

Sociology

General Certificate of Secondary Education **B672**

Socialisation, Culture and Identity

Mark Scheme for June 2010

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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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Section A - Family		
Question Number	Answer	Max Mark
1 (a)	<p>From the source identify <u>one</u> example of how families affect behaviour.</p> <p>One mark for correct identification Teach social norms e.g. table manners or teaching them how to behave Answers can be presented as either the type or the outcome.</p>	[1]
1 (b)	<p>Using your wider sociological knowledge identify <u>one other</u> example of how families affect behaviour</p> <p>One mark for the correct example recalled Any reasonable response e.g. gender role socialisation; right from wrong; attitudes to education. Answers may refer to the method e.g. role models or the outcome e.g. how you speak, or a good attitude to learning.</p>	[1]
1 (c)	<p>From the source, identify one agent of socialisation, other than the family, that affects young people.</p> <p>One mark for the correct identification Peer group</p>	[1]
1 (d)	<p>Using your wider sociological knowledge, identify <u>one other</u> agent of socialisation not included in the source.</p> <p>One mark for the correct agent recalled Any reasonable response e.g. Mass media or Education/Schools or Work or Religion</p>	[1]
2	<p>One mark for matching the name/concept with the correct statement</p> <p>(a) Reconstituted family</p> <p>(b) Extended family</p> <p>(c) Lone parent family</p> <p>(d) Nuclear family</p>	[1] [1] [1] [1]

Section A - Family		
Question Number	Answer	Max Mark
3	<p>Identify and explain <u>two</u> recent changes in family structure.</p> <p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Increase in cohabitation • Increase in divorce • Increase in dual working families • Civil partnerships • Increase in re marriage • Increase in voluntary childlessness • Increase in singlehood • Increase in beanpole families • Remarriage / serial monogamy • Boomerang families • Symmetrical families • Increase in single parent families • Increase in teenage pregnancies • Any other reasonable response <p>See generic mark scheme</p>	[8]
4	<p>“Family roles are equal today.” Evaluate the arguments for and against this claim.</p> <p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim:</p> <ul style="list-style-type: none"> • New man • Equality achieved through other carers e.g. paid or grandparents • Symmetrical family (Willmott and Young) • More dual working families • Lagged adaptation (Gershuny) • Any other reasonable response <p>Against the claim:</p> <ul style="list-style-type: none"> • Feminist ideas e.g. patriarchal families • Domestic labour e.g. Oakley • Decision making by men e.g. Edgell • Men as breadwinner • Double burden/triple shift • Power: domestic violence • Relationships between adults and children • Gender inequality amongst children • Any other reasonable response <p>See generic mark scheme</p>	[24]
Section A Total		[40]

Section B - Education		
Question Number	Answer	Max Mark
5 (a)	<p>From the source, identify <u>one</u> subject in which boys did better than girls.</p> <p>One mark for the correct identification of maths</p>	[1]
5 (b)	<p>Using your wider sociological knowledge, identify <u>one</u> other school subject <u>not</u> included in the source, in which boys tend to do better than girls.</p> <p>One mark for any correct subject recalled Any reasonable response e.g. physics</p>	[1]
5 (c)	<p>From the source, identify <u>one</u> subject in which girls did better than boys.</p> <p>One mark for the correct identification of English</p>	[1]
5 (d)	<p>Using your wider sociological knowledge, identify <u>one other</u> school subject <u>not</u> included in the source, in which girls tend to do better than boys.</p> <p>One mark for any correct subject recalled e.g. French Any reasonable response</p>	[1]
6	<p>One mark for matching the name/concept with the correct statement.</p> <p>(a) Comprehensive education</p> <p>(b) National curriculum</p> <p>(c) Alternative education</p> <p>(d) Hidden curriculum</p>	[1] [1] [1] [1]
7	<p>Identify and explain <u>two</u> possible effects of labelling in school. Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Teacher to student: Halo effect – self-fulfilling prophecy • Teacher to student: negative labelling – self-fulfilling prophecy • Student to teacher: Halo effect – self-fulfilling prophecy • Student to teacher: negative labelling – self-fulfilling prophecy • Peer group labelling: Positive labelling – popularity etc • Peer group labelling: Negative labelling – bullying etc • Peer group labelling: Direct effect on behaviour • Effects post education • Any other reasonable response <p>See generic mark scheme</p>	[8]

Section B - Education		
Question Number	Answer	Max Mark
8	<p>“Schools are only there to help students to pass exams.” Evaluate the arguments for and against this claim.</p> <p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Importance placed on SATS / GCSE / A LEVELS • National curriculum: To help students to pass exams • League tables • OFSTED • Student and parents requirement • Importance of constant testing • Any other reasonable arguments <p>Against the claim:</p> <ul style="list-style-type: none"> • Economic function: Help gain jobs • Socialisation function: To teach norms and values • Social control: To teach students right from wrong • Gender role socialisation • Social integration • Any other reasonable arguments <p>See generic mark scheme</p>	[24]
Section B Total		[40]

Section C – Mass Media		
Question Number	Answer	Max Mark
9 (a)	<p>From the source identify <u>two</u> types of mass media used by the boy.</p> <p>One mark for each of two correct identifications e.g. radio/television/computer/internet maximum 2 marks</p>	[2]
9 (b)	<p>Using your wider sociological knowledge identify <u>one</u> type of mass media <u>not</u> included in the source.</p> <p>Any reasonable response e.g. books/film/ newspaper etc</p>	[1]
9 (c)	<p>Using your wider sociological knowledge identify <u>one</u> use of mass media.</p> <p>One mark for a correct identification e.g. information, communication, entertainment/ entertainment. Any reasonable response</p>	[1]
10	<p>One mark for matching the name/concept with the correct statement</p> <p>(a) Agenda-setting</p> <p>(b) Bias</p> <p>(c) News values</p> <p>(d) Editor</p>	[1] [1] [1] [1]
11	<p>Identify and explain <u>two</u> ways the media is censored</p> <ul style="list-style-type: none"> • D Notice: the censorship in relation to information on the armed forces • Watershed: censorship through a 9 o'clock deadline only after which media can contain adult content • Certification: Putting an appropriate age on material to prevent those too young from watching/ using it • Official Secrets Act • Libel slander laws • Discrimination laws • Self censorship (internet) • Parental controls • Government filtering e.g. China/ Google • Any other reasonable response <p>See generic mark scheme</p>	[8]

Section C – Mass Media		
Question Number	Answer	Max Mark
12	<p>“The mass media directly influence their audiences”. Evaluate the arguments for and against this claim.</p> <p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Hypodermic syringe model • Advertising • Cultural effects model • Copycat crimes • Moral panics • Body image debate • Any other reasonable response <p>Against the claim:</p> <ul style="list-style-type: none"> • Uses and gratifications model • Self-censorship • Pressure groups that complain about media • Interactive media such as reality television • Choice: no audience, no profit, no media • Two step flow • May offer the slight indirectness of cultural effects model • Any other reasonable response <p>See generic mark scheme</p>	[24]
Section C Total		[40]

Section D - Work		
Question Number	Answer	Max Mark
13 (a)	<p>From the source, identify <u>one</u> example of gender <u>equality</u> in the workplace.</p> <p>One mark for the correct identification of: the woman had become a manager/ or not feeling that gender has affected her career.</p>	[1]
13 (b)	<p>Using your wider sociological knowledge, identify <u>one other</u> example of gender <u>equality</u> in the workplace <u>not</u> included in the source.</p> <p>One mark for the correct example recalled. Any reasonable response e.g. equal pay through legislation. Answers can include examples of equality e.g. Mrs Thatcher as prime minister.</p>	[1]
13 (c)	<p>From the source, identify <u>one</u> example of gender <u>inequality</u> in the workplace.</p> <p>One mark for the correct identification of: there was only one female manager/ some feel women should put her home life before work.</p>	[1]
13 (d)	<p>Using your wider sociological knowledge, identify <u>one other</u> example of gender <u>inequality</u> in the workplace <u>not</u> included in the source.</p> <p>One mark for the correct example recalled Any reasonable response e.g. male sportsmen being paid more than female. (Answers that mention males suffering can be included.) Again answers may give an example of a person or a role or concept e.g. glass ceiling.</p>	[1]
14	<p>One mark for matching the name/concept with the correct statement</p> <p>(a) Trade Union</p> <p>(b) Discrimination</p> <p>(c) Sexism</p> <p>(d) Ageism</p>	[1] [1] [1] [1]

Section D - Work		
Question Number	Answer	Max Mark
15	<p>Identify and explain <u>two</u> changes in patterns of paid work in the UK.</p> <p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • May refer to hours e.g. Long hours/part time/flexi time/full time etc • Working from home • Teleworking • Automation/mechanised • Feminisation of work • Any other reasonable response <p>Candidates may interpret this question in varying ways.</p> <p>See generic mark scheme</p>	[8]
16	<p>“People only work to earn money.” Evaluate the arguments for and against this claim.</p> <p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Extrinsic satisfaction • Examples of personal use for the money e.g. leisure pursuits/rent • Examples of family use for the money e.g. children’s food/education • Growth of consumer culture • Any other reasonable response <p>Against the claim:</p> <ul style="list-style-type: none"> • Intrinsic satisfaction • Social status • Social contact • Unemployment leads to social exclusion (can mention any aspect) • Skill acquisition • Any other reasonable response <p>See generic mark scheme</p>	[24]
Section D Total		[40]

Section E - Crime and Deviance		
Question Number	Answer	Max Mark
17 (a)	<p>From the source identify <u>two</u> crimes that victim surveys record more than police statistics.</p> <p>One mark for each of two correct identifications, maximum of two marks: Theft/Violence</p>	[2]
17 (b)	<p>Using your wider sociological knowledge, identify two reasons why some crimes might not be recorded in police statistics.</p> <p>One mark for each of the two correct examples recalled, maximum of two marks Any other reasonable responses e.g. police do not view it as a crime or can include that which goes unreported: fear/guilt/unaware crime has been committed. Answers may, but do not have to refer to the crimes in the source</p>	[2]
18	<p>One mark for matching the name/concept with the correct statement.</p> <p>(a) Community service</p> <p>(b) ASBO</p> <p>(c) Prison</p> <p>(d) Mental Health Order</p>	[1] [1] [1] [1]
19	<p>Identify and explain <u>two</u> types of deviance.</p> <ul style="list-style-type: none"> • Legal deviance • Illegal deviance • Historical deviance • Relative deviance • Cross-Cultural deviance • Situational deviance • Position/ Role based deviance • Any other reasonable response <p>See generic mark scheme</p>	[8]

Section E - Crime and Deviance		
Question Number	Answer	Max Mark
20	<p>‘People commit crime because they are poor.’ Evaluate arguments for and against this claim.</p> <p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Reference to statistical proof • Crime committed due to necessity • Crime committed due to relative poverty • Underclass culture • Fatalism/immediate gratification • Marxism • Status frustration (if due to poverty) • Any other reasonable response <p>Against the claim:</p> <ul style="list-style-type: none"> • Opposing statistics with the Dark Figure of Crime • Crime committed due to socialisation • White collar crime (corporate crime) • Violent crime e.g. rape • Peer group pressure • Labelling • Status frustration • Media • Masculinities • Personal reasons e.g. excitement, revenge etc. • Any other reasonable response <p>See generic mark scheme</p>	[24]
	Section E Total	[40]

Section F - Youth		
Question Number	Answer	Max Mark
21 (a)	<p>From the source identify <u>two</u> rites of passage.</p> <p>One mark for each correct identifications, maximum of two marks: Bar Mitzvah; passing a driving test</p>	[2]
21 (b)	<p>Using your wider sociological knowledge, identify one other example of a rite of passage not included in the source.</p> <p>One mark for the correct example recalled Any other reasonable response e.g. Debutantes coming out ball / Gang initiation/ African eg's Suri</p>	[1]
21 (c)	<p>Using your wider sociological knowledge, identify one reason why societies have rites of passage.</p> <p>One mark for the correct example recalled Any other reasonable response e.g. To mark a role change; to show others their transition to adulthood; a change of status; to mark taking on new responsibilities.</p>	[1]
22	<p>One mark for matching the name/concept with the correct statement.</p> <p>(a) Peer group pressure</p> <p>(b) Informal social control</p> <p>(c) Adolescence</p> <p>(d) Formal social control</p>	[1] [1] [1] [1]
23	<p>Identify and explain <u>two</u> ways peer group can affect behaviour. Answers may discuss any two of the following</p> <ul style="list-style-type: none"> • Inclusion/exclusion • Labelling • Peer group pressure • Humiliation/bullying • Acceptance/rejection • Physical bullying • Verbal bullying • Construction of identity • Imitation/ copying • Role model • Any other reasonable response <p>See generic mark scheme</p>	[8]

Section F - Youth		
Question Number	Answer	Max Mark
24	<p>'Young people only join a subculture because they like the clothes'. Evaluate the arguments for and against this claim.</p> <p>Candidates may discuss and evaluate some of the following aspects of the claim. For the claim:</p> <ul style="list-style-type: none"> • Examples e.g. Goths liking black clothes Hodkinson • Fashion being linked to subculture e.g. Frith/skinhead clothing • Subculture is formed by shared interests and that could include clothes e.g. Hodkinson Goths • Any other reasonable arguments. <p>Against the claim:</p> <ul style="list-style-type: none"> • Other shared interests: music/leisure activities/politics/attitude e.g. being a sportsman • Common behaviour such as a hobby e.g. being a stamp collector • Personal common factors e.g. gender; class/Marxism; ethnicity • Reaction to social exclusion/marginalized • To be accepted • Sense of belonging/ to fit in • Rite of passage • Solution to problems e.g. Hall • Resistance e.g. Hall and Jefferson • Peer group pressure • Shared beliefs e.g. Veganism • Shared values e.g. religion • Media <p>Any other reasonable arguments.</p> <p>See generic mark scheme</p>	[24]
Section F Total		[40]
Paper Total		[120]

Generic Mark Scheme		
8 Mark Question	Answer	Max Mark
	<p>Assessment objectives: AO1</p> <p>Knowledge and understanding limited. May be in the form of a list. <i>Typically answers will be based on common sense with a lack of sociological understanding and only offer one way/idea</i></p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive. (1)</p> <p>Basic knowledge and understanding. <i>Typically answers will either be based on common sense with a lack of sociological understanding of two ideas/ways OR only one idea is used with full knowledge and understanding and including sociological terminology/evidence.</i></p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive. (2)</p> <p>Good knowledge and understanding. <i>Answers will include two correct ideas. Typically only one idea will include some sociological terminology/evidence.</i></p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning. (3)</p> <p>Wide ranging knowledge and understanding <i>Answers will include two correct ideas both including some sociological terminology / evidence.</i></p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar. (4)</p> <p>Assessment Objectives: A02</p> <p>Application and explanation is limited. <i>Typically answers are not focussed on the actual question or any explanation is very narrow (lip service).</i> (1)</p> <p>Application and explanation is basic. <i>Typically answers partly focus on the actual question or are relevant, but lack any clear explanation.</i> (2)</p> <p>Application and explanation is good. <i>Answers will fully focus on the question for both ideas, with explanation, but will this may be uneven between the two ways.</i> (3)</p> <p>Application and explanation is very good. <i>Answers will be wide ranging in both their application and explanation.</i> (4)</p>	

Generic Mark Scheme		
24 Mark question	Answer	Max Mark
	<p>Assessment objectives: AO1</p> <p>No relevant points Limited knowledge and understanding. <i>Typically answers will be based on common sense only, or answers are very narrow.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p> <p>Basic knowledge and understanding <i>Typically answers will be based on sociological ideas but lacking in accuracy or sociological language/evidence/ examples or rely on only a couple of ideas.</i> Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Good knowledge and understanding <i>Typically answers will show the ability to recall some sociological knowledge. Answers will either still contain some errors in knowledge/ understanding or rely on a narrow body of knowledge.</i> Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>Wide ranging knowledge and understanding Answers will contain wide ranging and accurate sociological evidence. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<p>0 1-2</p> <p>3-4</p> <p>5-6</p> <p>7-8</p>
	<p>Assessment objectives: AO2</p> <p>No relevant points</p> <p>Application and explanation is limited. <i>Typically answers are not focussed on the actual question and any examples are anecdotal or not relevant.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p> <p>Application and explanation is basic <i>Typically answers may be partially relevant, or lack the sociological evidence to interpret/apply, or all ideas are relevant but undeveloped.</i> Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>	<p>0</p> <p>1-2</p> <p>3-4</p>

Generic Mark Scheme		
24 Mark question	Answer	Max Mark
	<p>Application and explanation is good. <i>Typically will be largely focussed on the question, but may contain either some irrelevance or some undeveloped ideas.</i> Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	5-6
	<p>Application and explanation is very good. <i>Answers will focus fully on the task offering relevant examples that show clear understanding of the claim.</i> Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p> <p>Assessment objectives: AO3</p>	7-8
	<p>No relevant points</p>	0
	<p>Limited evaluation. <i>Typically the response may misunderstand the actual debate. It may, at the top of the level show a vague understanding. Evaluation will be minimal or only implicitly relevant.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	1-2
	<p>Basic evaluation. <i>Typically the response is narrow (only one idea for and one idea against) or lacks sense and / or sociology. Answers may rely on subtitles, but evaluation is explicit and contains some relevance.</i> Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>	3-4
	<p>Good evaluation. <i>Typically there will be a debate which is either narrowly based or only largely addresses the debate.</i> Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	5-6
	<p>Wide ranging evaluation. <i>Answers will fully address the debate with a wide ranging discussion of different views. To gain full marks the essay must have a conclusion.</i> Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	7-8

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