OCR
Oxford Cambridge and RSA

GCE

Sociology

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

Advanced Subsidiary GCE

Mark Scheme for June 2016

Annotation	Meaning
✚	Key concept FOR QUESTION 4 (validity/reliability/representativeness/generalizability)
?	Unclear / inaccurate
APP	Application / context
CON	Concept
DEV	Developed point: fully explained in a relevant way
EG	Example
EVAL	Evaluation (criticism)
J	Justification (positive evaluation)
KU	Knowledge and understanding
L	Lip Service for question 4 (AO2a)
〰	Not relevant
REP	Repetition
U	Undeveloped point: Accurate but without explanation or unsubstantiated / implicit: sociological knowledge, but unsupported by evidence.
∧	Underdeveloped point: Partially explained but requiring more depth.

Question			Answer	Marks	Guidance
1			***Definitions***: Social class identity refers to how others see a person or how people see themselves in terms of their socio-economic position in society. Further development may be offered through discussion of the aspects which are commonly used to identify social class identity, such as the NS-SEC; occupation, wealth, education, family background / neighbourhood. References may be made to objective and subjective aspects of social class identity. References may be made to theoretical ideas, such as Marx's definition of social class identity, Neo-Marxist ideas of class and capital, or Postmodernist views that social class identity is becoming less significant. Award a maximum of 4 marks for a definition (maximum of 3 for a partial definition). ***Examples*** may include: A discussion of the cultural characteristics of social class identity. For example, the middle classes being identified by economic / cultural / social capital; conspicuous consumption; deferred gratification. The upper class - culture of privilege; high culture; old boys network. Working class - immediate gratification and fatalism; unionised in term of work. Answers may refer to studies of class identity, for example, Reay; McKenzie; Roker. Objective and subjective may be rewarded as examples if used in this way, but DO NOT award for both definition and examples. Award a maximum of 4 marks for examples (maximum of 2 for only one example).	8	**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. **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. **3–4 marks** Candidates show a basic knowledge and understanding of the concept. Examples, if given, will be basic and/or vague in

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					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. Responses are likely to offer limited evidence, with a tendency towards anecdote.

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2			Responses may discuss how individuals are socialised into their identities by the family. Responses may focus on one identity or may focus on a range of identities. (i.e. class, age, ethnic, gender). Studies may include: Parsons, Oakley (Gender), Scott, Reay (Class), Butler, Anwar, Ghuman, Jacobson, Ballard, Bhatti, (Ethnicity), Gardner, Furedi (Age - youth). Concepts may include: Canalisation, manipulation, verbal appelations, role models, social control and sanctions, social closure, social, cultural and economic captial. Theories may include: Functionalism, Marxism.	16	**AO1: Knowledge and Understanding** *Sociological evidence can include studies, concepts, theories, contemporary examples. If candidates offer more than two ways, credit the best two.* **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, they 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. **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 way may contain clear, precise and frequent use of sociological evidence (level 4); the other way 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. **4–6 marks** Candidates show a basic knowledge and understanding of two ways. Knowledge and understanding will be lacking in

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			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 reference to concepts/theories/studies. Responses in this band may only deal with one way with and precision (level 4) or with two ways in a basic, 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. **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 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** **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.
			AO2a: Interpretation and Application *There are two aspects to 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, ways in which individuals are socialised into their identities by the FAMILY*	

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			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. **2 marks** Candidates show a basic ability to interpret and apply evidence to the two ways. The selection of evidence may be basic; e.g. it may be unsubstantiated or conceptually sparse. The answer may be 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 ways. Responses are likely to contain limited relevant sociological evidence. Responses may only address one way, in a vague way. **0 marks** No relevant interpretation or application.

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3	**AO1: Knowledge and understanding** Responses may refer to: • Concepts such as: cultural, economic, social capital; old boy network; social closure; elite; cultural characteristics; high culture; kinship networks; hidden curriculum; immediate and deferred gratification. • Studies – Roker, Scott, Kenway, King & Raynor, Bordieu, Ball, Billington. • Contemporary examples:. • Theories – Marxism, Functionalism, Responses may refer to one or more agency of socialisation. Responses may refer to one or more social class.	24	**AO1: Knowledge and understanding** *Sociological evidence includes studies, concepts, theories, contemporary examples.* **10–12 marks** The key issue to expect in top band answers is a focus on the view that individuals are socialised into a class identity. Responses contain wide ranging **and** detailed explicitly relevant knowledge and understanding of the view with clear, precise and frequent use of sociological evidence. At the bottom of the band, some aspects 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. **7–9 marks** Candidates show a good knowledge and understanding of the view that class identities exist . Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence, although it may be underdeveloped and / or narrow in focus. At the bottom of the band, candidates may show good understanding but lack the precise sociological evidence in parts / 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.

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			4–6 marks Candidates show a basic knowledge and understanding of the view that class identities exist. Knowledge and understanding may be lacking in range and depth. Responses are likely to be lacking in quantity and / or partially understood / unsubstantiated / conceptually sparse / generalised or undeveloped. 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 the view class identities exist. Evidence will be limited, with one or two unsubstantiated ideas and / or 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** **7–8 marks** Candidates show a very good ability to interpret and apply sociological evidence to the view that class identities exist. There will be a range of appropriate and relevant sociological evidence selected and relevance to the question will be made explicit.

AO2 (a): Interpretation and Application
There are two aspects to 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, the debate about whether individuals are socialised into a class identity.

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			5–6 marks Candidates show a good ability to interpret and apply sociological evidence to the view that class identities exist. There may be some appropriate evidence selected. Evidence may be detailed but lacking range, or evidence may have range but be underdeveloped. Evidence may be implicitly applied to the question, but not always made explicit. **3–4 marks** Candidates show a basic ability to interpret and apply sociological evidence to the view that class identities exist . The selection of material may be basic e.g. it may be unsubstantiated, conceptually sparse and / or undeveloped. 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 evidence to the view that class identities exist. The answer has limited relevance. **0 marks** No relevant interpretation or application.
	AO2(b): Analysis and Evaluation • Candidates may evaluate the view by arguing that it is difficult to distinguish different social classes and /or that social class is no longer important. (Heath; the decline of old social identities). • Candidates may bring in a postmodern view about declining social class identities. • Candidates may argue that other aspects of identity (such as those based on gender, ethnicity, age) are more important.		**AO2(b): Analysis and Evaluation** **4 marks** Candidates show a very good ability to analyse and evaluate the view. 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. **3 marks** Candidates show a good ability to analyse and evaluate the view. The evaluation will be relevant, but it may be undeveloped and/or narrow in focus. One developed

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					<mark>evaluation point with evidence can reach this level.</mark> **2 marks** Candidates show a basic ability to analyse and evaluate the view. The evaluation may be partially relevant or lacking in sociological evidence. **1 mark** Candidates show a limited ability to analyse and evaluate the view. Analysis and evaluation will be minimal and largely irrelevant or very narrow or assertive in tone. **0 marks** No relevant analysis or evaluation.

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4	**AO1: Knowledge and understanding** **Methods:** Semi-structured interviews Qualitative methods **Wider process issues:** Sampling, operationalisation, pilot, access, relationship between the researcher and researched, ethics, theoretical considerations in relation to data collection - qualitative methods; Interpretivism; subjectivity; fitness for purpose. **Key Concepts** Validity Reliability Representativeness Generalisability	52	**AO1: Knowledge and understanding** **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 key concepts. At the top of this level the candidate will use a wide range of process issues, theoretical considerations (e.g. Interpretivism) and concepts relevant to the use of semi-structured 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. **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 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 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

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					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. Knowledge and understanding of key concepts / process will be lacking in range AND depth (quantity) or the response is a generalised answer on methods. 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 may 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.

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	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 *experiences* of being a *working class parent.*		**AO2(a): Interpretation and Application** **10–12 marks** Candidates show a very good ability to interpret and apply sociological evidence to the use of quantitative methods to study the experiences of being a mother. At this level, there will explicitly engage with the context making a range of points. At the top of the band, contextualisation will be sustained throughout. **7–9 marks** Candidates show a good ability to interpret and apply sociological evidence to the experiences of being a mother. There will be some contextualisation, although not a range. At the bottom of the band, responses may mainly pay lip service to the context, but with one explicit context point. **4–6 marks** Candidates show a basic ability to interpret and/or apply sociological evidence to the experiences of being a mother. 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 PRM, without actually engaging with it). **1–3 marks** Candidates show a limited ability to interpret and/or apply sociological evidence to the experiences of being a working class parent. Material will be marginally relevant. **0 marks** No relevant interpretation or analysis.

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	AO2(b): Analysis and Evaluation 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, lack of objectivity, the imposition problem and bias, access, ethics, issues of validity and reliability, the positivist critique.		**AO2(b): Analysis and Evaluation** **16–20 marks** Candidates show a very good ability to analyse and evaluate 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 with an evaluative tone throughout the response. At the bottom of the level the analysis and evaluation will be sustained but slightly less developed. **11–15 marks** Candidates show a good ability to analyse and evaluate 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 analyse and evaluate 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 and it may be generalised evaluation of research methods. Concepts are likely to be partially accurate / confused. At the top of the level relevant concepts will be used, but they may be partially accurate and or underdeveloped. At the

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					bottom of the level, answers may not include any explicit key concepts. **1–5 marks** Candidates show a limited ability to analyse and evaluate 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. 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 analysis and evaluation.

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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