

Sociology

Advanced Subsidiary GCE

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

Mark Scheme for January 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Knowledge and Understanding
	Key concept (eg Question 4)
	Developed: <i>Fully explained in a relevant way</i>
	Underdeveloped: <i>Partially explained, but requiring more depth</i>
	Undeveloped: <i>Accurate, but without explanation or;</i> Unsubstantiated/Implicit: <i>Sociological knowledge, unsupported by evidence</i>
	Application / Context
	Lip Service (eg Question 4)
	Example
	Justification (positive evaluation)
	Evaluation (criticism)
	Unclear / Inaccurate
	Not relevant
	Repetition
	Basic Point

NOTE:

- These are the only annotations which can be used (in addition to the highlighter tool if desired), and should be placed in the body of the script, on the first assessment objective (AO1).

Question	Answer	Marks	Guidance
1	<p>Definitions Core Meaning - may refer to things in society which are seen as important /worthwhile; shared beliefs and goals relating to what members of society feel is morally (right and wrong) important and desirable that acts as a general guideline on standards in private and public life. They are the principles behind norms.</p> <p>Further explanation may focus on values as relative or universal; theoretical interpretations (eg Functionalism and value consensus), moral values, links between values and norms, links between values and identity.</p> <p>Award a maximum of 4 marks for a developed definition.</p> <p>Examples may include references to examples of values in a society; eg in Westernised contemporary society, the value of wealth / money / possessions or the value of human life. Examples may also refer to studies; eg Douglas - middle class parents value education more than working class parents. Explanation of examples may focus on how these examples are recognisable as values.</p> <p>Award a maximum of 4 marks for examples (maximum of 2 for only one developed example).</p>	8	<p>AO1 Knowledge and Understanding</p> <p>Definition: Award 2 marks for an answer which gives a definition which has a 'core meaning'. Award another 2 marks for adding more depth to the definition (1 mark if only done partially).</p> <p>Examples: Award one mark for stating an example and an additional mark for explaining the example with reference to values. This is repeated for the second example. If responses just list examples with no explanation award 2 marks maximum.</p> <p><i>The distinction between definition and examples may not always be clear in a response; use your judgement but ensure that knowledge and understanding is not double-marked.</i></p> <p>Level 4: 7–8 marks The key issue to expect in top band answers is a clear definition of the concept with two or more examples in support. Candidates show a very good knowledge and understanding of the concept of values. 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 values. The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>Level 3: 5–6 marks Candidates show a good knowledge and understanding of the concept of values. 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.</p>

Question	Answer	Marks	Guidance
			<p>Level 2: 3–4 marks Candidates show a basic knowledge and understanding of the concept of values. 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. The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–2 marks Candidates show a limited knowledge and understanding of the concept/example of values. Responses are likely to offer limited evidence, 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.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>
2	<p>Responses may refer to:</p> <ul style="list-style-type: none"> • High culture (examples such as opera, theatre, fine art, classic literature and intellectual films); Studies such as Bourdieu, Scott • Popular culture (examples such as mass-produced entertainment culture, such as Hollywood films, television and pop music, popular literature, newspapers and magazines); Studies such as Strinati • Types of culture differentiated by age (eg Laslett), gender (eg McRobbie), class (eg Willis) and ethnicity (eg Sewell) 	16	<p>AO1: Knowledge and Understanding <i>Sociological evidence includes studies and/or concepts and/or theories.</i></p> <p><i>If candidates offer more than 2 types of culture, credit the best two.</i></p> <p>Level 4: 10–12 marks Candidates show a very good knowledge and understanding of two types of culture. Responses contain wide ranging and detailed knowledge and understanding of the two types, with clear, precise and frequent use of sociological evidence. At the bottom of the band, one type will be slightly underdeveloped. For example, one type is clearly level 4, whereas the other type is level 3. The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Subculture (Examples of subcultures in the UK include youth subcultural groups, such as Goths (eg Hodkinson) and Emos, or environmental / eco subcultural groups, or religious subcultural groups, such as scientologists. Some subcultural groups are based on leisure pursuits, such as skaters or footballers. Some sociologists have focused their attention on deviant subcultural groups or school-based subcultural groups) • Cultural / ethnic diversity / multiculturalism • Hybrid culture (eg Butler) • Consumer culture (eg Lury), (Contemporary examples, eg consumer goods, shopping, fashion, leisure, credit examples from pre-release material) • Global culture (eg McLuhan) 		<p>Level 3: 7–9 marks Candidates show a good knowledge and understanding of two types of culture. Responses contain wide ranging or detailed knowledge and understanding. There will be some use of sociological evidence but it may be underdeveloped. Responses in this band may be uneven; at the top of the band, only one type of culture may contain clear, precise and frequent use of sociological evidence (level 4); the other may be partial (level 2). Alternatively, both types may be underdeveloped. At the bottom of the band, candidates may show good understanding but may lack the precise sociological evidence or the evidence may be implicit. The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p>Level 2: 4–6 marks Candidates show a basic knowledge and understanding of two types of culture. 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 clearly separate types of culture. Responses may be heavily reliant on contemporary examples only, without reference to concepts / theories / studies. Responses in this band may deal with only one type (with depth and precision) or with two in a basic and undeveloped way. The quality of the written communication will be basic, presenting some sociological evidence with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–3 marks Candidates show a limited knowledge and understanding of the two types of culture. There may only be reference to one type 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.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>

Question	Answer	Marks	Guidance
	<p>AO2a: Interpretation and Application There are two aspects of AO2a skills. A range of appropriate knowledge needs to be selected (interpretation). The selected knowledge should be directly related to the specific question (application); in this case, types of culture.</p>		<p>AO2(a): Interpretation and Application 4 marks Candidates show a very good ability to interpret and apply evidence to two types of culture. There will be a range of appropriate and relevant sociological evidence selected and application to the question will be made explicit.</p> <p>3 marks Candidates show a good ability to interpret and apply evidence to the two types of culture. There will be some appropriate but underdeveloped evidence selected and / or it may be implicitly relevant.</p> <p>2 marks Candidates show a basic ability to interpret and apply evidence to the two types of culture. The selection and interpretation of evidence may be basic; eg it may be unsubstantiated, or conceptually sparse. Responses may be only partially relevant; it may not adequately answer the specific question. Alternatively candidates may select one type of culture with a very good ability to interpret and apply evidence.</p> <p>1 mark Candidates show a limited ability to interpret/apply evidence to the two types of culture. Responses are likely to contain limited relevant sociological evidence. Responses may only address one type of culture in a vague way.</p> <p>0 marks No relevant interpretation or application.</p>

Question	Answer	Marks	Guidance
3	<p>AO1: Knowledge and Understanding Expect to see reference to the importance of the media in creating and reinforcing age identity.</p> <p>Reference may be made to youth, middle age, and/or old age. For example, youth as demonised by the media and how this may impact on their identity (labelling; self-fulfilling prophecy, moral panic); the role of the media in creating youth subcultures; the role of the media in creating and reinforcing negative stereotypes associated with old age.</p> <p>Studies may include reference to:</p> <ul style="list-style-type: none"> • childhood – Postman • youth & moral panics – Cohen, Fawbert, Thornton • youth negative / stereotypical portrayal – Griffin, Muncie, Sewell, Savage • age and gender portrayal – Sontag, Ferguson, Wolf, Mort • middle age – Saunders, Biggs • old age – Carrigan & Szmigin, Bytheway • age stereotypes - Lambert <p>Concepts may include manipulation, canalisation, peer group pressure, hegemonic masculinity, role models, imitation, labelling, moral panics, self-fulfilling prophecy, the double standard of ageing.</p>	24	<p>AO1: Knowledge and Understanding Level 4: 10–12 marks The key issue to expect in top band answers is a focus on the media in creating and reinforcing age identity.</p> <p>Candidates show a very good knowledge and understanding of the role of the media in creating and reinforcing age identity. Responses contain wide ranging and detailed knowledge and understanding. There will be clear, precise and frequent use of sociological evidence. At the bottom of the band some aspects may be underdeveloped.</p> <p>The quality of the written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p> <p>Level 3: 7–9 marks Candidates show a good knowledge and understanding of the role of the media in creating and reinforcing age identity. Responses contain wide ranging or detailed knowledge and understanding. There will be some use of sociological evidence, although it may be underdeveloped and narrow in focus. At the bottom of the band, candidates may show good understanding but lack the precise evidence / the evidence may be implicit.</p> <p>The quality of the written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p> <p>Level 2: 4–6 marks Candidates show a basic knowledge and understanding of role of the media in creating and reinforcing age identity. Knowledge and understanding will be lacking in both range and depth. Responses are likely to be lacking in quantity and / or partially understood / unsubstantiated / conceptually sparse / generalised, or sociological evidence is undeveloped. In this band, responses may be solely reliant on the pre-release material or on contemporary examples only, without reference to theories / studies / concepts.</p>

Question	Answer	Marks	Guidance
	<p>AO2 (a): Interpretation and Application There are two aspects of AO2a skills. A range of appropriate knowledge needs to be selected (interpretation). The selected knowledge should be directly related to the specific question (application); in this case, media socialisation and age identity.</p>		<p>The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–3 marks Candidates show a limited knowledge and understanding of the role of the media in creating and reinforcing age identity. Evidence will be limited, with only 1 or 2 ideas and/or with a tendency towards anecdote.</p> <p>The quality of the written communication will be limited presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2 (a): Interpretation and Application</p> <p>Level 4: 7–8 marks Candidates show a very good ability to interpret and apply sociological evidence to the question of the role of the media in creating and reinforcing age identity. There will be a range of appropriate and relevant sociological evidence selected and application to the question will be made explicit.</p> <p>Level 3: 5–6 marks Candidates show a good ability to interpret and apply sociological evidence to the question of the role of the media in creating and reinforcing age identity. There will be some appropriate, but underdeveloped evidence selected and / or it may be implicitly relevant.</p> <p>Level 2: 3–4 marks Candidates show a basic ability to interpret and apply sociological to the question of the role of the media in creating and reinforcing age identity. The selection and interpretation of evidence may be basic eg it may be unsubstantiated, conceptually sparse and / or undeveloped. Responses may be only partially relevant; it may not adequately answer the specific question.</p>

Question	Answer	Marks	Guidance
	<p>AO2(b): Evaluation and Analysis Responses may focus on how the agencies of socialisation are interlinked; how important the media is compared to other agencies of socialisation; how the process of age socialisation varies according to social and cultural differences such as class and ethnicity; how the process of age socialisation is presented as overly-simplistic and deterministic; how the media may have more of a role in reinforcing rather than creating age identities; whether age is biologically rather than socially determined.</p>		<p>Level 1: 1–2 marks Candidates show a limited ability to interpret and apply sociological to the question of the role of the media in creating and reinforcing age identity. The answer is likely to be very vague and will have limited relevance.</p> <p>0 marks No relevant interpretation or application.</p> <p>AO2(b): Evaluation and Analysis 4 marks Candidates show a very good ability to evaluate and analyse the role of the media in creating and reinforcing age identity. The evaluation will be explicit and relevant, using sociological evidence. Two developed evaluative points with evidence can reach this level.</p> <p>3 marks Candidates show a good ability to evaluate and analyse the role of the media in creating and reinforcing age identity. There will be some relevant evaluation with evidence, but it may be underdeveloped and/or narrow in focus – one developed evaluative point with evidence can reach this level.</p> <p>2 marks Candidates show a basic ability to evaluate and analyse the role of the media in creating and reinforcing age identity. The evaluation may be partially relevant/ or implicit and lacking in sociological evidence.</p> <p>1 mark Candidates show a limited ability to evaluate and analyse the role of the media in creating and reinforcing age identity. Analysis and evaluation will be minimal and largely irrelevant or very narrow or assertive in tone (eg “The media is extremely important/ to blame for the creation and reinforcement of age identity”).</p> <p>0 marks No relevant evaluation or analysis.</p>

Question	Answer	Marks	Guidance
4	<p>AO1: Knowledge and Understanding</p> <p>Methods: Questionnaires Structured / closed ended questionnaires Self-completion questionnaires On-line survey questionnaires</p> <p>Wider process issues/ concepts: Sampling, operationalisation, access (on-line and school), relationship between the researcher and researched, ethics, pilot, theoretical considerations in relation to data collection - quantitative data; positivism.</p> <p>Key Concepts: Validity Reliability Representativeness Generalisability</p>	52	<p>AO1: Knowledge and Understanding <i>See annotations page for explanations of the meanings of developed, underdeveloped and undeveloped K&U</i></p> <p>Level 4: 16–20 marks Candidates show a very good knowledge and understanding of the use of questionnaires. Responses contain wide ranging and detailed knowledge and understanding of the research method and process. There will be explicit, developed and frequent use of key concepts. At the top of this level the candidate will use a wide range of process and concepts relevant to the use of questionnaire methods of data collection in a detailed, accurate and explicit manner. At the bottom of the level the use of process and concepts will still be wide ranging and detailed but will be 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.</p> <p>Level 3: 11–15 marks Candidates show a good knowledge and understanding of the use of questionnaires. Responses contain wide ranging or detailed knowledge and understanding of the research method and/ or process. There will be some explicit use of key concepts. At the top of the level the candidate will use key concepts in an explicit way; they will be mainly accurate but may be underdeveloped. At the bottom of the level some of the key concepts may be implicit and / or not all 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.</p> <p>Level 2: 6–10 marks Candidates show a basic knowledge and understanding of the use of questionnaires. Knowledge of methods/ process will be lacking in quantity and depth. Key concepts are likely to be all implicit / partial / confused.</p>

Question	Answer	Marks	Guidance
	<p>AO2(a): Interpretation and Application Responses will demonstrate the ability to interpret the pre-release material and wider sociological knowledge to meet the demands of the question. Knowledge and understanding needs to be applied to the given context:</p> <ul style="list-style-type: none"> • researching the importance of consumer products • identities • young people 		<p>At the top of the level answers may begin to use key concepts but they will be undeveloped or implicit. At the bottom of the level responses will be likely to focus on advantages and disadvantages of the method, without using key concepts. The quality of the written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p> <p>Level 1: 1–5 marks Candidates show a limited knowledge and understanding of the use of questionnaires. At the top of the level, knowledge will be narrow, possibly only focusing on 2 or 3 ideas, but will have some coherence. Responses may be very generalised. At the bottom of the level, there may be only 1 or 2 ideas, and these may be confused in places. The quality of the written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2(a): Interpretation and Application</p> <p>Level 4: 10–12 marks Candidates show a very good ability to interpret and apply sociological evidence to the use of questionnaires for researching the role of consumer products in the lives of young people. At this level, responses will explicitly engage with the given context. At the top of the band, contextualisation will be sustained throughout.</p> <p>Level 3: 7–9 marks Candidates show a good ability to interpret and apply sociological evidence to the use of questionnaires for researching the role of consumer products in the lives of young people.</p>

Question	Answer	Marks	Guidance
	<p>AO2(b): Evaluation and Analysis Responses will analyse and evaluate the use of questionnaires, weighing up the advantages and disadvantages of this approach. Responses should consider practical, ethical, theoretical and conceptual issues. For example, objectivity, social desirability, bias, access, ethics, issues of validity and reliability, the interpretivist critique. Responses should consider issues of representativeness of the various sampling techniques and access to the samples.</p>		<p>There will be some contextualisation, although there may be a lack of balance eg just focusing on young people. At the bottom of the band, responses may mainly pay lip service to the context, but with one explicit context point.</p> <p>Level 2: 4–6 marks Candidates show a basic ability to interpret and/or apply sociological evidence to the use of questionnaires for researching the role of consumer products in the lives of young people. 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 pre-release material, without actually engaging with it). Responses in this band may be overly focused on the pre-release material in a very descriptive way.</p> <p>Level 1: 1–3 marks Candidates show a limited ability to interpret and/ or apply sociological evidence to the use of questionnaires for researching the role of consumer products in the lives of young people. Material will be marginally relevant or purely copied from the pre-release.</p> <p>0 marks No relevant interpretation or analysis.</p> <p>AO2(b): Evaluation and Analysis</p> <p>Level 4: 16–20 marks Candidates show a very good ability to evaluate and analyse the use questionnaires. There will be a range of evaluation. At the top of the level, reference will be made to theoretical considerations (positivism vs. interpretivism). Relevant key concepts will be fully developed. The evaluation will be sustained with an evaluative tone throughout the response. At the bottom of the level the evaluation and analysis will be sustained but slightly less developed.</p> <p>Level 3: 11–15 marks Candidates show a good ability to evaluate and analyse the use of questionnaires.</p>

Question	Answer	Marks	Guidance
			<p>At the top of the level key concepts / evidence will be accurately discussed, although evaluation will be less developed than in the top band. At the bottom of this level, evaluation may be more narrow, unbalanced and underdeveloped.</p> <p>Level 2: 6–10 marks Candidates show a basic ability to evaluate and analyse the use of questionnaires. Evaluation may be heavily focused on just the advantages (justification) and/or practical issues. At this level, evaluation may be lacking in depth / quantity. Concepts and evidence are likely to be implicit / partially accurate / confused.</p> <p>At the top of the level key concepts will be used, but they will be undeveloped or implicit and/or partially accurate. At the bottom of the level, answers will not contain any key concepts.</p> <p>Level 1: 1–5 marks Candidates show a limited ability to evaluate and analyse the use of questionnaires.</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 in terms of key concepts. 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 method, or evaluation will be very narrow.</p> <p>0 marks No relevant evaluation or analysis.</p>

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