

Sociology

General Certificate of Secondary Education

Unit **B672**: Socialisation, Culture and Identity

Mark Scheme for June 2011

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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)	FROM THE SOURCE, identify ONE:	
	(i) household task husbands spent more time on than wives. One mark for correct identification Gardening	[1]
(b)	(ii) household task wives spent more time on than husbands. One mark for correct identification Cooking or ironing	[1]
	Using your wider sociological knowledge, identify ONE OTHER example of a household task not included in the source that traditionally is more likely to be completed by:	
2	(i) Husbands. One mark for the correct example recalled eg putting out rubbish, DIY or any other reasonable response	[1]
	(ii) Wives. One mark for any correct example recalled. Any reasonable response eg childcare, shopping, cleaning	[1]
3	Write out the name or concept from the list above, which best matches each of the statements below:	
	One mark for matching the key sociological concept with the correct statement.	
	(a) Symmetrical family	[1]
	(b) Conjugal roles	[1]
	(c) Househusband	[1]
(d) Domestic violence	[1]	
3	Identify and explain TWO reasons why divorce has increased. Answers may discuss any two of the following:	
	<ul style="list-style-type: none"> • Increased secularisation/decline of importance of religion • Marriage is less significant • Less stigma/changing attitudes eg acceptance of differing types of family • Legal changes • Changing expectations of marriage eg confluent love and acceptance of different types of families • Changing role of women • Increased isolation of the nuclear family – Leach • More smaller families • Longer life expectancy • Changes in the workplace • Growing individualism • Any other reasonable response 	
	See generic mark scheme	[8]

Question Number	Answer	Max Mark
4	<p>'The family has the most influence on an individual's behaviour.' Evaluate the arguments for and against this claim.</p> <p>Expect responses to be able to gain full credit with an uneven debate.</p> <p>Candidates may evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Gender role socialisation • Moral code • Ethnic identity • Class identity • Age identity • Regulation of sex and reproduction • Primary socialisation • Important role of grandparents, Buchanan • Long duration • Place in society • Dark side of the family – negative implications • New Right: negative influence of a one parent family • Any other reasonable response <p>Against the claim:</p> <ul style="list-style-type: none"> • Influence of mass media • Influence of peer groups • Influence of religion • Influence of education • Influence of work • Agents of formal social control • Increased role of the state in previously primary role eg pre school social skills • Limitations of the family • 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 TWO purposes of education.</p> <p>One mark for the correct identification of: passing exams; help to become adults; learn norms; learn values.</p>	[2]
(b)	<p>Using your wider sociological knowledge, identify TWO other purposes of education NOT included in the source.</p> <p>One mark for each correct response (max. 2 marks) Any reasonable response: Economic role; Selective role; Gender role socialisation; Social control; Specific examples of hidden curriculum.</p>	[2]
6	<p>Write out the name or concept from the list above, which best matches each of the statements below: One mark for matching the key sociological concept with the correct statement</p> <p>(a) Self-fulfilling prophecy</p> <p>(b) Identity</p> <p>(c) Socialisation</p> <p>(d) Label</p>	[1] [1] [1] [1]
7	<p>Identify and explain TWO ways class can affect a child's educational achievement.</p> <p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Financial implications/Materially: eg Cannot afford private school; Cannot afford private tutors; Cannot afford computers/books/trips etc; May need to leave school early to work to support themselves • Cultural capital/deprivation eg Parental expectation; Parental role model; Poor cultural values eg immediate gratification/fatalism • Teacher expectations: Labelling/Setting/Streaming • Peer group eg pro school and anti school subculture in rel. to class • Any other reasonable response <p>See generic mark scheme</p>	[8]

Question Number	Answer	Max Mark
8	<p>“Changes in education since 1988 have helped pupils.” Evaluate the arguments for and against this claim.</p> <p>Candidates may evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • National curriculum: standardised learning • SATS: standardised learning (intro or getting rid of!) • League tables: improved schools, encouraged choice and competition • Academy schools/faith schools etc more choice and more freedom • Vocational drive: choice and improved workers • Extended learning: more qualifications for students of all classes • Increased investment in education • Greater use of IT • EMA or any other single policy • OFSTED • Less power for LEA (Grant maintained schools) • Increase in Free schools • Setting and streaming (in or out of fashion) • Any other reasonable arguments <p>Against the claim:</p> <ul style="list-style-type: none"> • National curriculum and SATS have made learning only about passing tests and fulfilling government criteria • League tables cause sink schools • Choice is non existent really: postcode lottery/middle class advantaged • Extended learning: halts unemployment figures • Increased student debt • Only some have been helped eg girls GIST • Tuition fees • Continued existence of private schools • Changes do not help due to the continued existence of private school • Changes do not help due to other factors eg family/class • 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	<p>(a) FROM THE SOURCE, identify TWO ways television affected Adam’s behaviour.</p> <p>One mark for each of two correct identifications eg maximum 2 marks.</p> <p>Choice of what to wear, choice of what gadgets to buy, showing him how to act normally through role models.</p> <p>(b) Using your wider sociological knowledge, identify TWO other types of mass media that can affect behaviour, NOT included in the source.</p> <p>Any reasonable response eg Song lyrics, video games, films/cinema, radio.</p>	<p>[2]</p> <p>[2]</p>
10	<p>Write out the name or concept from the list above, which best matches each of the statements below:</p> <p>One mark for matching the key sociological concept with the correct statement.</p> <p>(a) Mass Media</p> <p>(b) Convergence</p> <p>(c) Interactivity</p> <p>(d) Globalisation</p>	<p>[1]</p> <p>[1]</p> <p>[1]</p> <p>[1]</p>
11	<p>Identify and explain TWO ways the mass media act as an agent of socialisation.</p> <ul style="list-style-type: none"> • Secondary socialisation by re affirming norms and values we already have eg unwritten rules of right and wrong • Secondary socialisation that allows us to create identities eg Gillespie’s study of Punjabi Asians • Gender socialisation eg through role models • Repetition of norms and values • Invisibility of ideas and roles that break the desired norms and values • Trowler: Demonising the undesirable; Role models/Consequences for actions • Any other reasonable response <p>See generic mark scheme</p>	<p>[8]</p>

Question Number	Answer	Max Mark
12	<p>'The mass media tell the truth.' Evaluate the arguments for and against this claim.</p> <p>Expect responses to be able to gain full credit with an uneven debate.</p> <p>Candidates may evaluate some of the following aspects of the claim. For the claim:</p> <ul style="list-style-type: none"> • Reports news • Technology allows for direct reporting eg people on the scene using phones to record incidents eg 9/11 • Advertising Standards Authority • Libel laws • Press Complaints Bodies • Due impartiality • Vast alternative media, allowing the truth to be ascertained • Any other reasonable response <p>Against the claim:</p> <ul style="list-style-type: none"> • Censorship • Selection • Bias: Political/Editorial/Owners • Editing • Practical issues • News values • Agenda setting • Moral panic • Stereotyping • 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 which gender is more likely to work part time.</p> <p>One mark for the correct identification of: Female.</p>	[1]
(b)	<p>Using your wider sociological knowledge, identify ONE reason why an individual is likely to work part-time.</p> <p>One mark for the correct example recalled Any reasonable response eg disabled; maternal/paternal commitments; lack of full-time jobs; student.</p>	[1]
(c)	<p>FROM THE SOURCE, identify which gender is more likely to be NOT employed.</p> <p>One mark for the correct identification of: Female.</p>	[1]
(d)	<p>Using your wider sociological knowledge, identify ONE reason why someone might not be employed.</p> <p>One mark for the correct example recalled Any reasonable response eg Discrimination; dual burden; lazy; retired; housewife; carer/disabled or ill; maternity/paternity break; criminal record; lack of qualifications.</p>	[1]
14	<p>Write out the name or concept from the list above, which best matches each of the statements below:</p> <p>One mark for matching the key sociological concept with the correct statement</p> <p>(a) Flexi-time</p> <p>(b) Leisure</p> <p>(c) Unemployment</p> <p>(d) Life chances</p>	<p>[1]</p> <p>[1]</p> <p>[1]</p> <p>[1]</p>

Question Number	Answer	Max Mark
15	<p>Identify and explain TWO ways workers might take industrial action.</p> <p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Trade union power • Sabotage • Striking • Sit ins • Picketing • Work to rule • Laws to aid workers eg sex discrimination/equal pay etc. • Any other reasonable response <p>See generic mark scheme</p>	[8]
16	<p>“Ethnicity has the greatest influence on whether an individual gets a job.” Evaluate the arguments for and against this claim.</p> <p>Expect responses to be able to gain full credit with an uneven debate.</p> <p>Candidates may evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Racial discrimination • Lack of skills/educational qualifications • Lack of language • Self fulfilling prophecy • Empirical evidence eg in 2004 Higher unemployment rates for Bangladeshi/Pakistani/and black Caribbean and Africans • Studies that prove discrimination eg Civil servants bogus cv’s: 2009 • Cultural restrictions eg Asian female • Any other reasonable response <p>Against the claim:</p> <ul style="list-style-type: none"> • Gender: discrimination/dual burden • Age: discrimination • Disability: discrimination • Class: empirical evidence of working class unemployment • Region: Higher in North/2006 England higher unemployment than the rest of UK • Credit crunch has affected all (recession); global economic change • Personal behaviour eg lazy • 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 TWO examples of delinquency.</p> <p>One mark for each of two correct identifications: underage drinking; anti social acts; breaking property and fighting.</p>	[2]
(b)	<p>Using your wider sociological knowledge, identify TWO other examples of delinquent behaviour NOT included in the source.</p> <p>One mark for each of the two correct examples recalled, maximum of two marks eg underage smoking; drug taking; criminal activity eg assault/vandalism/teenage sex/bullying.</p> <p>Any other reasonable responses.</p>	[2]
18	<p>Write out the name or concept from the list above, which best matches each of the statements below:</p> <p>One mark for matching the key sociological concept with the correct statement.</p> <p>(a) Victim surveys</p> <p>(b) Crime</p> <p>(c) Official statistics</p> <p>(d) Self report studies</p>	[1] [1] [1] [1]
19	<p>Identify and explain TWO agents of formal social control</p> <ul style="list-style-type: none"> • Army • Government • Police • Judiciary/courts • Penal system/prisons • Any other reasonable response <p>See generic mark scheme</p>	[8]

Question Number	Answer	Max Mark
20	<p>‘All deviance is relative.’ Evaluate arguments for and against this claim.</p> <p>Expect responses to be able to gain full credit with an uneven debate.</p> <p>Candidates may evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Cross-cultural deviance • Situational deviance • Historical deviance • Role/positional deviance • Any other reasonable response <p>Against the claim:</p> <ul style="list-style-type: none"> • Absolute deviance • National law • International law eg European law • UN declarations eg Geneva Convention for behaviour in war • Moral definitive eg paedophilia • 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, what percentage of boys felt family affected their behaviour the most.</p> <p>One mark for the correct statistic recalled: 20 or 20% accepted</p>	[1]
(b)	<p>FROM THE SOURCE, identify WHICH agent affected boys and girls the most.</p> <p>One mark for the correct identification: peer group</p>	[1]
(c)	<p>Using your wider sociological knowledge, identify TWO OTHER agents of socialisation that might affect young people’s behaviour, NOT included in the source.</p> <p>One mark for the correct example recalled, maximum two marks Any other reasonable response eg media, education, religion; workplace; police</p>	[2]
22	<p>Write out the name or concept from the list above, which best matches each of the statements below:</p> <p>One mark for matching the key sociological concept with the correct statement.</p> <p>(a) Bedroom subculture</p> <p>(b) Youth culture</p> <p>(c) Conformity</p> <p>(d) Loss of innocence</p>	[1] [1] [1] [1]
23	<p>Identify and explain TWO ways “youth” can be seen to be socially constructed.</p> <p>Answers may discuss any two of the following</p> <ul style="list-style-type: none"> • Cross cultural differences in law eg Average age to drive • Cross cultural difference in social norms eg time to marry • Cross cultural difference in behaviour eg Average age for working • Cross cultural difference in expectation eg Mead Samoan youth • Differences over time eg Young people now are in education until 16 • Differences between social groups eg Gender Bedroom Subcultures • Media creating youth • Moral panics • Stereotyping and labelling • Aries: social construction of childhood • Media loss of innocence Postman • Any other reasonable response <p>See generic mark scheme</p>	[8]

Section F – Youth		
Question Number	Answer	Max Mark
24	<p>‘People join gangs to gain a sense of belonging’. Evaluate arguments for and against this claim</p> <p>Expect responses to be able to gain full credit with an uneven debate.</p> <p>Candidates may evaluate some of the following aspects of the claim. For the claim:</p> <ul style="list-style-type: none"> • Help those without family/friends to belong Venkatesh (2000) • Moore 1991 Survey that found many female gang members previously faced abuse/trauma and used gangs to create family type groups (Los Angeles study) • Walter Miller (1958) study – sense of belonging • Any other empirical evidence/study/contemporary example • Any other reasonable arguments. <p>Against the claim:</p> <ul style="list-style-type: none"> • Boredom • Family Miller (2001 Girl Gangs) • Friendship • Peer group pressure • Social networks: Williamson 1994 (could be used for or against) • Status frustration: Cohen • Gangs do not really exist as they are just moral panics/media invention • Gangs are just a label – interactionist ideas • Somewhere to experiment with identity Vigil (1998) • Alternatives to gangs instead eg youth clubs • Status • Territory • Any other reasonable arguments. <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 No relevant point</p> <p>Level 1 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.</p> <p>Level 2 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.</p> <p>Level 3 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.</p> <p>Level 4 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.</p> <p>Assessment Objectives: A02 No relevant point</p> <p>Level 1 Application and explanation is limited. <i>Typically answers are not focussed on the actual question or any explanation is very narrow (lip service).</i></p> <p>Level 2 Application and explanation is basic. <i>Typically answers partly focus on the actual question or are relevant, but lack any clear/accurate explanation. Answers could be based on examples only.</i></p> <p>Level 3 Application and explanation is good. <i>Answers will fully focus on the question for both ideas with some developed explanation. One idea fully explained and developed can reach level 3.</i></p> <p>Level 4 Application and explanation is very good. <i>Answers will be fully focussed in both their application and explanation.</i></p>	<p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3]</p> <p>[4]</p> <p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3]</p> <p>[4]</p>

Generic Mark Scheme		
24 Mark question	Answer	Max Mark
	<p>Assessment objectives: AO1</p> <p>No relevant points</p> <p>Level 1 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>Level 2 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>Level 3 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/or at the bottom of the level is implicit</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>Level 4 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>Assessment objectives: AO2</p> <p>No relevant points</p> <p>Level 1 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>Level 2 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. OR explanation/development may contain inaccuracies.</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> <p>5-6</p> <p>7-8</p> <p>0</p> <p>1-2</p> <p>3-4</p>

Generic Mark Scheme		
24 Mark question	Answer	Max Mark
	<p>Level 3 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>Level 4 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>	7-8
	<p>Assessment objectives: A03</p> <p>No relevant points</p>	0
	<p>Level 1 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>Level 2 Basic evaluation. <i>Typically the response is narrow (ie 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>Level 3 Good evaluation. <i>Typically there will be a debate which is either narrowly based or only largely addresses the debate. Or the debate may be underdeveloped and list like but relevant and accurate.</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>Level 4 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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