

# **Sociology**

Advanced Subsidiary GCE

Unit **G671**: Exploring Socialisation, Culture and Identity

## **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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## 1. Annotations

Annotation	Meaning
	Key concept FOR QUESTION 4 (validity/reliability/representativeness/generalizability)
	Unclear / inaccurate
	Application / context
	Concept
	Developed point: fully explained in a relevant way
	Example
	Evaluation (criticism)
	Justification (positive evaluation)
	Knowledge and understanding
	Lip Service for question 4 (AO2a)
	Not relevant
	Repetition
	Undeveloped point: Accurate but without explanation or unsubstantiated / implicit: sociological knowledge, but unsupported by evidence.
	Underdeveloped point: Partially explained but requiring more depth.

Question	Answer	Marks	Guidance
1	<p><b>Definitions:</b> Core meaning may discuss people all around the world becoming part of one all-embracing culture / global village (McLuhan); or across the world, we are all sharing in one similar 'way of life' with similar norms and values; cultural 'sameness', 'cultural homogeneity'.</p> <p>Answers may refer to the development of social and economic relationships on a global world-wide scale.</p> <p>Responses may link global culture to globalisation. Further development of the definition may discuss theory (postmodernism, Marxism); the debate about whether global culture is positive or negative (erosion of national or ethnic differences by a homogenous mass Americanised entertainment culture); the debate about whether global culture is a reality or not: Global culture versus Globalisation of culture (ref. Mike Featherstone). Answers may refer to the various forces that help create a global culture (Giddens), such as a global economy, global citizens.</p> <p>Award a maximum of 4 marks for a definition (maximum of 3 for a partial definition).</p> <p><b>Examples</b> may include: global television (brings British and American culture to the rest of the world), a global economy (businesses, factories, management structures, markets and finance which often span continents and countries, eg Coca-Cola, McDonalds), global citizens (managers of large corporations e.g. International media owners e.g. Rupert Murdoch, Bill Gates, sports stars or entertainers, e.g. David Beckham, Kardashians), International organisations (UN agencies, the World Bank, World Health Organisation) and electronic communication</p>	8	<p><i>If responses refer to aspects of global culture, such as consumer products, globalisation, award 1 mark.</i></p> <p><b>7–8 marks</b> 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. The definition will be explicit and detailed and examples used to illustrate their definition will show wide ranging <b>and</b> detailed knowledge and understanding. There will be clear and frequent use of relevant sociological evidence, related to the concept.</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><b>5–6 marks</b> Candidates show a good knowledge and understanding of the concept. Responses contain wide ranging <b>or</b> 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><b>3–4 marks</b></p>

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	<p>(telephone, email, and the World Wide Web), globalisation of consumption, e.g. food, fashion. Reward examples of cultural diversity / hybridity.</p> <p>Award a maximum of 4 marks for examples (maximum of 2 for only one example).</p>		<p>Candidates show a basic knowledge and understanding of the concept. 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><b>1–2 marks</b> Candidates show a limited knowledge and understanding of the concept. Responses are likely to offer limited evidence, with a tendency towards anecdote.</p>

Question	Answer	Marks	Guidance
2	<p>Responses may discuss how individuals are socialised into the cultural characteristics associated with one or more of the main social classes (upper, middle, working, under classes). Responses may refer to one or more agencies e.g. the family, education, peer group, the media, the workplace. Responses may answer this by offering two different agencies of socialisation, or they may focus on the process of socialisation e.g. imitation, role models, hidden curriculum</p> <p>Relevant concepts may include: the process of socialisation (manipulation, expectations, activities, imitation, identification, role models), Cultural/social capital, sub-culture, old boy network, social closure</p> <p>Relevant studies: Scott, Willis, Mac and Ghail, Reay, Roker, GUMG, Murray.</p> <p>Relevant theory: Marxism, Functionalism</p>	16	<p><b>AO1: Knowledge and Understanding</b>  <i>Sociological evidence can include studies, concepts, theories, contemporary examples. If candidates offer more than two ways, credit the best two.</i></p> <p><b>10–12 marks</b>  Candidates show a very good knowledge and understanding of two ways. Responses contain wide ranging <b>and</b> detailed knowledge and understanding of the two ways, with clear, precise and frequent use of sociological evidence. At the bottom of the band, they may be slightly underdeveloped. 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><b>7–9 marks</b>  Candidates show a good knowledge and understanding of two ways. Responses contain wide ranging <b>or</b> 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 way may contain clear way with precise and frequent use of sociological evidence (level 4); the other way may be partial (level 2). Alternatively, both types may be underdeveloped. At the bottom of the band, one way may be underdeveloped (level 3) and the other way partial (level 2). Alternatively, candidates may show good understanding but may lack the precise sociological evidence or the evidence may be implicit. 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><b>4–6 marks</b></p>

Question	Answer	Marks	Guidance
	<p><b>AO2a: Interpretation and Application</b>  <i>There are two aspects to 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, ways in which individuals are socialised into their social class identities.</i></p>		<p>Candidates show a basic knowledge and understanding of two ways. 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 ways. 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 only deal with one way with depth and precision (level 4) or with two ways in a basic, 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><b>1–3 marks</b>  Candidates show a limited knowledge and understanding of the two ways. There may only be reference to one way or the answer will be lacking in sociological evidence or the ways will be stated with no explanation.</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><b>0 marks</b>  No relevant sociological knowledge or understanding.</p> <p><b>AO2a: Interpretation and Application</b></p> <p><b>4 marks</b>  Candidates show a very good ability to interpret and apply evidence to two ways. There will be a range of appropriate and relevant evidence selected and relevance to the</p>

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			<p>question will be made explicit.</p> <p><b>3 marks</b> Candidates show a good ability to interpret and apply evidence to the two ways. There will be some appropriate but underdeveloped evidence selected and / or it may be implicitly relevant.</p> <p><b>2 marks</b> Candidates show a basic ability to interpret and apply evidence to the two ways. The selection of evidence may be basic; e.g. it may be unsubstantiated or conceptually sparse. The answer may be partially relevant; it may not adequately address the precise question. The answer may be partially relevant; it may not adequately address the precise question. Alternatively, responses may offer a fully relevant account for one way only.</p> <p><b>1 mark</b> Candidates show a limited ability to interpret/apply evidence to the two ways. Responses are likely to contain limited relevant sociological evidence. Responses may only address one way, in a vague way.</p> <p><b>0 marks</b> No relevant interpretation or application.</p>

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3	<p><b>AO1: Knowledge and understanding</b></p> <p>Responses may refer to:</p> <ul style="list-style-type: none"> <li>• Concepts such as: socialisation, cultural variations and cultural relativity, social construction, social control, ascribed /achieved roles; passive &amp; active identity.</li> <li>• Studies – any study emphasising the socialisation process. This could be illustrated with examples from gender, class, ethnic, age identities. Case studies – of feral children.</li> <li>• Contemporary examples: specific examples of feral children, showing the importance of socialisation over biology (e.g. Genie, Oxana, Kamala/Amala, Horst) examples of culturally relative norms which show that behaviour is social not natural; cross-cultural anthropological evidence.</li> <li>• Theories – e.g. Functionalism, Marxism,</li> <li>• NOTE - accept responses which apply the concept of nurture to any agency of socialisation (Family, Education, media, work, religion, peer group)</li> </ul>	24	<p><b>AO1: Knowledge and understanding</b>  <i>Sociological evidence includes studies, concepts, theories, contemporary examples. Note that answers which are heavily based on examples should be rewarded where there is detail</i></p> <p><b>10–12 marks</b>  The key issue to expect in top band answers is a focus on the view that an individual's identity is created by 'nurture' rather than 'nature'.</p> <p>Responses contain wide ranging <b>and</b> detailed explicitly relevant knowledge and understanding of the view that an individual's identity is created by 'nurture' with clear, precise and frequent use of sociological evidence. At the bottom of the band, some aspects may be slightly 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><b>7–9 marks</b>  Candidates show a good knowledge and understanding of the view that an individual's identity is created by 'nurture' rather than 'nature'. Responses contain wide ranging <b>or</b> detailed knowledge and understanding. There will be some use of sociological evidence, although it may be underdeveloped and / or narrow in focus. At the bottom of the band, candidates may show good understanding but lack the precise sociological evidence in parts / the evidence may be implicit.</p> <p>The quality of the written communication will be good, presenting appropriate material in a logical, accurate and</p>

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	<p><b>AO2 (a): Interpretation and Application</b>  <i>There are two aspects to AO2a skills. A range of</i></p>		<p>coherent manner, with few errors of grammar, punctuation and spelling.</p> <p><b>4–6 marks</b>  Candidates show a basic knowledge and understanding of the view that an individual's identity is created by 'nurture' rather than 'nature'. Knowledge and understanding may be lacking in range and depth. Responses are likely to be lacking in quantity and / or partially understood / unsubstantiated / conceptually sparse / generalised or undeveloped.</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><b>1–3 marks</b>  Candidates show a limited knowledge and understanding of the view that an individual's identity is created by 'nurture' rather than 'nature'. Evidence will be limited, with 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><b>0 marks</b>  No relevant sociological knowledge or understanding.</p> <p><b>AO2 (a): Interpretation and Application</b></p> <p><b>7–8 marks</b>  Candidates show a very good ability to interpret and apply sociological evidence to the view that an individual's identity</p>

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	<p><i>appropriate knowledge needs to be selected (interpretation). The selected knowledge should be directly related to the specific question (application); in this case, the nature nurture debate.</i></p> <p><b>AO2(b): Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>Candidates may evaluate the view by arguing the importance of nature: Instinct, biological determinism, genetic and cognitive differences, and</li> </ul>		<p>is created by 'nurture' rather than 'nature'. There will be a range of appropriate and relevant sociological evidence selected and relevance to the question will be made explicit.</p> <p><b>5–6 marks</b> Candidates show a good ability to interpret and apply sociological evidence to the view that an individual's identity is created by 'nurture' rather than 'nature'. There may be some appropriate evidence selected. Evidence may be detailed but lacking range, or evidence may have range but be underdeveloped. Evidence may be implicitly applied to the question, but not always made explicit.</p> <p><b>3–4 marks</b> Candidates show a basic ability to interpret and apply sociological evidence to the view that an individual's identity is created by 'nurture' rather than 'nature'. The selection of material may be basic e.g. it may be unsubstantiated, conceptually sparse and / or undeveloped. The answer may have some partial relevance; it may not adequately answer the question.</p> <p><b>1–2 marks</b> Candidates show a limited ability to interpret and apply sociological evidence to the view that an individual's identity is created by 'nurture' / 'nature'. The answer has limited relevance.</p> <p><b>0 marks</b> No relevant interpretation or application.</p> <p><b>AO2(b): Analysis and Evaluation</b></p> <p><b>4 marks</b> Candidates show a very good ability to analyse and evaluate the view. The evaluation will be explicit and relevant, using</p>

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	<p>ascribed differences. They may refer to Studies/Theories which emphasise nature over nurture—Twin/Adoption studies, socio-biological studies/theories of gender identity (eg Wilson, Fox, Goldberg – females genetically programmed to be nurturers/expressive etc - Parsons).</p> <ul style="list-style-type: none"> <li>Contemporary examples: nature—popular literature which supports the view that our behaviour is biological (e.g. "Why men don't iron"; documentaries such as Gender Traits or Bruce Reimer), examples of arguments which support the biological view (eg "men are <i>naturally</i> aggressive, women have <i>natural</i> maternal instincts).</li> </ul>		<p>sociological evidence. Two evaluation points can reach this level, at least one of which must be developed with evidence.</p> <p><b>3 marks</b> Candidates show a good ability to analyse and evaluate the view. The evaluation will be relevant, but it may be undeveloped and/or narrow in focus. One developed evaluation point with evidence can reach this level.</p> <p><b>2 marks</b> Candidates show a basic ability to analyse and evaluate the view. The evaluation may be partially relevant or lacking in sociological evidence.</p> <p><b>1 mark</b> Candidates show a limited ability to analyse and evaluate the view. Analysis and evaluation will be minimal and largely irrelevant or very narrow or assertive in tone.</p> <p><b>0 marks</b> No relevant analysis or evaluation.</p>

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4	<p><b>AO1: Knowledge and understanding</b></p> <p><b>Methods:</b> Quantitative methods Structured closed-ended questionnaires Social surveys</p> <p><b>Wider process issues:</b> Sampling, operationalisation, pilot, access, relationship between the researcher and researched, ethics, theoretical considerations in relation to data collection – quantitative data; Positivism; Objectivity; fitness for purpose.</p> <p><b>Key Concepts</b> Validity Reliability Representativeness Generalisability</p>	52	<p><i>Do not credit knowledge of unstructured interviews as these are not quantitative methods.</i></p> <p><b>AO1: Knowledge and understanding</b></p> <p><b>16–20 marks</b> Candidates show a very good knowledge and understanding of the use of quantitative methods. Responses contain wide ranging <b>and</b> detailed knowledge and understanding. There will be explicit and frequent use of key concepts.</p> <p>At the top of this level the candidate will use a wide range of process issues, theoretical considerations (e.g. positivism) and concepts relevant to the use of quantitative methods in a detailed, accurate and explicit manner. At the bottom of the level the use of 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><b>11–15 marks</b> Candidates show a good knowledge and understanding of the use of quantitative methods. Responses contain wide ranging <b>or</b> detailed knowledge and understanding. There will be some 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 concepts may be implicit and not all accurate.</p>

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			<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><b>6–10 marks</b> Candidates show a basic knowledge and understanding of the use of quantitative methods. Knowledge and understanding of key concepts / process will be lacking in range AND depth (quantity) or the response is a generalised answer on methods. Concepts are likely to be implicit/partial/confused or undeveloped.</p> <p>At the top of the level answers may begin to use relevant concepts in an undeveloped or implicit way. At the bottom of the level responses may focus on advantages and disadvantages of the method, without using the concepts.</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><b>1–5 marks</b> Candidates show a limited knowledge and understanding of the use of quantitative methods. 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.</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>

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	<p><b>AO2(a): Interpretation and Application</b>  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 importance of changing <i>social class</i> as a source of <i>identity</i>.</p>		<p><b>0 marks</b>  No relevant sociological knowledge or understanding.</p> <p><b>AO2(a): Interpretation and Application</b></p> <p><b>10–12 marks</b>  Candidates show a very good ability to interpret and apply sociological evidence to the use of quantitative methods to study social class identity.</p> <p>At this level, there will explicitly engage with the context making a range of points. At the top of the band, contextualisation will be sustained throughout.</p> <p><b>7–9 marks</b>  Candidates show a good ability to interpret and apply sociological evidence to the use of quantitative methods to researching social class identity  There will be some contextualisation, although not a range. At the bottom of the band, responses may mainly pay lip service to the context, but with one explicit context point.</p> <p><b>4–6 marks</b>  Candidates show a basic ability to interpret and/or apply sociological evidence to the use of quantitative methods to researching social class identity.  Responses are likely to be generalised, only partially addressing the context, or context referred to is no more than lip service, dropping in wording linked to the PRM, without actually engaging with it.</p> <p><b>1–3 marks</b>  Candidates show a limited ability to interpret and/or apply sociological evidence to the use of quantitative methods to researching social class identity. Material will be marginally relevant.</p>

Question	Answer	Marks	Guidance
	<p><b>AO2(b): Analysis and Evaluation</b>  Responses will analyse and evaluate the use of quantitative methods weighing up the advantages and disadvantages of this approach. Responses should consider practical, ethical, theoretical and conceptual issues. For example, issues of subjectivity, and bias, access, ethics, issues of validity and reliability, the interpretivist critique of quantitative methods.</p>		<p><b>0 marks</b>  No relevant interpretation or analysis.</p> <p><b>AO2(b): Analysis and Evaluation</b>  <i>Reward evaluation of quantitative methods where explicit comparison is made with the unstructured interviews in the PRM. For example, if responses say “Heath carried out unstructured interviews as they allowed him to get more in-depth views about how people feel about their class identity” this is a criticism of quantitative methods so reward it as evaluation.</i></p> <p><i>Answers which evaluate the use of quantitative methods in an implicit way (through juxtaposition with unstructured interviews) should be rewarded as general evaluative points only – use the annotation EVAL and U</i></p> <p><i>However, where responses criticise/evaluate the use of the qualitative methods should not be rewarded as this becomes tangential.</i></p> <p><b>16–20 marks</b>  Candidates show a very good ability to analyse and evaluate the use of quantitative methods. There will be a range of evaluation.</p> <p>At the top of the level, reference will be made to theoretical considerations. Relevant methodological concepts will be fully developed. The evaluation will be sustained with an evaluative tone throughout the response. At the bottom of the level the analysis and evaluation will be sustained but slightly less developed.</p> <p><b>11–15 marks</b></p>

Question	Answer	Marks	Guidance
			<p>Candidates show a good ability to analyse and evaluate the use of quantitative methods.</p> <p>At the top of the level relevant 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><b>6–10 marks</b> Candidates show a basic ability to analyse and evaluate the use of quantitative methods. Evaluation may be heavily focused on just the advantages (justification) and/or practical issues. At this level, evaluation may be lacking in depth/quantity and it may be generalised evaluation of research methods. Concepts are likely to be partially accurate / confused.</p> <p>At the top of the level relevant concepts will be used, but they may be partially accurate and or underdeveloped. At the bottom of the level, answers may not include any explicit key concepts.</p> <p><b>1–5 marks</b> Candidates show a limited ability to analyse and evaluate the use of quantitative methods.</p> <p>At the top of the level a partial reference may be made to relevant methodological concerns and the response is likely to be confused. Responses are likely to focus on practical weaknesses/strengths.</p> <p>At the bottom of the level responses will make partial references to one or two advantages/disadvantages of the research methods, or evaluation will be very narrow.</p>

Question	Answer	Marks	Guidance
			<b>0 marks</b> No relevant analysis and evaluation.

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