

**Sociology**

Advanced GCE **G671**

Exploring Socialisation, Culture and Identity

**Mark Scheme for June 2010**

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- 1 Define the concept of status. Illustrate your answer with examples. [8]

**AO1: Knowledge and Understanding**

**Definitions** may refer to an individual's position in society / hierarchy / how highly regarded/viewed/seen people are; Types of status: ascribed and achieved status; high / low status; the explicit link between status and role; rewards attached to statuses, master status, status symbols.

**Examples** may include references to aspects of status; e.g. occupational status, gender status, class status, family status. Examples of rewards attached to different statuses; examples of ascribed and achieved status, theoretical examples of status (e.g. Weber's view of status and power); examples of status symbols (clothes, wealth, jewellery).

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 clear definition of the concept with two or more examples in support.

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

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 status. 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 status. 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.

**1–2 marks**

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

**0 marks**

No relevant sociological knowledge or understanding.

**2 Outline and explain any two mechanisms of social control. [16]****AO1: Knowledge and Understanding**

Responses may refer to:

- Mechanisms of social control – formal, informal; agencies of social control/socialisation (e.g. family, law, education)
- Concepts – such as positive and negative sanctions; boundary setting; reinforcing norms.
- Studies which focus on any aspect of social control influencing behaviour e.g. Oakley, McRobbie (control of girls behaviour), Mac an Ghail (control of behaviour linked to masculinity in schools), Butler, Roaker.
- Contemporary examples; e.g. ASBOs, exclusion, written rules/codes of conduct.

**10–12 marks**

Candidates show a very good knowledge and understanding of two mechanisms.

Responses contain wide ranging **and** detailed knowledge and understanding of the two mechanisms, with 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 mechanisms. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence. It is likely that 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 two mechanisms. Responses in this band may deal with only one mechanism or with two very briefly (lacking in sociological evidence). The sociological evidence used will be lacking in quantity. Concepts/studies/evidence may be partially understood and/or 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 two mechanisms of social control. There may only be reference to one mechanism and the answer will be lacking in sociological evidence.

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.

**AO2a: Interpretation and Application**

Sociological material should relate directly to two mechanisms of social control.

**4 marks**

Candidates show a very good ability to interpret and apply evidence to two mechanisms of social control. Relevance to the question (social control) will be made explicit.

**3 marks**

Candidates show a good ability to interpret and apply evidence to the two mechanisms. Responses may be uneven; dealing with one way well and the other will be implicit. The evidence may be implicitly relevant, but not always made explicit.

**2 marks**

Candidates show a basic ability to interpret and apply evidence to the two mechanisms. The answer may be only partially relevant; it may not adequately address the precise question. Alternatively, responses may offer a fully relevant account for one way only.

**1 mark**

Candidates show a limited ability to interpret/apply evidence to the two mechanisms. Responses are likely to contain limited relevant sociological evidence. Responses may only address one mechanism in a partial way.

**0 marks**

No relevant interpretation or application.

**3 Explain and briefly evaluate how males are socialised into traditional masculinities. [24]**

**AO1: Knowledge and understanding**

Expect to see reference to: a variety of agencies of socialisation; for example, the family, education, peer group, workplace, media in terms of how males are socialised into traditional masculinity. Studies may include reference to: Oakley, Seidler, Archer, Frosh, Mac an Ghaill, Storey, McDonald and Marsh, Skelton, Willis, Connell, MacKenzie (pre-release), Francis, Best, Canaan, Sewell. Concepts may include manipulation, canalisation, peer group pressure, hegemonic masculinity, role models, imitation.

**10–12 marks**

The key issue to expect in top band answers is a focus on how males are socialised into traditional masculinity.

Candidates show a very good knowledge and understanding of how males are socialised into traditional masculinity. 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 how males are socialised into traditional masculinity. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence, although it may be undeveloped and/or 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.

**4–6 marks**

Candidates show a basic knowledge and understanding of how males are socialised into traditional masculinity. The sociological evidence used will be lacking in quantity. Responses may be vague 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 how males are socialised into traditional masculinity. 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 question.

**7–8 marks**

Candidates show a very good ability to interpret and apply sociological evidence to the question of *how* males are socialised into traditional masculinity 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 question of how males are socialised into traditional masculinity. Evidence will be implicitly relevant, but not always made explicit.

**3–4 marks**

Candidates show a basic ability to interpret and apply sociological to the question of how males are socialised into traditional masculinity. The answer may have some partial relevance; it may not adequately answer the question.

**1–2 marks**

Candidates show a limited ability to interpret and apply sociological to the question of how males are socialised into traditional masculinity. The answer has limited relevance.

**0 marks**

No relevant interpretation or application.

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

Responses may focus on how the agencies of socialisation are interlinked; how the process of socialisation varies according to social and cultural differences such as class and ethnicity; how the process of gender role socialisation is presented as overly-simplistic and deterministic; the increased range of masculine identities, other than traditional masculinity, crisis of masculinity.

**4 marks**

Candidates show a very good ability to evaluate and analyse how males are socialised into traditional masculinity. The evaluation will be explicit and relevant, using sociological evidence.

**3 marks**

Candidates show a good ability to evaluate and analyse how males are socialised into traditional masculinity. The evaluation will be relevant, but it may be undeveloped and/or narrow in focus.

**2 marks**

Candidates show a basic ability to evaluate and analyse how males are socialised into traditional masculinity. The evaluation may be partially relevant or lacking in sociological evidence.

**1 mark**

Candidates show a limited ability to evaluate and analyse how males are socialised into traditional masculinity. Analysis and evaluation will be minimal and largely irrelevant or very narrow or assertive in tone.

**0 marks**

No relevant evaluation or analysis.

- 4 Using the pre-release material and your wider sociological knowledge, explain and evaluate the use of semi-structured interviews to research the importance of work in shaping people's identity. [52]

**AO1: Knowledge and understanding**

**Methods:**

Semi-structured interviews  
Qualitative data collection

**Wider process issues:**

Sampling, operationalisation, pilot, 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 semi-structured interviews. 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 semi-structured interview methods of data collection in a detailed, accurate and explicit manner. At the bottom of the level the use of concepts will still be wide ranging and detailed but will be underdeveloped in parts.

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 semi-structured interviews. 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; some of which will be developed. At the bottom of the level concepts may be underdeveloped and some may be implicit and 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.

**6–10 marks**

Candidates show a basic knowledge and understanding of the use of semi-structured interviews. The sociological evidence used will be lacking in quantity and depth. Concepts are likely to be implicit/partial/confused.

At the top of the level answers may begin to use relevant concepts in an undeveloped or implicit way. At the bottom of the level responses will be likely to focus on advantages and disadvantages of the method, 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 semi-structured interviews.

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 given context; that is, researching the importance of work as a source of identity.

**10–12 marks**

Candidates show a very good ability to interpret and apply sociological evidence to the use of semi-structured interviews for researching the importance of work as a source of identity. At this level, there will be sustained contextualisation, including a range of issues surrounding 'work' and 'identity'.

**7–9 marks**

Candidates show a good ability to interpret and apply sociological evidence to the use of semi-structured interviews for researching the importance of work as a source of identity. There will be some contextualisation, although there may be a lack of balance e.g. just focusing on work.

**4–6 marks**

Candidates show a basic ability to interpret and/or apply sociological evidence to the use of semi-structured interviews for researching the importance of work as a source of 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 semi-structured interviews for researching the importance of work as a source of identity. Material will be marginally relevant.

**0 marks**

No relevant interpretation or analysis.

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

Responses will analyse and evaluate the use of semi-structured interviews weighing up the advantages and disadvantages of this approach. Responses should consider practical, ethical, theoretical and conceptual issues. For example, objectivity, interviewer effects and bias, access, ethics, issues of validity and reliability.

**16–20 marks**

Candidates show a very good ability to evaluate and analyse the use of semi-structured interviews. There will be a range of evaluation.

At the top of the level, reference will be made to theoretical considerations. Relevant methodological concepts will be fully developed. The evaluation will be sustained throughout the response. At the bottom of the level the evaluation and analysis will be sustained but slightly less developed in one area.

**11–15 marks**

Candidates show a good ability to evaluate and analyse why the use of semi-structured interviews.

At the top of the level relevant concepts / evidence will be accurately discussed, although evaluation will be less developed than in the top band. At the bottom of this level, evaluation may be more narrow, unbalanced and underdeveloped.

**6–10 marks**

Candidates show a basic ability to evaluate and analyse the use of semi-structured interviews. Evaluation may be heavily focused on just the advantages (justification) and /or practical issues. At this level, evaluation may 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 and or underdeveloped. 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 the use of semi-structured interviews.

At the top of the level a partial reference may be made to relevant methodological concerns and the response is likely to be confused in terms of key concepts. Responses are likely to focus on practical weaknesses/strengths.

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

**0 marks**

No relevant evaluation or analysis.

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