

**Sociology**

Advanced GCE A2 H581

Advanced Subsidiary GCE AS H181

**Mark Scheme for the Units**

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**June 2009**

**HX81/MS/R/09**

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# G671 Exploring Socialisation, Culture and Identity

## 1 Define the concept of identity. Illustrate your answer with examples. (8 marks)

### A01: Knowledge and Understanding

**Definitions** may focus on the concept which refers to our sense of self; subjective feelings about how others perceive and interpret our behaviour. References may be made to theoretical interpretations of identity (e.g. Functionalists see identity as the product of socialisation into value consensus whilst Interactionists see identity as constructed through interaction with others). Reference may be made to gender, ethnic, class, age identities, personal identity, social identity, collective identity, passive, active identity.

**Examples** may include examples of personal identity, social identity, collective identity, passive, active identity, attachment, belonging, similarity, difference, symbols, cultures. Studies may include: Jenkins, Barron, Woodward and Bradley. Examples related to gender, class, ethnicities and age identities.

**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)**

### 7-8 marks

The key issue to expect in top band answers is a wide-ranging definition of the concept with two or more examples in support.

Candidates show a very good knowledge and understanding of the concept of identity. 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 identity.

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.

### 5-6 marks

Candidates show a good knowledge and understanding of the concept of identity. 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.

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.

**3-4 marks**

Candidates show a basic knowledge and understanding of the concept of identity. Examples, if given, will be basic and/or vague in places, lacking in sociological evidence. The definition may be implicit through examples given, or confused. An accurate explicit and detailed definition without any examples can be awarded 4 marks.

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

**1-2 marks**

Candidates show a limited knowledge and understanding of the concept/example of identity.

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

**0 marks**

No relevant sociological knowledge or understanding.

**2 Outline and explain two ways in which education socialises children. (16 marks)****A01: Knowledge and Understanding**

Responses may refer to:

- **Concepts:** references may be made to: hidden/informal curriculum, formal curriculum/subjects, ethnocentricity, sanctions, rewards, punishment, norms, values, cultural capital, imitation, role models, achieved status, meritocracy, peer group, white mask. Reference may be made to a particular type of socialisation; for example gender socialisation, class socialisation.
- **Process of socialisation:** e.g. through imitation; social control;
- **Studies:** References may be made to Parsons, Gillbourn, Kelly, Bourdieu, Sewell.
- **Contemporary examples,** such as school rules / code of conducts and any illustration of the above mentioned concepts.

**10-12 marks**

Candidates show a very good knowledge and understanding of two ways in which education socialises children. There will be a clear reference to the way/s in which this process occurs. Responses contain wide ranging **and** detailed knowledge and understanding. There will be clear, precise and frequent use of sociological evidence.

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.

**7-9 marks**

Candidates show a good knowledge and understanding of two ways in which education socialises children. Responses may describe the socialisation process without focusing on the way/s in which it occurs. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence. Responses in this band may be uneven; only one way will contain clear, precise and frequent use of sociological evidence; the other may be partial.

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.

**4-6 marks**

Candidates show a basic knowledge and understanding of the way/s in which education socialises children. Responses in this band are likely to deal with only one way (with depth and precision) or with two very briefly (lacking in sociological evidence). Responses in this band are likely to contain sociological evidence which is lacking in quantity and / or partially understood / unsubstantiated.

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

**1-3 marks**

Candidates show a limited knowledge and understanding of the way/s in which education socialises children. There will be only brief reference to one way and the answer will be lacking in sociological evidence, relying more on asociological ideas.

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

**0 marks**

No relevant sociological knowledge or understanding.

**AO2 (a): Interpretation and Application****4 marks**

Candidates show a very good ability to interpret and apply evidence to two ways in which education socialises children. Relevance to the question will be made explicit (i.e. focusing on education and socialisation).

**3 marks**

Candidates show a good ability to interpret and apply evidence to two ways in which education socialises children. Evidence will be implicitly relevant but not always made explicit, or uneven.

**2 marks**

Candidates show a basic ability to interpret and apply evidence to the way/s in which education socialises children. Responses may have some partial relevance; it may not adequately answer the question. Responses which lack in sociological evidence cannot exceed this band.

**1 mark**

Candidates show a limited ability to interpret/apply evidence to the way/s in which education socialises children. Responses are likely to contain limited relevant sociological evidence.

**0 marks**

No relevant interpretation or application.

**3 Explain and briefly evaluate the importance of the family in the creation and reinforcement of ethnic identities. (24 marks)**

**AO1: Knowledge and understanding**

Expect to see reference to; culture, cultural diversity, norms, values, conformity, rejection, language, cultural transmission, multiculturalism, social control, stereotypes, white mask, dual identities, code-switching. Expect to see names such as; Ballard, Jacobson, Johal, Butler, Song, Archer, Frosh, Gilroy, Modood, Shain, Singh and Dench. Reference may also be made to Barron from the pre-release material.

**10-12 marks**

The key issue to expect at the top of the band answers is the role of the family in both the creation (formed/made) and reinforcement (sustaining) of ethnic identities.

Candidates show a very good knowledge and understanding of the importance of the family in the creation and reinforcement of ethnic identities. Responses contain wide ranging **and** detailed knowledge and understanding. There will be clear and frequent use of sociological evidence.

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.

**7-9 marks**

Candidates show a good knowledge and understanding of the importance of the family in the creation and/or reinforcement of ethnic identities. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence although it may be undeveloped and / or narrow in focus.

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.

**4-6 marks**

Candidates show a basic knowledge and understanding of the importance of the family in the creation and/or reinforcement of ethnic identities. The sociological evidence used will be brief. Responses may be partially explained and sociological evidence may be implicit, or solely reliant on the pre-release material.

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

**1-3 marks**

Candidates show a limited knowledge and understanding of the importance of the family in the creation and/or reinforcement of ethnic identities. Evidence will be limited with a tendency towards anecdote.

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

**0 marks**

No relevant sociological knowledge or understanding.

**AO2 (a): Interpretation and Application**

The answer and evidence should relate directly to the importance of the family in the creation and reinforcement of ethnic identities.

**7-8 marks**

Candidates show a very good ability to interpret and apply sociological evidence to the importance of the family in the creation **and** reinforcement of ethnic identities and relevance to the question will be made explicit.

**5-6 marks**

Candidates show a good ability to interpret and apply sociological evidence to the importance of the family in the creation and/or reinforcement of ethnic identities. Evidence will be relevant, but not always made explicit / not always fully focused on the question.

**3-4 marks**

Candidates show a basic ability to interpret and apply sociological evidence to the importance of the family in the creation and/or reinforcement of ethnic identities. The response may have some partial relevance; it may not adequately answer the question. Responses which lack in sociological evidence cannot exceed this band.

**1-2 marks**

Candidates show a limited ability to interpret and apply sociological evidence to the importance of the family in the creation and/or reinforcement of ethnic identities. The answer will have limited relevance.

**0 marks**

No relevant interpretation or application.

**AO2 (b): Evaluation and Analysis**

Responses may focus other agents of socialisation and offer them in a juxtaposed way to the family. They may comment on the role of the family creating the identity rather than reinforcing it. Primary/secondary socialisation is likely to appear in some form as evaluation.

**4 marks**

Candidates show a very good ability to analyse and evaluate the importance of the family in the creation **and** reinforcement of ethnic identities. There will be a range of evaluation which will be explicit and relevant using sociological evidence; clearly focusing on the *importance* of the family.

**3 marks**

Candidates show a good ability to analyse and evaluate the importance of the family in the creation and/or reinforcement of ethnic identities. There will be some relevant evaluation but it may be undeveloped and / or lacking in sociological evidence.

**2 marks**

Candidates show a basic ability to analyse and evaluate the importance of the family in the creation and/or reinforcement of ethnic identities. The evaluation may be partially

relevant / implicit or narrow in focus. Answers which juxtapose evaluation will be placed in this band.

**1 mark**

Candidates show a limited ability to analyse and evaluate the importance of the family in the creation and/or reinforcement of ethnic identities. Analysis and evaluation will be minimal and largely irrelevant or very narrow.

**0 marks**

No relevant evaluation or analysis.

- 4 Using the pre-release material and your wider sociological knowledge, explain and evaluate the use of ethnography as a way of researching young children's ethnic identity. (52 marks)

### AO1: Knowledge and understanding

#### Methods:

- Responses will make clear what ethnography is and that it is used to collect qualitative data. Ethnographic research uses observation (and often unstructured interviews) and responses should discuss why observation/ethnography would be suitable when researching a potentially sensitive subject and young age group.
- Responses may display relevant knowledge and understanding such as; the opportunity to develop a rapport, to observe people in their natural environment, to "walk a mile in another man's shoes", to find answers to questions the researcher may not have thought of asking, to gain verstehen / empathetic understanding, narrative data, rich contextualised detailed accounts.
- Responses may make reference to other research study – either on ethnicity or using ethnography.
- Responses may refer to triangulation / mixed methods / methodological pluralism (observation, interviews / questionnaires).

#### Wider research process issues:

- Sampling, access, relationship between the researcher and researched; ethics; theoretical considerations in relation to data collection.

#### Concepts:

- Validity, Reliability, Representativeness, Generalisability.

### 16-20 marks

Candidates show a very good knowledge and understanding of the use of ethnography as a way of researching young children's ethnic identity.

Responses contain wide ranging **and** detailed knowledge and understanding. There will be explicit and frequent use of sociological evidence. At the top of this level, the candidate will use a wide range of concepts relevant to the use of ethnography in a detailed and explicit manner. At the bottom of the level, the use of concepts will still be wide ranging and detailed but underdeveloped in parts.

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.

### 11-15 marks

Candidates show a good knowledge and understanding of the use of ethnography as a way of researching young children's ethnic identity. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence and relevant methodological concepts.

At the top of the level, candidates will use relevant concepts in an explicit way. At the bottom of the level, concepts may be undeveloped and some may be implicit and / or not always accurate.

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.

**6-10 marks**

Candidates show a basic knowledge and understanding of the use of ethnography as a way of researching young children's ethnic identity. The sociological evidence used will be lacking in quantity and depth. Concepts and evidence are likely to be implicit / partial / confused.

At the top of the level, answers may begin to use relevant concepts though the focus may be largely on the advantages and disadvantages of the method chosen (observation/interviews). If concepts are all implicit, place at the top of the band. At the bottom of the level, responses will be likely to focus on advantages and disadvantages of the method chosen without using the 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.

**1-5 marks**

Candidates show a limited knowledge and understanding of the use of ethnography as a way of researching young children's ethnic identity.

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.

**0 marks**

No relevant sociological knowledge or understanding.

**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 three aspects of the given context; that is, *the use of (1) ethnography as a way of researching (2) young children's (3) ethnic identity.*

**10-12 marks**

Candidates show a very good ability to interpret and apply sociological evidence to the use of ethnography as a way of researching young children's ethnic identity. Contextualisation will be sustained – focusing on all three aspects of the context. At this level, responses will explicitly engage with the given context.

**7-9 marks**

Candidates show a good ability to interpret and apply sociological evidence to the use of ethnography as a way of researching young children's ethnic identity. There will be some contextualisation, although there may be a lack of balance e.g. focusing on ethnic identity more than young children.

**4-6 marks**

Candidates show a basic ability to interpret and/or apply sociological evidence to the use of ethnography as a way of researching young children's ethnic identity. Responses are likely to be generalised, only partially addressing the context or context referred to is no more than lip service.

**1-3 marks**

Candidates show a limited ability to interpret and/or apply sociological evidence to the use of ethnography as a way of researching young children's ethnic identity. Material will be marginally relevant.

**0 marks**

No relevant interpretation or analysis.

**AO2 (b): Evaluation and Analysis**

There will be a consideration of the advantages and disadvantages of using ethnography in this study; Responses may consider practical, ethical and theoretical / conceptual issues. For example, going native, objectivity, access, representativeness, ethics. Candidates are likely to link their response to the lack of reliability and to reasons why positivists would not find the research particularly useful. Problems of interpreting and analysing qualitative data, issues of validity e.g. researcher imposition, respondent validation, and researcher bias may also be considered.

**16-20 marks**

Candidates show a very good ability to evaluate and analyse the use of ethnography as a way of researching young children's ethnic identity. There will be a range of evaluation.

At the top of the level, reference will be made to theoretical considerations. Relevant methodological concepts/concerns will be fully developed. The evaluation will be sustained throughout the response, with an evaluative tone throughout the response.

At the bottom of the level, the evaluation and analysis will be sustained, but slightly less developed.

**11-15 marks**

Candidates show a good ability to evaluate and analyse why the researcher used ethnography as a way of researching young children's ethnic identity.

At the top of the level, relevant concepts / evidence will be accurately discussed, although evaluation will be less developed than the top band. At the bottom of the band, evaluation may be narrow / undeveloped.

**6-10 marks**

Candidates show a basic ability to evaluate and analyse why the researcher used ethnography as a way of researching young children's ethnic identity. There may be general commentary rather than specific evaluative critique, or evaluation may be heavily focused on just the advantages. At this level, evaluation will be lacking in depth / quantity.

At the top of the level, relevant concepts will be used, but some may be implicit and /or partially accurate. At the bottom of the level, answers may only consider concepts in an implicit way.

**1-5 marks**

Candidates show a limited ability to evaluate and analyse why the researcher used ethnography as a way of researching young children's ethnic identity.

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 strengths / weaknesses.

At the bottom of the level, responses will make partial references to one or two advantages / disadvantages of the research methods.

**0 marks**

No relevant evaluation or analysis.

# G672 Topics in Socialisation, Culture and Identity

## Part (a) Questions

[17 marks]

### A01 Knowledge and Understanding

#### 13 – 17

Responses will contain wide ranging **and** detailed knowledge and understanding. Candidates show a very good knowledge and understanding of two factors. At the top of the band there will be appropriate sociological theories **and/or** concepts **and/or** contemporary 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

Responses will contain wide ranging **or** detailed knowledge and understanding. Candidates show good knowledge and understanding of two factors. There will be reference to appropriate sociological theories **and/or** concepts **and/or** contemporary evidence but at the top of the band the level of elucidation will be less developed than in the previous band. At the bottom of the band evidence will be narrow and/or partially explained.

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 factors. The breadth of discussion will be more limited and examples given may be less accurate or relevant. At the top of the band evidence may be more generalised **and/or** anecdotal. 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 at least one factor. The candidate will present material of little relevance.

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]****A01 Knowledge and Understanding****8 – 10**

Candidates show a very good knowledge and understanding of appropriate sociological theories **and/or** concepts **and/or** accurate contemporary evidence. Knowledge of counter arguments will be clearly presented. 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 appropriate sociological theories **and/or** concepts **and/or** contemporary evidence. Responses will contain wide ranging **or** detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected.

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 appropriate sociological theories **and/or** concepts **and/or** evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial.

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 appropriate sociological theories **and/or** concepts **and/or** evidence.

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.

**A02 (a) Interpretation and Application (13 marks)****10 – 13**

Candidates show a very good ability to interpret appropriate sociological knowledge/data and apply it to a discussion. Expect to see reasonably accurate interpretation of patterns **and/or** trends **and/or** research data on both sides of the argument. 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 knowledge/data and apply it to a discussion. Expect to see some interpretation of patterns **and/or** trends **and/or** research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

**4 – 6**

Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion. More than one dimension to the argument and evidence will be applied, for or against the views. Evidence may be superficial **and/or** contain inaccuracies **and/or** lack relevance.

**1 – 3**

Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion. At least one form of data will be applied for/or against the view.

**0**

No appropriate interpretation and application.

**A02 (b) Evaluation and Analysis (10 marks)****8 – 10**

Candidates show a very good ability to analyse and evaluate sociological knowledge, using available evidence, arguments and alternative explanations. The level of discussion will sustain relevance and coherence. Expect to see some explicit evaluation of concepts **and/or** empirical evidence **and/or** theoretical arguments addressing both sides. There may 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. Evaluation will be sustained.

**5 – 7**

Candidates show a good ability to analyse and evaluate sociological knowledge. It is likely that conceptual **and/or** empirical **and/or** theoretical evidence presented will be questioned on some level but expect to see a range of evaluation at a level more superficial than for the previous mark band. There may be some lack of balance evident.

**3 – 4**

Candidates show a basic ability to analyse **and/or** evaluate sociological knowledge. 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 than in the above levels 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.

**0**

No appropriate evaluation.

**Option 1: Sociology of the family**

- 1 (a) **Identify and explain two reasons for the increase in cohabitation in the contemporary UK** [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
- changing role of women and desire for greater freedom
- rising divorce rates
- legal and social policy changes
- seen as a norm in the prelude to marriage
- desirable option in context of serial monogamy
- reference to evidence from feminism, postmodernism, relevant statistics
- explanations may also refer to increasing choice and diversity, feminisation of the labour force giving women greater economic independence, increased individualism.

Any other reasonable point.

- (b) **Outline and evaluate feminist views of relationships between men and women in family life.** [33]

There are a number of approaches to this question. Some candidates may present feminism as a conflict perspective; others may distinguish between different strands of feminism and evaluate their various contributions. There are a range of issues for candidates to draw on including intimacy and emotion, child-care, domestic roles, decision-making, violence, power relations, etc. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- theories; feminist views may include reference to a variety of positions, eg Marxist feminists, liberal feminists and radical feminists
- studies in support such as Barrett & Macintosh, Benston, Ansley, Pahl, Dobash & Dobash, Dunscombe & Marsden, Delphy & Leonard, Oakley
- 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
- candidates may refer to methodological issues.

In evaluation

- theories; opposing views from Functionalism/New Right, warm bath theory, post-modern views about diversity and choice, confluent love
- studies such as Dennis & Erdos, Parsons, Giddens, Hakim
- concepts such as stabilisation of personalities, nurturing, providing for sexual, economic, welfare needs, consensus, 'new man'
- the view may be supported by other critical perspectives such as radical psychiatry, Marxism, etc
- candidates may refer to methodological issues.

Any other reasonable response

**2 (a) Identify and explain *two* ways in which an ageing population affects family life. [17]**

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

- burden of care may fall to family members, particularly women, eg sandwich generation
- effect on conjugal relations due to presence of elderly parent
- leisure time reduced as time spent on ageing relative increases
- economic effects
- leads to beanpole family
- support provided by elderly relatives, eg child care
- benefit to children of extended family relationships
- positive and negative consequences of women giving birth later
- reference to evidence such as feminism, postmodernism, Grundy & Henretta, Allan & Crow.

Any other reasonable point.

**(b) Outline and evaluate the view that family is characterised by diversity in the contemporary UK. [33]**

There are a number of approaches to this question, depending on the forms of diversity addressed. Candidates may take a broad approach or opt for depth. It is likely that candidates will produce a wider range of evidence to support rather than counter the view. [The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- theories such as feminism on emerging family forms, postmodernism on diversity and choice
- studies such as Rapoport, Eversley & Bonnerjea, Allan & Crow, Roseneil & Budgeon, Brannen, Grundy & Henretta, Smart, Berthoud & Beishon, Foster, Oakley, Weeks, Beck and Beck-Gernsheim, Stacey
- concepts such as cultural, class and sexual diversity, co-parenting, cultural capital, civil partnership, individualisation
- reference to the range of diverse types of family life including single parent families, beanpole families, re-constituted families
- role of government policy in supporting diversity, New Labour views
- candidates may refer to methodological issues.

In evaluation;

- theories such as functionalism on naturalness of nuclear family, New Right views on nuclear family as a core family type
- studies such as Dennis & Erdos, Chester
- concepts such as golden age, moral decline, neo-conventional family
- role of government policy in supporting traditional forms of family life, contradictions in New Labour views
- ideological strength of notions of traditional family life and values
- persistence of nuclear family
- distinction between various groups in terms of continuing importance or otherwise, of traditional forms of family life
- 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 social class.** [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 social class, morbidity, mortality rates
- explanations such as artefact, social selection, cultural and structural/materialist
- reference to evidence such as Nettleton, Shaw & Davey Smith, Browne & Bottrill, Coulthard, Black Report, Annandale & Field, Martin, Lobstein.

Any other reasonable point.

- (b) **Outline and evaluate interactionist views of mental illness.** [33]

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

- theory; interactionist explanations
- studies such as Scheff, Szasz, Goffman, Rosenhan
- concepts such as labelling, stigma, social construction, social control
- reference to Foucault's views
- reference to the way in which definitions and treatment change over time
- candidates may refer to methodological issues.

In evaluation;

- theories such as structuralist explanations, cultural explanations, artefact explanations, feminism
- studies such as Rogers & Pilgrim, Stansfeld, Ross et al, McLoone, Nazroo
- concepts such as material deprivation, sexism, racism
- reference to social class, gender, ethnicity
- candidates may refer to methodological issues

Any other reasonable response

- 4 (a) **Identify and explain *two* ways in which disability can be seen as socially constructed.** [17]

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

- ways in which disability is socially constructed through changing definitions over time
- reference to different definitions of disability, eg impairment, disablism
- different interpretations of disability; medical model, social model, personal tragedy model
- the role of ideology in establishing a hegemony
- explanations related to the power of the medical professions in defining disability
- reference to evidence such as Finkelstein, Oliver, Shakespeare, Hyde, Davies, Barnes.

Any other reasonable point

- (b) **Outline and evaluate the bio-medical model for understanding health and illness.** [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:

- theory – bio-medical approaches, medical/mechanical model
- studies such as Taylor & Field, Sheeran,
- concepts such as mind body dualism, biological normality, diagnosis, treatment and cure
- candidates may refer to methodological issues

In evaluation;

- theories such as social model of health,
- studies such as Foucault, Illich, Nettleton, McKeown, Taylor, Blaxter, Williams, Pill & Stott, Calnan, Howlett
- concepts such as iatrogenesis, social construction, relativity, lay definition
- reference to criticisms involving the definition of health, cause of ill-health, medical treatment, the role of doctors
- growth in alternative and complementary medicines
- reference to 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* difficulties in measuring religious belief. [17]**

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

- reference to concepts such as sacred, inclusive definitions, exclusive definitions, functional definitions, substantive definitions, religiosity, 'believing without belonging', 'belonging without believing', privatisation, identity
- reference to evidence from Durkheim, Weber, Yinger, Bruce, Hamilton, Aldridge, Self & Starbuck, Davie, Day
- explanations concerning issues of private/public belief, practice and belief, attend figures, complexities involved in discerning discrete religious identity, problems with statistics, methodological problems
- reference to particular forms of religion and related difficulties in measuring belief.

Any other reasonable point.

**(b) Outline and evaluate the functionalist view 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 – functionalism
- research from Malinowski, Parsons, Durkheim, O'Dea,
- concepts such collective conscience, consensus, stability, social solidarity, social integration, organic analogy,
- dimensions of ethnicity, gender, class - religion maintaining consensus among disadvantaged groups
- candidates may refer to methodological issues.

In evaluation;

- theories such as Weberianism, Marxism, feminism, post-modern views
- studies such as Beckford, Hamilton, Leach, Hook, Maduro,
- concepts such as religious pluralism, religious fundamentalism, liberation
- theology, 'opium of the people', social control, patriarchal oppression
- reference to data on decline in religious participation
- 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* reasons for the appeal of New Age movements in the contemporary UK.** [17]

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

- concepts such as 'spiritual shoppers', religious pluralism, secularisation, marginalisation, relative deprivation, self-improvement, self-gratification, relativism, individualism, consumerism
- reference to Bruce, Glendinning and Bruce, Glock, postmodernism
- reference to related practices such as yoga, meditation, fortune-telling, astrology, tarot cards may be used in illustration
- reference to social class, gender, ethnicity.

Any other reasonable point.

- (b) **Outline and evaluate the view that the rise of religious fundamentalism is a sign of religious revival.** [33]

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

- reference may be made to the rise of Christian and non-Christian fundamentalism and relevant examples, eg Islamic fundamentalism
- studies such as Armstrong, Ammerman, Kepel
- concepts such as televangelism, ethnic defence, resacrilisation, religious revival, Alpha courses
- differentiation in terms of ethnicity, gender, class, age, etc
- evidence of increased participation in some religious fundamentalist groups
- influence of Christian fundamentalism in the USA on global politics
- link with Christian fundamentalism and new 'academy' schools
- link to heightened profile of religion in society, post 9/11
- candidates may refer to methodological issues
- In evaluation;
- theories such as postmodernism
- research from Berger, Bruce, Giddens, Bauman, Wilson
- concepts such as spiritual shopper, religious pluralism, secularisation, disengagement, structural differentiation, societalisation, desacrilisation, disenchantment, modernisation
- reference to data on decline in religious participation
- problems of measurement
- candidates may refer to methodological issues

Any other reasonable response

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

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

- concepts such as invisibility, girl power, bedroom culture, social control
- reference to evidence from McRobbie & Garber, Blackman, Smart, Lincoln, Hollands, feminism
- reference to examples such as New Wave Girls

Any other reasonable point.

**(b) Outline and evaluate Marxist views of the role of youth subcultures 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, Marxist subcultural theories
- studies such as CCCS, Hall and Jefferson, Phil Cohen, Hebdige, Clarke, Brake
- concepts/issues such as opposition, resistance, spectacular youth subcultures, exaggeration, bricolage, magical solutions, incorporation
- reference to empirical evidence drawn from class-based subcultures, eg skinheads
- candidates may refer to methodological issues.

In evaluation;

- theories such as postmodernism, feminism, functionalism
- studies such as Muggleton, Thornton, Polhemus, traditional material from Matza, Miller, Merton, Cohen
- concepts such as status frustration, crisis in masculinity, patriarchy, hybridity, conformism, subterranean values, neo-tribes, rite of passage, malestream, fluidity, supermarket of style
- age as the dominant social division
- significance of other forms of inequality, eg racism, sexism
- role of media and markets in constructing youth styles
- the over-theorising of youth subcultures
- candidates may refer to methodological issues

Any other reasonable response

- 8 (a) Identify and explain *two* characteristics of moral panics involving young people. [17]

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

- reference to the role of the media
- reference to the effect of creating an exaggerated fear of crime
- concepts such as deviance amplification, labelling stereotypes, 'folk devils'
- reference to evidence such as Cohen, Thornton
- reference to accurate examples with a moral dimension.

Any other reasonable point.

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

There are a number of approaches to answering this question. Candidates may highlight evidence on boys and masculinity or on the experience of girls. In the top band, expect to see discussion of both male and female experience of school. [The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- theories such as feminism
- studies by Reay, Mac an Ghail, Spender, Willis, Sharpe, Kehily & Nayak, Blinkenstaff
- concepts/issues such as crisis in masculinity, feminisation of labour market, resistance, hidden curriculum, labelling and gender stereotypes
- reference to differential socialisation
- differences in subject choice
- differences in achievement
- differences in subcultural experiences
- candidates may refer to methodological issues.

In evaluation;

- theories such as postmodernism
- studies such as Sewell, Shain, Mirza, Willis, Lee, Hatcher, Power, Aggleton
- concepts such as racism, labelling, cultural capital, social identity
- impact of other factors such as ethnicity, social class
- post modern views on blurring of boundaries around gender and sexuality, changing masculinities and femininities
- impact of the National Curriculum
- candidates may refer to methodological issues.

Any other reasonable response.

# Grade Thresholds

Advanced GCE Sociology H181 H581  
June 2009 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G671	Raw	100	69	60	52	44	36	0
	UMS	100	80	70	60	50	40	0
G672	Raw	100	69	60	52	44	36	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H181	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H181	15.3	33.1	53.2	70.7	85.0	100	5357

## 5357 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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