

Sociology

Advanced Subsidiary GCE

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

Mark Scheme for January 2013

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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
	Unclear / inaccurate
	Application/Context
	Concept
	Example
	Evaluation (criticism)
	Justification (positive evaluation)
	Knowledge and Understanding
	Developed Point: <i>fully explained in a relevant way</i>
	Underdeveloped point: <i>Partially explained, but requiring more depth</i>
	Undeveloped point: Accurate but without explanation or Unsubstantiated / Implicit: sociological knowledge but unsupported by evidence.
	Key concepts FOR QUESTION 4 (validity/reliability/representativeness/ generalisability)
	Lip Service FOR QUESTION 4 AO2a
	Not relevant
	Repetition

Question	Answer	Marks	Guidance
1	<p>Definition: may refer to an individual's position in society or hierarchy or how highly regarded/viewed people are; social standing in society; how much power they have in relation to others. Further explanation may include 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. Reference may be made to theory (eg functionalism-status reflecting value consensus).</p> <p><i>Award a maximum of 4 marks for a definition (maximum of 3 for a partial definition). Award 2 marks for a core meaning given as a definition and 2 additional marks for displaying further knowledge and understanding of the definition.</i></p> <p>Examples: may include references to aspects of status; eg 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 (eg Weber's view of status and power); examples of status symbols (clothes, wealth, jewellery).</p> <p><i>Award a maximum of 4 marks for examples (maximum of 2 for only one example). Award each example 1 mark for stating the example and 1 further mark for explaining the example.</i></p>	8	<p>AO1: Knowledge and Understanding (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. 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. 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>(5–6 marks) Candidates show a good knowledge and understanding of the concept. 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> <p>(3–4 marks) Candidates show a basic knowledge and understanding of the concept. 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>(1–2 marks) Candidates show a limited knowledge and understanding of the concept. Responses are likely to offer limited evidence, with a tendency towards anecdote.</p>

Question	Answer	Marks	Guidance
2	<p>Responses may refer to:</p> <ul style="list-style-type: none"> • Mechanisms of social control – formal, informal; agencies of social control/socialisation, such as the family, law, police, education, media. • Concepts: such as positive and negative sanctions, deterrence, boundary setting; reinforcing norms, peer pressure, patriarchy. • Studies, which focus on any aspect of social control influencing behaviour eg Oakley, McRobbie (control of girls behaviour); Mac an Ghail (control of behaviour linked to masculinity in schools), Butler (family control of muslim girls), Roker (the school and upper class girls), Smart (social control of boys over girls), Burdsey • Theories: such as functionalism which sees social control as positive and necessary for social order or Marxism which sees social control benefitting the ruling class, feminism which sees social control as being about patriarchy. • Contemporary examples: such as ASBOs, CRIMBOs, exclusion, written rules/codes of conduct, domestic abuse. 	16	<p>AO1: Knowledge and Understanding <i>Sociological evidence includes studies, concepts, theories, contemporary examples. If candidates offer more than two types, credit the best two.</i></p> <p>(10–12 marks) Candidates show a very good knowledge and understanding of two ways. Responses contain wide ranging and detailed knowledge and understanding of the two ways, with clear, precise and frequent use of sociological evidence. At the bottom of the band the stated ways of experiencing social control may be slightly underdeveloped. 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>(7–9 marks) Candidates show a good knowledge and understanding of two ways. 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 may contain clear, precise and frequent use of sociological evidence (level 4); the other type 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>(4–6 marks) Candidates show a basic knowledge and understanding of two ways. 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 separate ways. Responses may be solely reliant on the pre-release material or on contemporary examples only, without</p>

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	<p>AO2a: Interpretation and Application There are two aspects to AO2 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, the ways in which individuals experience social control.</p>		<p>reference to concepts /theories/studies. Responses in this band may deal with only one type with depth and precision (level 4) or with two in a basic (level 2) 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>(1–3 marks) Candidates show a limited knowledge and understanding of the two ways. There may only be reference to one way and the answer will be lacking in sociological ideas or two ways which are identified only, with no explanation. 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>AO2a: Interpretation and Application</p> <p>4 marks Candidates show a very good ability to interpret and apply evidence to two ways. There will be a range of appropriate and relevant evidence selected and relevance to the question will be made explicit.</p> <p>3 marks Candidates show a good ability to interpret and apply evidence to the two ways. 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 ways. The selection and interpretation of evidence may be basic; eg it may be unsubstantiated, or conceptually sparse. The answer may be only partially relevant; it may not adequately address the precise question.</p>

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			<p>Alternatively, responses may offer a fully relevant account for one type only.</p> <p>1 mark Candidates show a limited ability to interpret/apply evidence to the two ways. Responses are likely to contain limited relevant sociological evidence. Responses may only address one way, in a vague way.</p> <p>0 marks No relevant interpretation or application.</p>

Question	Answer	Marks	Guidance
3	<p>AO1: Knowledge and understanding</p> <p>Responses may focus on one or more age identity (youth, middle, old age) and they may focus on one or more agencies of socialisation.</p> <p>Relevant studies may include: Youth identity: Gardener (family); Sewell (family; peer group); Muncie (media), Cohen (media), Shain (peer group); McRobbie and Garber (peer group). Old age identity: Sontag (media), Arber and Ginn (workplace), Bradley (workplace), Ian Jones et al (pre-release material).</p>	24	<p>AO1: Knowledge and Understanding <i>Sociological evidence includes studies, concepts, theories, contemporary examples.</i></p> <p>(10–12 marks) The key issue to expect in top band answers is a focus on socialisation into age identities.</p> <p>Candidates show a very good knowledge and understanding of the view that age identities are created through socialisation. Responses contain wide ranging and detailed knowledge and understanding. There will be clear 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>(7–9 marks) Candidates show a good knowledge and understanding of the view that age identities are created through socialisation. 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>(4–6 marks) Candidates show a basic knowledge and understanding of the view that age identities are created through socialisation. Knowledge and understanding will be lacking in range and depth. Responses are likely to be lacking in quantity and / or partially understood / unsubstantiated / conceptually sparse</p>

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	<p>AO2 (a): Interpretation and Application The answer and evidence should relate directly to the question.</p>		<p>/ generalised (eg evidence based on age identity, not specifically on socialisation) or sociological evidence is undeveloped or solely reliant on the pre-release material or contemporary examples only.</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>(1–3 marks) Candidates show a limited knowledge and understanding of the view that age identities are created through socialisation. Evidence will be limited, with only one or two unsubstantiated 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 (7–8 marks) Candidates show a very good ability to interpret and apply sociological evidence to the view that age identities are created through socialisation. There will be a range of appropriate and relevant sociological evidence selected and relevance to the question will be made explicit.</p> <p>(5–6 marks) Candidates show a good ability to interpret and apply sociological evidence to the view that age identities are created through socialisation. There will be some appropriate, but underdeveloped evidence selected and evidence will be implicitly relevant, but not always made explicit.</p> <p>(3–4 marks) Candidates show a basic ability to interpret and apply sociological evidence</p>

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	<p>AO2(b): Analysis and Evaluation Responses may focus on evaluating the relative importance of the different agencies of socialisation; the importance of other identities rather than age; the over-deterministic view of age socialisation; the biological view that age is fixed/ascribed.</p>		<p>to the view that age identities are created through socialisation. The selection and interpretation of evidence may be basic eg it may be unsubstantiated, conceptually sparse and / or undeveloped. The answer may have some partial relevance; it may not adequately answer the question.</p> <p>(1–2 marks) Candidates show a limited ability to interpret and apply sociological evidence to the view that age identities are created through socialisation. The answer has limited relevance.</p> <p>(0 marks) No relevant interpretation or application.</p> <p>AO2(b): Analysis and Evaluation</p> <p>(4 marks) Candidates show a very good ability to analyse and evaluate the view that age identities are created through socialisation. The evaluation will be explicit and relevant, using sociological evidence. Two evaluation points can reach this level, at least one of which must be developed with evidence.</p> <p>(3 marks) Candidates show a good ability to analyse and evaluate the view that age identities are created through socialisation. The evaluation will be relevant, but it may be undeveloped 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 analyse and evaluate the view that age identities are created through socialisation. The evaluation may be partially relevant or lacking in sociological evidence.</p> <p>(1 mark) Candidates show a limited ability to analyse and evaluate the view that age identities are created through socialisation. Analysis and evaluation will be minimal and largely irrelevant or very narrow or assertive in tone.</p> <p>(0 marks) No relevant analysis or evaluation.</p>

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4	<p>AO1: Knowledge and understanding</p> <p>Methods: Unstructured (in-depth) interviews. Qualitative methods.</p> <p>Wider process issues: Sampling, operationalisation, pilot, access, relationship between the researcher and researched, ethics, theoretical considerations in relation to data collection – quantitative data; interpretivism</p> <p>Key Concepts Validity Reliability Representativeness Generalisability</p> <p>Other concepts Researcher imposition, subjectivity, fitness for purpose, demand characteristics, social desirability.</p>	52	<p>AO1: Knowledge and understanding (16–20 marks) Candidates show a very good knowledge and understanding of the use of unstructured interviews. Responses contain wide ranging and detailed knowledge and understanding. There will be explicit and frequent use of key concepts. At the top of this level the candidate will use a wide range of process issues, theoretical considerations (eg interpretivism) and concepts relevant to the use of unstructured interviews 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 or with developed key concepts but slightly lacking in range. 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>(11–15 marks) Candidates show a good knowledge and understanding of the use of unstructured interviews. Responses contain wide ranging or detailed knowledge and understanding of the research method / research process. There will be some use of key concepts. At the top of the level candidates will use relevant concepts in an explicit way; they will be mainly accurate but underdeveloped. At the bottom of the level some concepts 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.</p> <p>(6–10 marks) Candidates show a basic knowledge and understanding of the use of unstructured interviews. Knowledge and understanding of key concepts / process will be lacking in range and depth (quantity). Concepts are likely to be implicit/partial/confused or undeveloped. 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</p>

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	<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; that is, researching how retirement affects people's age identities. If candidates just throw in the context, then mark this as 'lip service'.</p>		<p>likely to focus on advantages and disadvantages of the method, without using the concepts.</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>(1–5 marks) Candidates show a limited knowledge and understanding of the use of unstructured 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.</p> <p>(0 marks) No relevant sociological knowledge or understanding.</p> <p>AO2(a): Interpretation and Application (10–12 marks) Candidates show a very good ability to interpret and apply sociological evidence to the use of unstructured interviews to study how retirement affects people's age identities. At this level, responses will explicitly engage with the context making a range of points. At the top of the band, contextualisation will be sustained throughout.</p> <p>(7–9 marks) Candidates show a good ability to interpret and apply sociological evidence to the use of unstructured interviews to study how retirement affects people's age identities. There will be some contextualisation, although not a range. At the bottom of</p>

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	<p>AO2(b): Analysis and Evaluation Responses will analyse and evaluate the use of unstructured interviews weighing up the advantages and disadvantages of this approach. Responses should consider practical, ethical, theoretical and conceptual issues. For example, lack of objectivity, the imposition problem and bias, access, ethics, issues of validity and reliability, the positivist critique.</p>		<p>the band, responses may mainly pay lip service to the context, but with one explicit context point.</p> <p>(4–6 marks) Candidates show a basic ability to interpret and/or apply sociological evidence to the use of unstructured interviews to study how retirement affects people's age identities. Responses are likely to be generalised, only partially addressing the context, or context referred to is no more than <i>lip service</i> - dropping in wording linked to the pre-release material, without actually engaging with it.</p> <p>(1–3 marks) Candidates show a limited ability to interpret and/or apply sociological evidence to the use of unstructured interviews to study how retirement affects people's age identities. Material will be marginally relevant.</p> <p>(0 marks) No relevant interpretation or analysis.</p> <p>AO2(b): Analysis and Evaluation</p> <p>(16–20 marks) Candidates show a very good ability to analyse and evaluate the use of unstructured interviews. There will be a range of evaluation.</p> <p>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 with an evaluative tone throughout the response. At the bottom of the level the analysis and evaluation will be sustained but slightly less developed.</p> <p>(11–15 marks) Candidates show a good ability to analyse and evaluate the use of unstructured interviews.</p>

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			<p>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.</p> <p>(6–10 marks) Candidates show a basic ability to analyse and evaluate the use of unstructured 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. Concepts are likely to be partially accurate / confused.</p> <p>At the top of the level relevant concepts will be used, but they will be partially accurate and / or underdeveloped. At the bottom of the level, answers may not include any explicit key concepts.</p> <p>(1–5 marks) Candidates show a limited ability to analyse and evaluate the use of unstructured interviews.</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 methods, or evaluation will be very narrow.</p> <p>(0 marks) No relevant analysis or evaluation.</p>

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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