

Sociology

Advanced GCE **G672**

Topics in socialisation, culture and identity

Mark Scheme for June 2010

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INDICATIVE MATERIAL**OPTION 1: Sociology of the Family**

- 1 (a) Identify and explain two reasons for the increase in divorce over the last 30 years. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Changing norms and values*
- *Secularisation*
- *Higher expectations of marriage*
- *Serial monogamy*
- *Decline in importance of family*
- *Greater importance of agents of secondary socialisation*
- *Negative aspects of the nuclear family leading to breakdown*
- *Changing role of women and desire for greater freedom*
- *Divorce more accessible, legal and social policy changes*
- *Increase in cohabitation*
- *Reference to evidence from feminism, postmodernism, functionalism, relevant statistics*
- *Explanations may also refer to increasing choice and diversity, feminisation of labour force giving women greater economic independence, increased individualism*
- *Any other reasonable point.*

- (b) Outline and evaluate functionalist views of the role of the family in society. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theories; Functionalism, supported by New Right, warm bath theory*
 - *Studies such as Parsons, Murdock, Chester, Dennis & Erdos,*
 - *Concepts such as stabilisation of personalities, nurturing, providing for sexual, economic, reproductive, educational and welfare needs, social control, consensus, primary socialisation, gender role socialisation, organic analogy, instrumental and expressive roles*
 - *Candidates may refer to methodological issues*
- In evaluation;*
- *Theories; Marxist views on the role of the family in supporting capitalism, Marxist feminist views on the roles of men and women. Nuclear family seen as an ideological stance supported by the state, social policy, media and other social institutions, other critical perspectives such as radical psychiatry. Postmodern views on diversity and choice.*
 - *Studies such as Zaretsky, Cooper, Feeley, Barrett & MacIntosh, Benston, Ansley, Laing, Leach, Stacey, Rapoport*
 - *Concepts such as dark side of family life, dysfunctional, exploitation, oppression, domestic division of labour, reproduction of labour power, ideological conditioning, conflict and change, diversity and choice*
 - *Candidates may refer to methodological issues*
 - *Any other reasonable response*

2 (a) Identify and explain two types of family diversity. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Single parent families*
- *Beanpole families*
- *Reconstituted families*
- *Co-parenting*
- *Aspects of regional, cultural, sexual, class, structural diversity etc*
- *Reference to evidence such as New Right, New Labour, feminism, postmodernism, Rapoport, Stacey, Dennis & Erdos, Eversley & Bonnerjea, Roseneil & Budgeon, Brannen, Smart, Berthoud & Beishon, Bose, Archer & Francis, Foster, Oakley, Bourdieu, Weeks, Allan & Crow, Beck, Pakulski & Waters.*
- *Any other reasonable point.*

(b) Outline and evaluate the view that relationships between men and women in the family have become more equal. [33]

It is likely that candidates will produce a wider range of evidence to counter rather than support the view. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theories; liberal feminist views, postmodern views about diversity and choice, New Right views on changing roles as damaging.*
 - *Studies in support such as Hakim, Giddens, Pahl, Gershuny, Willmott & Young, Warin, Beck,*
 - *Concepts such as new man, confluent love, egalitarian families, lagged adaptation, crisis in masculinity, complicit masculinity, superdads, individualisation*
 - *Impact of social policy e.g. paternity leave*
 - *Reference to diverse ways of measuring equality including emotional factors, decision-making, household chores, non-decision making*
 - *Candidates may refer to methodological issues*
- In evaluation;*
- *Theories; Marxism, Marxist feminism, radical feminism, critical views from radical psychiatry*
 - *Studies such as Barrett & MacIntosh, Benston, Ansley, Pahl, Dobash & Dobash, Dunscombe & Marsden, Delphy & Leonard, Oakley, Grundy & Henretta, DeVault, Warner, Edgell, Garrod*
 - *Concepts such as dark side of family life, dysfunctional, exploitation, oppression, domestic division of labour, reproduction of labour power, dual systems, emotion work, invisible work, dual burden, triple shift, sandwich generation, hegemonic masculinity, patriarchy*
 - *Differences related to class, ethnicity, sexuality*
 - *Candidates may refer to methodological issues*
 - *Any other reasonable response*

OPTION 2: Sociology of Health

- 3 (a) Identify and explain two ways in which patterns of ill health are influenced by gender. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Patterns of ill health by gender, morbidity, mortality rates, mental health*
- *Explanations such as biological, artefact, cultural and structural/materialist*
- *Feminist views*
- *Impact of gender role socialisation, learned helplessness, risk behaviour*
- *Reference to evidence such as Waldron, Annandale & Field, Macintyre, Macfarlane, Taylor & Field, Seligman, Perren et al, Popay & Bartley, Graham, Arber & Thomas, Blaxter, Brown et al, Rogers & Pilgrim*
- *Any other reasonable point*

- (b) Outline and evaluate sociological views on the role of medical professionals in society. [33]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theories such as functionalism, Weberianism, Marxism, interactionism, feminism, postmodernism*
 - *Reference to the work of Parsons, Young, Punamaki & Aschan, Illich, Taylor & Field, Friedson, Millerson, Turner, Navarro, Abbott & Wallace, Oakley, Doyal, Senior, Foucault*
 - *Concepts such as sick role, rights, obligations, altruism, official gatekeepers, determinism, patient role, social closure, de-professionalisation, rise of complementary/alternative medicine, care in the community, negotiation between doctors and patients, ideological role; iatrogenesis*
 - *Candidates may refer to methodological issues*
- In evaluation (depending on approach taken);*
- *Theories such as functionalism, Weberianism, Marxism, interactionism, feminism, postmodernism*
 - *Studies such as Parsons, Young, Punamaki & Aschan, Illich, Taylor & Field, Friedson, Millerson, Turner, Navarro, Abbott & Wallace, Oakley, Doyal, Senior, Foucault*
 - *Concepts/issues such as sick role, rights, obligations, altruism, official gatekeepers, determinism, patient role, social closure, de-professionalisation, rise of complementary/alternative medicine, care in the community, negotiation between doctors and patients, ideological role*
 - *Reference to evidence of conflictual nature of relationships including the rising number of complaints against medical professionals, Patients Charter, increased profile of managers and administrators*
 - *Differentiation between health care professionals*
 - *Issues related to gender, age, ethnicity and social class*
 - *Candidates may refer to methodological issues*
 - *Any other reasonable response*

4 (a) Identify and explain **two** features of the social model of health. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Relativity of the concept of health; variations over time, place and individuals*
- *Counter view to bio-medical model*
- *Lay versus professional judgements, illness as a personal experience*
- *Focus on social causes of illness*
- *Explanations related to social patterns of health and illness involving social class, gender, ethnicity, age, role of health professionals*
- *Reference to evidence such as Nettleton, McKeown, Taylor, Blaxter, Calnan, Williams, Helman*
- *Any other reasonable point*

(b) Outline and evaluate the view that social class inequalities in health are caused by cultural factors. [33]

It is likely that there will be a wider range of evidence used to counter the view than to support it. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theory – cultural/behavioural*
- *Studies such as Annandale & Field*
- *Concepts such as cultural deprivation, risk behaviour, consumption, norms, values, lifestyle, fatalism*
- *Reference to statistical evidence on diet, smoking, exercise, morbidity and mortality rates*
- *Candidates may refer to methodological issues*

In evaluation;

- *Theories such as artefact, social selection, structural/materialist explanations, feminist views, postmodern views*
- *Studies such as Martin et al, Lobstein, Black Report, Acheson Report, Wadsworth, Illsley, Connelly & Crown, Wilkinson, Graham, Paterson, Doyal & Pennell, Townsend*
- *Concepts such as victim blaming, material deprivation, culture of inequality, social capital*
- *Reference to age, gender, ethnicity and social class*
- *Candidates may refer to methodological issues*
- *Any other reasonable response*

OPTION 3: Sociology of Religion**5 (a) Identify and explain two characteristics of religious fundamentalism. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Literal interpretation of sacred texts*
- *Opposition to modernity*
- *Rejection of religious pluralism*
- *Advocacy of conservative beliefs/traditional values e.g. in relation to family life, gender roles and sexuality*
- *High degree of engagement with religious life*
- *Use modern technology e.g. internet, televangelism*
- *Explanations related to emergence as a result of social crisis, ideological cohesion as a response to perception of external threat, control of belief system within a religion, conditions that produce a supply of potential recruits, relation to politics.*
- *Reference to evidence from Bruce, Self & Starbuck, Davie, Ammerman, Armstrong, Almond et al,*
- *Reference to specific examples such as Christian fundamentalism, Islamic fundamentalism; concept of the Moral Majority*
- *Any other reasonable point.*

(b) Outline and evaluate Marxist views of the role of religion in society. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theory – Marxism, neo-Marxism*
- *Research from Marx, Maduro, Leach, Hook*
- *Concepts such as liberation theology, ‘opium of the people’, social control, ideological role, religious fundamentalism, ‘sigh of the oppressed’, ‘soul of soulless conditions’, ‘the heart of a heartless world’*
- *Contemporary examples*
- *Candidates may refer to methodological issues*

In evaluation;

- *Theories such as functionalism, Weberianism, feminism, post-modern views*
- *Studies such as Beckford, Hamilton, Malinowski, Parsons, Durkheim, O’Dea, Weber, Armstrong, De Beauvoir, El Saadawi*
- *Concepts such as religious pluralism, patriarchal oppression, collective conscience, consensus, stability, social solidarity, social integration, organic analogy, spiritual shopper, religious fundamentalism, protestant ethic*
- *Evaluation of religion and its role in social change*
- *Dimensions of ethnicity, gender, class etc as challenging the status quo*
- *Candidates may refer to methodological issues*
- *Any other reasonable response*

- 6 (a) Identify and explain *two* ways in which religiosity is influenced by ethnicity. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Concepts such as marginalisation, relative deprivation, racism, discrimination, socialisation, hybridity, assimilation, resistance, social exclusion, symbolic exclusion, oppression*
- *Reference to Beckford, Mitchell, Jacobson, Samad, Akhtar*
- *Explanations related to religion offering hope, empowerment, sense of identity, sense of solidarity*
- *Reference to specific examples drawn from particular ethnic groups*
- *Any other reasonable point.*

- (b) Outline and evaluate the view that the rise of New Religious Movements shows that religion is still strong in the contemporary UK. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theories such as Functionalism, Weberianism, Marxism, neo-Marxism*
- *Research from Giddens, Bauman, Heelas, Drane, Stark & Bainbridge, Greeley, Nelson, Davie*
- *Concepts such as religious pluralism, religious fundamentalism, televangelism, ethnic defence, resacrilization, religious revival, holistic milieu*
- *Reference may be made to the rise of Christian and non-Christian NRMs and relevant examples e.g. Krishna Conscience, Transcendental Meditation, Scientology, Moonies, Children of God, rise in NAMs*
- *Heightened profile of religion in society, post 9/11*
- *Reference to data on religious participation*
- *Candidates may refer to methodological issues*

In evaluation;

- *Theories such as postmodernism*
- *Studies such as Wilson, Berger, Bruce, Giddens, Bauman, Wallis, Beckford*
- *Concepts such as spiritual shopper, religious pluralism, secularisation, disengagement, societalization, desacrilization, disenchantment, religious pluralism, televangelism, ethnic defence, cultural transition, holistic milieu*
- *Differentiation in terms of ethnicity, gender, class, age, social class*
- *Problems of measurement*
- *Problems of defining secularisation as referred to by Casanova, Bruce, Glock & Stark*
- *Candidates may refer to methodological issues*
- *Any other reasonable response*

OPTION 4: Sociology of Youth**7 (a) Identify and explain two features of hybrid subcultures. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Postmodern views*
- *Concepts such as blurred boundaries, white mask, cultural navigation, hip-hop culture, supermarket of style, consumerism. fluidity, pick 'n' mix, club culture, Bhangara, dual identities, code switching, globalisation*
- *Reference to evidence from Bennett, Johal, Polemus, Back*
- *Reference to examples such as Raggamuffins, Bhangaramuffins, neo-tribes*
- *Any other reasonable point.*

(b) Outline and evaluate the view that the role of youth culture is to assist in the transition from childhood to adulthood. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Theory – functionalism*
 - *Studies such as Parsons, Eisenstadt, Abrams*
 - *Concepts/issues such as generation gap, social integration, rite of passage, shared norms and values, homogenous group*
 - *Candidates may refer to methodological issues*
- In evaluation;*
- *Theories such as postmodernism, feminism, Marxism*
 - *Studies such as Thornton, Polhemus, Matza, Miller, Merton, Cohen CCCS, Hall and Jefferson, Phil Cohen, Hebdige, Clarke, Brake*
 - *Concepts such as status frustration, crisis in masculinity, patriarchy, hybridity, conformism, subterranean values, neo-tribes, malestream, fluidity, supermarket of style, opposition, resistance, spectacular youth subcultures, exaggeration, bricolage, magical solutions, incorporation, subterranean values*
 - *Role of consumerism and youth as a market*
 - *Differences in terms of gender, ethnicity and class*
 - *Distinction between youth culture and youth subcultures*
 - *Conformity of 'ordinary' youth*
 - *Candidates may refer to methodological issues*
 - *Any other reasonable response*

- 8 (a) Identify and explain **two** ways in which youth deviance is influenced by social class. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- *Marxist, functionalist, interactionist views*
- *Concepts such as resistance, opposition, marginalisation, labelling, moral panics, status frustration, economic deprivation, relative deprivation, illegitimate opportunity structure, strain theory, subterranean values, masculinity*
- *Reference to evidence such as Messerschmidt, Cohen, Cloward & Ohlin, Merton, Matza, Hall, Jefferson, Willis, CCCS, Lea & Young, Collison*
- *Any other reasonable point.*

- (b) Outline and evaluate the view that pupils' experience of school is related to their ethnicity. [33]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- *Theories such as Neo-Marxism*
 - *Studies by Sewell, Shain, Mirza, Wright et al, Coard, Mac an Ghail, O'Donnell & Sharpe, Connolly*
 - *Concepts/issues such as racism, resistance, hidden curriculum, labelling, social identity, ethnocentric curriculum, school subcultures, cultural navigation, white mask*
 - *Differences in achievement including references to statistics*
 - *Differences in subcultural experiences*
 - *Candidates may refer to methodological issues*
- In evaluation;*
- *Theories such as postmodernism, Marxism, functionalism, feminism*
 - *Studies such as Willis, Lees, Aggleton, Reay, Mac an Ghail, Spender, Willis, Sharpe, Kehily & Nayak, Blinkenstaff, Sewell*
 - *Concepts such as cultural capital, gender stereotypes, crisis in masculinity, feminisation of labour market, hybridity*
 - *Reference to differential socialisation*
 - *Impact of other factors such as gender, social class*
 - *Post modern views on blurring of boundaries*
 - *Candidates may refer to methodological issues including critical evaluation of statistics*
 - *Any other reasonable response*

G672: TOPICS IN SOCIALISATION, CULTURE AND IDENTITY – 2010**MARK SCHEME****Part (a) Questions (17 marks)****A01 Knowledge and Understanding**

13-17 Candidates show a very good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **and** detailed knowledge and understanding. Sociological evidence will be accurate and explicit. At the top of the band there will be sociological evidence outlined for both factors. At the bottom of the band this may be uneven and provided in depth for only one factor.

The quality of 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.

9-12 Candidates show good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. At the bottom of the band evidence will be narrower and less informed.

The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

5-8 Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Sociological evidence will be lacking in depth; knowledge and understanding is partial / confused / undeveloped. At the top of the band evidence may be more generalised. At the bottom of the band sociological ideas may be marginally related. One factor fully explained can reach the top of this band.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-4 Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material or material of little relevance. There may be reference to only one factor.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 No appropriate sociological knowledge or understanding.

Part (b) Questions (33 marks)**AO1 Knowledge and Understanding (10 marks)**

8-10 Candidates show a very good knowledge and understanding of appropriate sociological theories **and/or** concepts; contemporary evidence/examples may also be included. Sociological evidence will be accurate and explicit. Responses will contain wide ranging **and** detailed knowledge and understanding. At the bottom of the band this may be less detailed, narrower or uneven.

The quality of 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.

5-7 Candidates show a good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. Expect to see a narrower, less informed response at the bottom of the band.

The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

3-4 Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Whilst the view may be quite well illustrated, sociological evidence will be lacking in depth; knowledge and understanding is partial / confused / undeveloped.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-2 Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 No appropriate sociological knowledge or understanding.

AO2a Interpretation and Application (13 marks)

10-13 Candidates show a very good ability to interpret sociological evidence and apply it to the discussion. Relevance to the question will be made explicit. Expect to see reasonably accurate interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

7-9 Candidates show a good ability to interpret appropriate sociological evidence and apply it to the discussion. Evidence will be relevant, but in an implicit way. Expect to see some interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At this level there may be more unsubstantiated evidence presented.

4-6 Candidates show a basic ability to interpret sociological evidence and apply it to the discussion. Evidence will be only partially relevant to the question. Evidence may be superficial and/or contain inaccuracies. More than one dimension to the debate will be applied, for or against the views.

1-3 Candidates show a limited ability to interpret sociological evidence and apply it to the discussion. Evidence will have limited relevance. At least one form of data will be applied for or against the view.

0 No appropriate interpretation and application.

AO2b Analysis and Evaluation (10 marks)

8-10 Candidates show a very good ability to analyse and evaluate sociological evidence, using available arguments and alternative explanations. There will be a range of explicit and relevant evaluation. Evaluation will be sustained. Expect to see some explicit evaluation of sociological evidence addressing the debate. There may also be some evaluation of methods. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7 Candidates show a good ability to analyse and evaluate sociological knowledge. There will be some relevant evaluation but it will be underdeveloped. Responses may contain some juxtaposition but with a range of evidence. It is likely that sociological evidence presented will be questioned on some level but expect to see a narrower range of evaluation at a more superficial level. There may be some lack of balance evident.

3-4 Candidates show a basic ability to analyse **and/or** evaluate sociological knowledge. Evaluation will be partially relevant or narrow in focus or evaluation will be implicit through only juxtaposition. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate and are likely to concentrate on one side entirely at the expense of the other.

1-2 Candidates show a limited ability to analyse **and/or** evaluate sociological knowledge. Evaluation will be minimal and/or largely irrelevant.

0 No appropriate evaluation.

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