

Mark Scheme for June 2012

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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

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Key concepts FOR QUESTION 4 (validity/reliability/representativeness/ generalisability)
	Unclear / inaccurate
	Application/Context
	Concept
	Example
	Evaluation (criticism)
	Justification (positive evaluation)
	Knowledge and Understanding
	Lip Service FOR QUESTION 4 AO2a
	Not relevant
	Repetition
	Developed Point: <i>fully explained in a relevant way</i>
	Underdeveloped point: <i>Partially explained, but requiring more depth</i>
	Undeveloped point: Accurate but without explanation or Unsubstantiated / Implicit: sociological knowledge but unsupported by evidence.

Question	Answer	Marks	Guidance
1	<p>Definitions may refer to a social group who subscribe to the values and norms of mainstream society in most respects but may support some norms and values that are distinct from society. A culture within a culture. Reference may be made to deviant subcultures, leisure subcultures (e.g. skaters, footballers), school subcultures (pro or anti-school), age subcultures, ethnic/religious subcultures, class subcultures and gender subcultures. Some reference may be made to the link between subcultures and multiculturalism / cultural diversity; subcultures as a source of identity/resistance/rebellion; role of the media in representation of subculture; theoretical links e.g. Functionalism: transition / Marxism: rebellion and resistance.</p> <p>Examples may include social class subcultures (e.g. The Charvers and the Real Geordies from the pre-release material), regional groups, age groups (youth subcultures – spectacular e.g. Hippies/Goths).</p> <p>Award a maximum of 4 marks for a definition (maximum of 3 for a partial definition). Award a maximum of 4 marks for examples (maximum of 2 for only one example).</p>	8	<p>AO1: Knowledge and Understanding</p> <p>Definition: Award 2 marks for an answer which gives a definition which has a 'core meaning'. For full core meaning there must be some reference to SUB culture (e.g. a culture within a culture). 1 mark for partial definition e.g. just referring to norms and values. Award another 2 marks for adding more depth and development to the definition (1 mark if done partially).</p> <p>Examples: Award one mark for stating an example and an additional mark for explaining the example with reference to differing norms and values. This is repeated for the second example. If responses just list examples with no explanation award 2 marks maximum.</p> <p><i>The distinction between definition and examples may not always be clear in a response; use your judgement but ensure that knowledge and understanding is not double-marked.</i></p> <p>Level 4: 7–8 marks</p> <p>The key issue to expect in top band answers is a clear definition of the concept with two or more examples in support.</p> <p>Candidates show a very good knowledge and understanding of the concept of subculture. The definition will be explicit and detailed and examples used to illustrate their definition will show wide ranging and detailed knowledge and understanding. There will be clear and frequent use of relevant sociological evidence, related to the concept of subculture.</p> <p>The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance
			<p>Level 3: 5–6 marks Candidates show a good knowledge and understanding of the concept of subculture. Responses contain wide ranging or detailed knowledge and understanding. There will be some use of sociological evidence. The definition may be partial. There will be examples but these are likely to be undeveloped or only partially explained.</p> <p>The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p>Level 2: 3–4 marks Candidates show a basic knowledge and understanding of the concept of subculture. Examples, if given, will be basic and/or vague in places, lacking in sociological evidence. The definition may be implicit through examples given or it may be partial. An accurate explicit and detailed definition without any examples can be awarded 4 marks.</p> <p>The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–2 marks Candidates show a limited knowledge and understanding of the concept/example of subculture. Responses are likely to offer limited evidence, with a tendency towards anecdote.</p> <p>The quality of the written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>

Question	Answer	Marks	Guidance
2	<p>AO1: Knowledge and Understanding Responses may refer to:</p> <ul style="list-style-type: none"> • Concepts such as hegemonic masculinity (traditional masculinity), complicit masculinity (new man), subordinate masculinity (homosexual masculinity), marginalised masculinity (unemployed men), crisis of masculinity, new lad, metro sexual, hyper-masculinity (Sewell) • Studies; e.g. Nayak (pre-release), Connell, Mac an Ghail, Jackson, Archer, Abbott, McDowell, Willis, Mort, Nixon, Whannell, Messerschmidt. McDonald and Marsh (marginalised masculinity) • Contemporary examples of different types of masculinity, such as David Beckham, Jeremy Clarkson, Alan Carr 	16	<p>AO1: Knowledge and Understanding <i>Sociological evidence includes studies, concepts theories, contemporary examples.</i> <i>If candidates offer more than two types, credit the best two.</i></p> <p>Level 4: 10–12 marks Candidates show a very good knowledge and understanding of two types of masculinity. Responses contain wide ranging and detailed knowledge and understanding of the two types, with clear, precise and frequent use of sociological evidence. At the bottom of the band, type(s) may be slightly underdeveloped. For example, one type is clearly level 4, whereas the other type is level 3. The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>Level 3: 7–9 marks Candidates show a good knowledge and understanding of two types of masculinity. Responses contain wide ranging or detailed knowledge and understanding. There will be some use of sociological evidence but it may be underdeveloped. Responses in this band may be uneven; at the top of the band, only one type may contain clear, precise and frequent use of sociological evidence (level 4); the other type may be partial (level 2). Alternatively, both types may be underdeveloped. At the bottom of the band, candidates may show good understanding but may lack the precise sociological evidence or the evidence may be implicit.</p> <p>The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance
			<p>Level 2: 4–6 marks Candidates show a basic knowledge and understanding of two types of masculinity. Knowledge and understanding will be lacking in both range and depth. Responses in this band are likely to be lacking in quantity and / or partially understood / unsubstantiated / generalised / conceptually sparse. It may be difficult to identify two separate types. Responses may be solely reliant on the pre-release material or on contemporary examples only, without reference to concepts / theories / studies. Responses in this band may deal with only <i>one</i> type with depth and precision (level 4) or with two in a basic (level 2) and undeveloped way.</p> <p>The quality of the written communication will be basic, presenting some sociological evidence with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–3 marks Candidates show a limited knowledge and understanding of the two types of masculinity. There may only be reference to one type and the answer will be lacking in sociological evidence, relying more on asociological ideas.</p> <p>The quality of the written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>

Question	Answer	Marks	Guidance
	<p>AO2a: Interpretation and Application</p> <p>There are two aspects of AO2a skills. A range of appropriate knowledge needs to be selected (interpretation). The selected knowledge should be directly related to the specific question (application); in this case, types of masculinity.</p>		<p>AO2a: Interpretation and Application</p> <p>4 marks Candidates show a very good ability to interpret and apply evidence to two types. There will be a range of appropriate and relevant evidence selected and application to the question will be made explicit.</p> <p>3 marks Candidates show a good ability to interpret and apply evidence to the two types. There will be some appropriate but underdeveloped evidence selected and / or it may be implicitly relevant.</p> <p>2 marks Candidates show a basic ability to interpret and apply evidence to the two types. The selection and interpretation of evidence may be basic; e.g. it may be unsubstantiated, or conceptually sparse. The answer may be only partially relevant; it may not adequately address the precise question. Alternatively, responses may offer a fully relevant account for one type only.</p> <p>1 mark Candidates show a limited ability to interpret/apply evidence to the two types. Responses are likely to contain limited relevant sociological evidence. Responses may only address one way, in a vague way.</p> <p>0 marks No relevant interpretation or application.</p>

Question	Answer	Marks	Guidance
3	<p>AO1: Knowledge and understanding Expect to see reference to the importance of peer groups as an agency of socialisation in creating and reinforcing identities. Particular emphasis may be placed on social class (working class) and / or gender (masculinity) as this is referred to in the pre-release. Award responses that refer to ethnicity and peer groups. Studies referred to may include: Sewell, Mac an Ghail, Handel, Lees, Willis, Shain, McRobbie & Garber, Fuller, Burdsey, Blackman, Brah, Butler.</p> <p>Theories may refer to interactionism.</p> <p>Concepts may include: cultural comfort zones, peer group pressure, the old boy network, the sexual double standard, resistance and rebellion, anti-school subcultures, conformity, spectacular youth subcultures.</p>	24	<p>AO1: Knowledge and understanding <i>Sociological evidence includes studies, concepts, theories, contemporary examples.</i></p> <p>Level 4: 10–12 marks The key issue to expect in top band answers is a focus on the importance of the peer group in creating and reinforcing identity.</p> <p>Candidates show a very good knowledge and understanding of the role of the peer group in creating and reinforcing identity. Responses contain wide ranging and detailed knowledge and understanding. There will be clear and frequent use of sociological evidence. At the bottom of the band some aspects may be underdeveloped.</p> <p>The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>Level 3: 7–9 marks Candidates show a good knowledge and understanding of the role of the peer group in creating and reinforcing identity. Responses contain wide ranging or detailed knowledge and understanding. There will be some use of sociological evidence, although it may be underdeveloped and narrow in focus. At the bottom of the band, candidates may show good understanding but lack the precise evidence / the evidence may be implicit.</p> <p>The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance
			<p>Level 2: 4–6 marks Candidates show a basic knowledge and understanding of the role of the peer group in creating and reinforcing identity. Knowledge and understanding will be lacking in both range and depth. Responses are likely to be lacking in quantity and / or partially understood / unsubstantiated / conceptually sparse / generalised (e.g. evidence based on identity, not specifically on peer groups) or sociological evidence is undeveloped. Responses may be solely reliant on the pre-release material or on contemporary examples only.</p> <p>The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–3 marks Candidates show a limited knowledge and understanding of the role of the peer group in creating and reinforcing identity. Evidence will be limited, with only one or two unsubstantiated ideas and / or with a tendency towards anecdote.</p> <p>The quality of the written communication will be limited presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>

Question	Answer	Marks	Guidance
	<p>AO2 (a): Interpretation and Application There are two aspects of AO2a skills. A range of appropriate knowledge needs to be selected (interpretation). The selected knowledge should be directly related to the specific question (application); in this case, the peer group.</p>		<p>AO2 (a): Interpretation and Application</p> <p>Level 4: 7–8 marks Candidates show a very good ability to interpret and apply sociological evidence to the question of the role of the peer group in creating and reinforcing identity. There will be a range of appropriate and relevant sociological evidence selected and application to the question will be made explicit.</p> <p>Level 3: 5–6 marks Candidates show a good ability to interpret and apply sociological evidence to the question. There will be some appropriate, but underdeveloped evidence selected and / or it may be implicitly relevant.</p> <p>Level 2: 3–4 marks Candidates show a basic ability to interpret and apply sociological evidence to the question. The selection and interpretation of evidence may be basic eg it may be unsubstantiated, conceptually sparse and / or undeveloped. Responses may be only partially relevant - it may not adequately answer the question.</p> <p>Level 1: 1–2 marks Candidates show a limited ability to interpret and apply sociological evidence to the question. The answer is likely to be very vague with limited relevance.</p> <p>0 marks No relevant interpretation or application.</p>

Question	Answer	Marks	Guidance
	<p>AO2(b): Evaluation and Analysis Responses may focus on how the agencies of socialisation are interlinked (particularly education and peer group); how the process of socialisation varies according to social and cultural differences such as class and ethnicity; how the process of socialisation is presented as overly-simplistic and deterministic; post modernist ideas of fluidity (e.g. neo tribes); how the peer group may have more a role in reinforcing rather than creating identities, the importance of other agencies (family, education, media etc)</p>		<p>AO2(b): Evaluation and Analysis</p> <p>4 marks Candidates show a very good ability to evaluate and analyse the importance of peer groups in creating and reinforcing identity. The evaluation will be explicit and relevant, using sociological evidence. Two evaluation points can reach this level, at least one of which must be developed with evidence.</p> <p>3 marks Candidates show a good ability to evaluate and analyse the importance of peer groups in creating and reinforcing identity. The evaluation will be relevant, but it may be undeveloped and/or narrow in focus. One developed evaluative point with evidence can reach this level.</p> <p>2 marks Candidates show a basic ability to evaluate and analyse the importance of peer groups in creating and reinforcing identity. The evaluation may be partially relevant or lacking in sociological evidence.</p> <p>1 mark Candidates show a limited ability to evaluate and analyse the importance of peer group in creating and reinforcing identity. Analysis and evaluation will be minimal and largely irrelevant or very narrow or only assertive in tone (e.g. the peer group is extremely important in reinforcing identity).</p> <p>0 marks No relevant evaluation or analysis.</p>

Question	Answer	Marks	Guidance
4	<p>AO1: Knowledge and understanding</p> <p>Methods: Ethnographic approach, including: Semi-structured interviews Participant observation. Secondary data - analysis of historical (public) documents FOCUS FOR THE ANSWER SHOULD BE ON ETHNOGRAPHY AND SO MAXIMUM MARKS CAN BE AWARDED WITHOUT REFERENCE TO EVERY METHOD/ EVIDENCE</p> <p>Wider process issues: Sampling, access, relationship between the researcher and researched, ethics, theoretical considerations in relation to data collection - Interpretivism.</p> <p>Key Concepts Validity Reliability Representativeness Generalisability</p>	52	<p>AO1: Knowledge and understanding <i>NB Due to the nature of the question it is likely that there will be parity between AO1 marks and AO2b marks.</i></p> <p>Level 4: 16–20 marks Candidates show a very good knowledge and understanding of the use of ethnography. Responses contain wide ranging and detailed knowledge and understanding of the research method and process. There will be explicit and frequent use of key concepts. At the top of this level the candidate will use a wide range of process issues, theoretical considerations (e.g. interpretivism) and concepts relevant to the use of ethnographic methods in a detailed, accurate and explicit manner. At the bottom of the level the use of key concepts will still be wide ranging and detailed but will be underdeveloped in parts or with developed key concepts but slightly lacking in range.</p> <p>The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>Level 3: 11–15 marks Candidates show a good knowledge and understanding of the use of ethnography. Responses contain wide ranging or detailed knowledge and understanding of the research method and / or process. There will be some explicit use of key concepts.</p> <p>At the top of the level candidates will use relevant concepts in an explicit way; they will be mainly accurate but underdeveloped. At the bottom of the level some key concepts may be implicit and / or not all accurate.</p> <p>The quality of the written communication will be good presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance
			<p>Level 2: 6–10 marks Candidates show a basic knowledge and understanding of the use of ethnography. Knowledge and understanding of methods / process will be lacking in range (quantity) and depth. Key concepts are all likely to be implicit/partial/confused.</p> <p>At the top of the level answers may begin to use key concepts in an undeveloped or implicit way. At the bottom of the level responses will be likely to focus on advantages and disadvantages of the method, without using the key concepts. The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–5 marks Candidates show a limited knowledge and understanding of the use of ethnography. At the top of the level, knowledge will be narrow, possibly only focusing on 2 or 3 ideas, but will have some coherence. Responses may be very generalised. At the bottom of the level, there may be only 1 or 2 ideas, and these may be confused in places. The quality of the written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>

Question	Answer	Marks	Guidance
	<p>AO2(a): Interpretation and Application Responses will demonstrate the ability to interpret the pre-release material and wider sociological knowledge to meet the demands of the question. Knowledge and understanding needs to be applied to the given context; that is, researching the identities of young working class males.</p> <p>Context may be engaged with reference to choice of method/approach (fitness for purpose), choice of sampling, ethics (legal issues e.g. drinking under age; anti-social behaviour) , access, peer pressure, social characteristics of the researcher and relationship with the participants (e.g. where he lived, his ethnicity/gender)</p>		<p>AO2(a): Interpretation and Application <i>NB: Description of findings is not creditable, even as lip service</i></p> <p>Level 4: 10–12 marks Candidates show a very good ability to interpret and apply sociological evidence to the use of ethnography in researching the identities of young working class males. At this level, responses will explicitly engage with the given context making a range of points. At the top of the band, contextualisation will be sustained throughout.</p> <p>Level 3: 7–9 marks Candidates show a good ability to interpret and apply sociological evidence to the use of ethnography in researching the identities of young working class males. There will be some contextualisation but not a range. At the bottom of the band, responses may mainly pay lip service to the context, but with one brief explicit context point.</p> <p>Level 2: 4–6 marks Candidates show a basic ability to interpret and/or apply sociological evidence to the use of ethnography in researching the identities of young working class males. Responses are likely to be generalised, only partially addressing the context, or context referred to is no more than <i>lip service</i> - dropping in wording linked to the pre-release material, without actually engaging with it. Responses in this band may be overly focused on the pre-release in a very descriptive way.</p> <p>Level 1: 1–3 marks Candidates show a limited ability to interpret and/or apply sociological evidence to the use of ethnography in researching the identities of young working class males. Material will be marginally relevant or largely copied from the pre release.</p> <p>0 marks No relevant interpretation or analysis.</p>

Question	Answer	Marks	Guidance
	<p>AO2(b): Evaluation and Analysis Responses will analyse and evaluate the use of ethnography weighing up the advantages and disadvantages of this approach. Responses may consider practical, ethical, theoretical and conceptual issues. Examples may include: subjectivity, the imposition problem and bias, social desirability, practical issues of recording observations, the Hawthorne effect, access, ethics, issues of validity and reliability; representativeness of the sample, the positivist critique.</p>		<p>AO2(b): Evaluation and Analysis</p> <p>Level 4: 16–20 marks Candidates show a very good ability to evaluate and analyse the use of ethnography. There will be a range of evaluation by, for example, evaluating each of the separate methods. At the top of the level, reference will be made to theoretical considerations (e.g. positivism). Relevant key concepts will be fully developed. The evaluation will be sustained with an evaluative tone throughout the response. At the bottom of the level the evaluation and analysis will be sustained but slightly less developed.</p> <p>Level 3: 11–15 marks Candidates show a good ability to evaluate and analyse the use of ethnography. At the top of the level key concepts / evidence will be accurately discussed, although evaluation will be less developed than in the top band. At the bottom of this level, evaluation may be more narrow, unbalanced and underdeveloped.</p> <p>Level 2: 6–10 marks Candidates show a basic ability to evaluate and analyse the use of ethnography. Evaluation may be heavily focused on just the advantages (justification) and/or practical issues. At this level, evaluation may be lacking in depth / quantity. Concepts and evidence are likely to be implicit / partially accurate / confused. At the top of the level key concepts will be used, but they will be undeveloped or implicit and/or partially accurate. At the bottom of the level, answers will not contain any key concepts.</p>

Question	Answer	Marks	Guidance
			<p>Level 1: 1–5 marks Candidates show a limited ability to evaluate and analyse the use of ethnography. At the top of the level a partial reference may be made to relevant methodological concerns and the response is likely to be confused in terms of key concepts. Responses are likely to focus on practical weaknesses/strengths. At the bottom of the level responses will make partial references to one or two advantages/ disadvantages of the research method, or evaluation will be very narrow.</p> <p>0 marks No relevant evaluation or analysis.</p>

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