-type: none"> • The group to be studied • The size of the sample • The type of sample • The composition of the sample • Other suitable sampling points. <p>Possible types of Evidence:</p> <ul style="list-style-type: none"> • Official and other statistics (gender based on health) • Previous sociological and other research on gender and health • Media materials eg social networking sites, magazines, blogs, forums, documentaries • Diaries eg of male and female experiences of health issues • Other suitable evidence. <p>Candidates may also operationalise and/or contextualise key terms from the hypothesis within the response, ie ‘males’; ‘females’; and ‘poor health’.</p>	12	<p>If only one of the three methods/evidence required in the question is covered – maximum of 4 marks.</p> <p>If only two of the three methods/evidence required in the question is covered – maximum of 8 marks.</p> <p>If there is no context (ie a generic answer) the maximum an answer can score is 8 marks.</p> <p>Criticisms of other methods that strengthen the justification of the choice of method (e.g. why a structured interview and not an unstructured one) can be credited, however limitations of the chosen methods are not creditworthy in isolation.</p>

Question	Answer	Marks	Guidance
	<p>Level 3 9–12 marks Candidates reveal a good knowledge of appropriate research methods and evidence and explain and justify these in a good way in the context of the investigation.</p> <p>You will probably be expecting full and detailed answers here that use sociological language (quantitative data, ethics etc) and concepts (validity/reliability etc) and discuss two primary methods plus secondary evidence.</p> <p>The focus area of the investigation (gender and health) will be kept in mind and referred to within the candidates answer.</p> <p>Candidates will justify their choice of methods/samples/evidence within the specific context of the investigation (gender and health). Conceptual answers are likely.</p>		<p>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.</p> <p>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.</p> <p>Explain and Justify: Expect reference to such terms as quantitative/qualitative data and why this is required. Similarly, expect reference and discussion of such terms as bias, representativeness, validity, reliability, generalisations etc. Candidates will justify/explain 2 relevant methods and a piece of evidence to score within this level and these must be discussed within the specific context of the question – a general justification for a methods use should not be placed in the top level, however good it may be. If there is no context (ie a generic answer) the maximum an answer can score is 8 marks.</p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>NB – The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.</p>

Question	Answer	Marks	Guidance
	<p>Level 2 5–8 marks Candidates reveal a basic knowledge of appropriate research methods and evidence and explain and justify these in a basic way with some focus on the context of the investigation.</p> <p>There will be more than just description to score in this band i.e. some justification – however brief – of why particular methods/evidence/samples have been used for the investigation. This may be done via a discussion of weaknesses/problems with other methods/evidence/samples.</p>		<p>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).</p> <p>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.</p> <p>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/pieces of evidence are justified/explained (although three will typically be described) score max 8 marks.</p> <p>There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>

Question	Answer	Marks	Guidance
	<p>Level 1 1–4 marks Candidates reveal a limited knowledge of appropriate research methods and evidence and explain and justify these in a limited way with little focus on the context of the investigation.</p> <p>A lack of detail is likely to characterise responses in this band. You may see methods/evidence merely identified. You may see lists.</p> <p>The focus of the investigation (gender and health) is unlikely to be focussed on in candidates' answers – likely to be very general.</p> <p>Justification is unlikely in this band.</p> <p>Any essays about gender and health with no focus on the methods/evidence used to investigate = 0 marks.</p>		<p>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.</p> <p>Context: Typically answers will make little reference to the specific area of investigation and will thus be a general response with little context.</p> <p>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.</p> <p>There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>
	Section A Total	30	

Question		Answer	Marks	Guidance
6		<p>Culture – The whole way of life of a society.</p> <p>Stereotype – A generalised and simplistic view of a group of people which ignores individual differences.</p> <p>Femininity – Acting in a way that society sees as typically female behaviour.</p> <p>Socialisation – The process of learning norms and values.</p>	4	<p>1 mark for each correctly matched concept/definition.</p> <p>4 marks maximum.</p> <p>Please exercise vigilance when marking this question.</p>
7	(a)	<ul style="list-style-type: none"> • Mass media • Education • Workplace • Peer groups • Family • Religion 	1	<p>This list must be adhered to closely eg, do not credit school/TV etc. However, media, work, peers etc can be credited.</p>
	(b)	<ul style="list-style-type: none"> • More home centred • More child centred • Less about the public sphere • Less aggressive • More diversity/more choice • Less dominant • Less patriarchal • Less likely to do physical jobs • New man • Joint conjugal roles • Metrosexual • More appearance based/male grooming • Not exclusively heterosexual • Other reasonable response. 	1	<p>This is an ‘identify’ question so no description or explanation of the chosen change in masculine behaviour is needed or expected.</p> <p>Responses that identify changes in feminine behaviour should not be credited as the question asks about men.</p>

Question	Answer	Marks	Guidance
(c)	<p>Two from:</p> <ul style="list-style-type: none"> • Sending a criminal to prison or any other court sentence – fear/deterrence function to reduce criminal behaviour in society • Police power of arrest to stop unacceptable behaviour through fear or as a deterrent to others • Detentions/Warnings/Isolation in schools to punish bad behaviour and to stop it from being repeated • Family punishments ie grounding/telling off/sending to room/naughty step etc to punish bad behaviour and to stop it from being repeated • Peer group – use of pressure/sanctions/role modelling/imitation to try and prevent unacceptable behaviour within a peer group • Workplace – formal warnings, disciplinaries etc, punish bad behaviour and stop it from being repeated • Law – a law being introduced to outlaw particular behaviour defined as negative and unacceptable • Negative labelling by the media discourages unacceptable behaviour as it's seen to be a negative thing • Negative sanctions such as punishments via agents of socialisation stop/deter people from committing unacceptable behaviour • Positive sanctions such as rewards, praise etc linked to any agent as relevant encourage conformity • Other reasonable response. 	4	<p>One mark for a correct identification of one way sanctions can be used.</p> <p>Two marks for two correct identifications of ways sanctions can be used.</p> <p>One mark for an accurate explanation of one way sanctions can be used or for two partial/under-developed explanations for each point.</p> <p>Two marks for two accurate explanations of two ways sanctions can be used.</p> <p>Four marks maximum</p> <p>NB – what must be made clear in this answer is that candidates recognise ‘sanctions’ as punishments (negative) or rewards (positives) in their identification and can then show how these can be used to prevent unacceptable behaviour for the explanation.</p> <p>Candidates may select sanctions from different agents (eg detention in school and formal warning at work), or from within the same general area (eg go to prison and receive a fine) – either way is fine. Similarly, candidates may choose to write about negative or positive sanctions or a mixture of both.</p>

Question	Answer	Marks	Guidance
(d)	<ul style="list-style-type: none"> • Teacher – in charge, power, authority, control pupils, encourage learning etc • Student/pupil – less power and authority, there to learn, does as told etc • Friend – supportive role, listener, provides advice, someone to have fun with etc • Other reasonable response – The aim of the question is for candidates to show that they understand what a role is, so as long as this could be played in a school it should be credited. 	2	<p>Role: a part you play that is associated with particular norms and expectations.</p> <p>One mark for a correct identification of one role that could be played in school.</p> <p>One mark for an accurate explanation of one role that could be played in school ie what this role involves.</p>
(e)	<p>One from:</p> <ul style="list-style-type: none"> • Family based ie parent/wife/daughter/carer • Workplace based ie boss/colleague/friend/company loyalty • Education based ie teacher/student/friend or teacher teaching own child • Religion based ie friend/boyfriend/family eg religious doctor asked to perform an abortion • Peer group based ie status/friend/conformity/family/education eg friends encouraging a student to ‘bunk’ a lesson • Media based ie celebrity/friend/family/work • Combinations of the above agencies of socialisation that result in role conflict and reasons why ie demands of being a wife and partner clashing with the demands placed on a person by the workplace • Other reasonable response. <p>Role Conflict: where the demands of one role clash with the demands of other roles played.</p> <p>Multiple Roles: playing more than one role.</p>	2	<p>One mark for one correct identification of an example of role conflict.</p> <p>One mark for one accurate explanation of an example of role conflict, applying knowledge and understanding from relevant areas.</p> <p>Two marks maximum</p> <p>NB – roles from any part of life are acceptable in this answer ie student, teacher, parent, child, boss, worker, friend, partner etc.</p> <p>The key point to look for in candidates responses is that they have a good understanding of what is meant by the term ‘role conflict’ and that they can exemplify this with relevant examples.</p>

Question		Answer	Marks	Guidance
8	(a)	<p>Typical subcultures identified:</p> <ul style="list-style-type: none"> • Punks • Chavs • Goths • Mods • Rockers • Travellers • Gangs • Criminal • Anti-school subculture • Religious eg Fundamentalists • Special interest eg train spotters • Other reasonable response. <p>Typical areas for description:</p> <ul style="list-style-type: none"> • Clothing • Appearance • Values • Norms • Behaviour • Lifestyle • Interests • Other reasonable response. 	2	<p>1 mark for correctly recalling and identifying one example of a subculture.</p> <p>1 mark for giving a relevant description of one example of a subculture.</p> <p>This is a 2 mark 'identify and describe' question so there is no expectation for detail or explanation in the candidates answer. (Remember – a description is more than a one word answer but identification is likely to just be one word ie Goth and this is fine).</p>

Question	Answer	Marks	Guidance
(b)	<p>One from:</p> <ul style="list-style-type: none"> • Males occupy higher status jobs whilst females occupy lower status jobs (vertical segregation) eg, male managers and female shop assistants • Males are often paid more than females for completing a job of the same worth eg male dominated financial sector 'vs' female dominated caring industry • Men and women are often found in quite different jobs (horizontal segregation) eg, female nurses and male mechanics • Males often have power over women in the workplace (patriarchy) eg, male bosses and female workers • Women are more likely to work part-time than men eg female job sharing/combining family responsibilities with paid work etc • Other reasonable response. 	2	<p>1 mark for correctly indentifying one example of gender differences in the workplace.</p> <p>1 mark for giving a relevant description of one example of gender differences in the workplace.</p> <p>The question is about gender differences in the workplace so do not credit answers that do not focus on the workplace or answers that do not focus on gender.</p> <p>Don't expect candidates to use conceptual terms(eg patriarchy, horizontal segregation etc), they can score 2 marks without these.</p>

Question	Answer	Marks	Guidance
9	<p>A wide range of agencies of socialisation may be referred to here or, alternatively, candidates may focus on the mass media in more detail.</p> <p>Candidates may make reference to some of the following ideas in constructing their supporting arguments.</p> <p>Arguments for:</p> <ul style="list-style-type: none"> • In the postmodern world the media is all around us in a variety of formats and mediums so likely to play a bigger part in our gender socialisation eg rise in social networking sites • Media is still male dominated in terms of the power structure therefore likely to be biased/stereotyped in its representations of males and females ie male heroes/strong/aggressive/powerful – female victims/weak/subordinate/sex object etc (male gaze) • Stereotypes in all areas of the media including TV and magazine advertising eg cleaning/beauty products • Norm referencing/agenda setting – the mass media defines and determines what we see as ‘normal’ • Role models – these often link closely to gender stereotypes in the mass media ie male sports personalities/rappers and female models/singers • Imitation – whether consciously or subconsciously we are likely to copy what we see presented as male and female behaviour/lifestyles/appearance in the media • Possible references to media effects models that stress the influence of the media • Any other reasonable response. <p>Candidates may make reference to some of the following ideas when evaluating against the claim.</p>	12	<p>If a candidate response is one-sided on the media and gender identity the maximum mark that can be awarded is 8.</p> <p>If a candidate response is just evaluation (ie no points on the media and gender identity) then the maximum mark that can be awarded is 6.</p> <p>The essay focus is the media and gender identity so you should normally expect more than 1 point on the media to get into Level 3. If the answer is consistently conceptual though then you can place it at the bottom of Level 3 (9 marks) with one good and developed point on the media as long as there is sufficient evaluation.</p>

Question	Answer	Marks	Guidance
	<p>Arguments against:</p> <ul style="list-style-type: none"> • Equal opportunities and legislation has impacted upon the mass media as it has on the rest of society and so stereotyped representations are far less likely • Mass media is recognised by the audience as not 'real life' therefore unlikely to have much effect on audience behaviour and thinking • Possible reference to media models that suggest media influence is limited • Family – likely to be far more influential than the mass media as it reaches children in the primary socialisation stages and is more personal • Family – processes of canalisation, manipulation and verbal appellations are likely to be very influential when it comes to socialising us into our gender identities • Peer group – gender norms and differences remain strong in the peer group ie bedroom culture, sexual behaviour, anti-social behaviour, deviance • Peer group – processes of pressure to conform and exclusion are likely to be used to socialise males and females into their gender identities • Education – teacher labelling, expectations of gendered behaviour, self fulfilling prophecy, gendered subject choices and the hidden curriculum are all likely to socialise us into our gender identities • Workplace – males and females still typically do different jobs, have different amounts of status • Social control from all agencies (via positive and negative sanctions) still defines what is acceptable and expected of males and females • Diversity of male and female identities in UK today • Other reasonable response. 		<p>NB The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.</p>

Question	Answer	Marks	Guidance
	<p>Level 3 9–12 marks Candidates reveal a good knowledge of whether the mass media socialises us into our gender identity and apply good and relevant examples to the question.</p> <p>The debate is evaluated in a good/effective way.</p> <p>Meaning is clear. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be few, if any, errors of spelling, punctuation and grammar.</p>		<p>Level 3 (9–12 marks) Knowledge: Candidates reveal a good knowledge of whether the mass media socialises us into our gender identity. Candidates are likely to consider a range of different male and female identities as well as a range of agents of socialisation or the mass media in detail. <i>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.</i> 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. <i>Typically answers will discuss a range of agencies of socialisation and will show how gender identities are constructed, maintained, reinforced and challenged through these. Alternatively, an in-depth focus on different aspects of the mass media will be evident.</i> Evaluation: Candidates analyse and evaluate in a good/effective way. A judgement will be made whether the mass media socialises us into our gender identity which is likely to recognise that there are still key differences between males and females as well as shifting cultural norms and values resulting in at least some gender convergence. <i>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 the mass media socialises us into our gender identity. 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.</i></p>

Question	Answer	Marks	Guidance
	<p>Level 2 5-8 marks Candidates reveal a basic knowledge of whether the mass media socialises us into our gender identity and apply basic examples to the question.</p> <p>The debate is evaluated in a basic way.</p> <p>Relevant information and evidence is presented and meaning is generally clear. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>		<p>Level 2 (5–8 marks) Knowledge: Candidates reveal a basic knowledge of whether the mass media socialises us into our gender identity. <i>Typically answers will contain sociological ideas but without sociological language. Specific details and ideas are likely to be lacking, adopting instead a more general tone of response but this will be relevant.</i></p> <p>Application: Candidates apply basic knowledge and examples to the question. <i>Typically answers will discuss both male and female identities and whether these are created and maintained by the mass media in a basic way. The range of gender identities, roles and agencies of socialisation considered are likely to be narrow.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a basic way. <i>Typically, 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.</i></p>

Question	Answer	Marks	Guidance
	<p>Level 1 1–4 marks</p> <p>Candidates reveal a limited knowledge of whether the mass media socialises us into our gender identity and apply limited examples to the question.</p> <p>The debate is evaluated in a limited way.</p> <p>Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>		<p>Level 1 (1–4 marks)</p> <p>Knowledge: Candidates reveal a limited knowledge of whether the mass media socialises us into our gender. 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.</p> <p>Application: Candidates apply limited knowledge and examples to the question. Male and female identities and the role of the mass media in their construction and maintenance may not be explicit in this level but instead discussed generally or inaccurately.</p> <p>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 the processes of socialisation may not be discussed.</p> <p>Evaluation: Candidates analyse and evaluate the debate in a limited way. Typically evaluation will be narrow or not directly relevant.</p> <p>Candidates may refer only male or female identities. A one-sided response is likely.</p>
	Section B Total	30	

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