

GCE

Sociology

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

Advanced Subsidiary GCE

Mark Scheme for June 2015

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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

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
KU	Knowledge and Understanding
APP	Application/ Context
CON	Concept
EG	Example
EVAL	Evaluation (criticism)
J	Justification (positive evaluation)
+	Key concept (for Question 4 only)
L	Lip Service (for Question 4 only)
 	Not relevant
REP	Repetition
?	Confused/ inaccurate/ unclear
DEV	Developed Point: <i>fully explained in a relevant way</i>
^	Underdeveloped: <i>Partially explained, but requiring more depth</i>
U	Undeveloped: <i>Accurate but without explanation or Unsubstantiated / Generalised: sociological knowledge but unsupported by evidence.</i>

Question	Answer	Marks	Guidance
1	<p>Definition: Core meaning is accepted/ agreed and/ or expected ways of behaving. It must refer to behaviour/ action. Development of the definition may link norms to values (norms put values into practice), discuss how norms are relative, relate to theory (Functionalism, Marxism, Feminism), deviance/ sanctions when norms are broken, socialisation into norms, customs as a type of norm.</p> <p>Award a maximum of 4 marks for a definition (maximum of 3 for a partial definition).</p> <p>Examples: Reward any example of behaviour which is socially accepted/ agreed/ expected. Development may refer to linking of norms to values, sanctions received, the context of the norm or how the norm is learned.</p> <p>Award a maximum of 4 marks for examples (maximum of 2 for only one example).</p>	8	<p>AO1 Knowledge and Understanding</p> <p>Definition: Award 2 marks for an answer which gives a definition which has a 'core meaning'. Award another 2 marks for adding more depth and development to the definition (1 mark if done partially).</p> <p>Examples: Award one mark for stating an example and an additional mark for explaining the example. This is repeated for the second example. If responses just list examples with no explanation award 2 marks maximum for examples.</p> <p><i>The distinction between definition and examples may not always be clear in a response; use your judgement but ensure that knowledge and understanding is not double-marked.</i></p> <p>Level 4: 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.</p> <p>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.</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>Level 3: 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.</p>

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			<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>Level 2: 3–4 marks Candidates show a basic knowledge and understanding of the concept. 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. Alternatively, accurate and explained examples without a definition can also be awarded 4 marks.</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>Level 1: 1–2 marks Candidates show a limited knowledge and understanding of the concept/example of norms. Responses are likely to offer limited evidence, with a tendency towards anecdote.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>
2	<p>Responses may refer to how religion shapes a person's identity in relation to one or more aspects of identity, e.g. gender, age, ethnicity, class.</p> <p>Concepts: culture, moral values, shared values (value consensus), social solidarity, patriarchy, hybridity, code-switching, opium of the people,</p> <p>Process of socialisation - e.g. through imitation, manipulation, canalisation social control, role models.</p> <p>Studies: Ghuman, Modood, Watson,</p>	16	<p>AO1: Knowledge and Understanding <i>Sociological evidence includes studies, concepts, theories, contemporary examples.</i> <i>If candidates offer more than two ways, credit the best two.</i></p> <p>Level 4: 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, either one way is fully developed whereas the other way is level 3, or alternatively, both ways may be clearly level 4 but not fully developed.</p>

Question	Answer	Marks	Guidance
	<p>Ahmed, Butler, Jacobson, Gardner and Shakur, Burdsey, Davie</p> <p>Contemporary examples: modern laws based on ten commandments; examples of religious fundamentalism; rites of passage; films e.g. East is East</p> <p>Theories: Functionalism, Marxism, Interactionism, Feminism</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>Level 3: 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 for both ways. Alternatively, 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 ways 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.</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>Level 2: 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 / undeveloped. It may be difficult to identify two separate ways. Responses may be heavily reliant on the pre-release material or on contemporary examples only, without reference to concepts / theories / studies. Responses in this band may deal with only one way with depth and precision (level 4).</p> <p>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>

Question	Answer	Marks	Guidance
	<p>AO2a: Interpretation and Application There are two aspects of 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, how religion socialises people into their identity.</p>		<p>Level 1: 1–3 marks Candidates show a limited knowledge and understanding of two ways. There may only be reference to one way and the answer will be lacking in sociological evidence, relying more on a sociological ideas. Alternatively, responses in this band may identify two ways but without explanation.</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>AO2a: Interpretation and Application</p> <p>Level 4: 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 application to the question will be made explicit.</p> <p>Level 3: 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>Level 2: 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; e.g. it may be unsubstantiated, or conceptually sparse. The answer may be only partially relevant; it may not adequately address the precise question. Alternatively, responses may offer a fully relevant account for one way only.</p> <p>Level 1: 1 mark Candidates show a limited ability to interpret/apply evidence to the two ways. Responses are likely to contain limited relevant sociological evidence.</p>

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			<p>Responses may only address one way, in a vague way.</p> <p>0 marks No relevant interpretation or application.</p>
3	<p>AO1: Knowledge and understanding</p> <ul style="list-style-type: none"> • Responses may discuss dominant masculine identity as being about hegemonic or traditional masculinity and contrast this with other types of masculinity; for example, complicit, new man, subordinate masculinity, homosexual masculinity, marginalised masculinity, crisis of masculinity, new lad, metro sexual, • Studies; e.g. Nayak, Connell, Mac an Ghail, Sewell, Faludi, Jackson, Archer, Abbott, McDowell, Mort, Nixon, Ward & Winstanley, Whannell, Rutherford, Dermot. • Contemporary examples of different types of masculinity, such as David Beckham, Jeremy Clarkson, Alan Carr • Theories: Feminism, Postmodernism 	24	<p>AO1: Knowledge and understanding</p> <p>Level 4: 10–12 marks The key issue to expect in top band answers is a focus on how traditional masculine identities no longer exists.</p> <p>Candidates show a very good knowledge and understanding of the view that traditional masculinity no longer exists. 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 slightly 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>Level 3: 7–9 marks Candidates show a good knowledge and understanding of the view that traditional masculinity no longer exists. Responses contain wide ranging or detailed knowledge and understanding. There will be some use of sociological evidence, although it may be underdeveloped or narrow in focus. At the bottom of the band, candidates may show good understanding but lack the precise sociological evidence or 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>Level 2: 4–6 marks Candidates show a basic knowledge and understanding of the view that traditional masculinity no longer exists. Knowledge and understanding will be</p>

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	<p>AO2 (a): Interpretation and Application There are two aspects of 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 view that traditional masculine identity no longer exists.</p>		<p>lacking in both range and depth. Responses are likely to be lacking in quantity and / or partially understood / unsubstantiated / conceptually sparse / generalised or sociological evidence is undeveloped. Responses may be solely reliant on the pre-release material or on 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>Level 1: 1–3 marks Candidates show a limited knowledge and understanding of the view that traditional masculinity no longer exists. Evidence will be limited, 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</p> <p>Level 4: 7–8 marks Candidates show a very good ability to interpret and apply sociological evidence to the question of the view that traditional masculinity no longer exists. There will be a range of appropriate and relevant sociological evidence selected and application to the question will be made explicit.</p> <p>Level 3: 5–6 marks Candidates show a good ability to interpret and apply sociological evidence to the question. There will be some appropriate, but underdeveloped evidence selected and/ or it may be implicitly relevant.</p>

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	<p>AO2(b): Analysis and Evaluation Responses may evaluate by arguing that traditional hegemonic masculinity does exist, e.g. within the working class, with supporting evidence and/ or it may question the significance of gender identities from a Postmodern perspective.</p>		<p>Level 2: 3–4 marks Candidates show a basic ability to interpret and apply sociological evidence to the question. The selection and interpretation of evidence may be basic eg it may be unsubstantiated, conceptually sparse and / or undeveloped. Responses may be only partially relevant - it may not adequately answer the question.</p> <p>Level 1: 1–2 marks Candidates show a limited ability to interpret and apply sociological evidence to the question. The answer may be vague with limited relevance.</p> <p>0 marks No relevant interpretation or application.</p> <p>AO2(b): Analysis and Evaluation</p> <p>Level 4: 4 marks Candidates show a very good ability to analyse and analyse the view that traditional masculinity no longer exists. The evaluation will be explicit and relevant, using sociological evidence. Two evaluative points can reach this level, at least one of which must be developed with evidence.</p> <p>Level 3: 3 marks Candidates show a good ability to analyse and analyse the view that traditional masculinity no longer exists. There will be some relevant evaluation with evidence, but it may be underdeveloped and/ or narrow in focus - one developed evaluative point with evidence can reach this level.</p> <p>Level 2: 2 marks Candidates show a basic ability to analyse and evaluate the view that traditional masculinity no longer exists. The evaluation may be partially relevant/ implicit and/ or lacking in sociological evidence.</p> <p>Level 1: 1 mark Candidates show a limited ability to analyse and evaluate the view that traditional masculinity no longer exists. Analysis and evaluation will be minimal, 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: Qualitative methods Semi-structured in-depth interviews Time use diaries (qualitative aspect).</p> <p>Wider process issues: Sampling, operationalisation, pilot, access, relationship between the researcher and researched, ethics, theoretical considerations in relation to data collection - qualitative data; Interpretivism</p> <p>Key Concepts Validity Reliability Representativeness Generalisability</p> <p>Other concepts Researcher imposition, subjectivity, objectivity, fitness for purpose, demand characteristics, social desirability, halo effect, mixed methods / triangulation.</p>	52	<p>AO1: Knowledge and understanding <i>See annotations page for explanations of the meanings of developed, underdeveloped and undeveloped K&U</i></p> <p>Level 4: 16–20 marks Candidates show a very good knowledge and understanding of the use of qualitative data. Responses contain wide ranging and detailed knowledge and understanding of the research method and process. There will be explicit, developed and frequent use of sociological evidence. At the top of this level the candidate will use a wide range of process issues and concepts relevant to the use of qualitative data in a detailed, accurate and explicit manner. At the bottom of the level the use of concepts will still be wide ranging and accurate but may be underdeveloped, 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>Level 3: 11–15 marks Candidates show a good knowledge and understanding of the use of qualitative data. Responses contain wide ranging or detailed knowledge and understanding of the research method and / or research process. There will be some explicit use of key concepts. At the top of the level candidates will use relevant concepts in an explicit way; they will be mainly accurate. The response may be wide ranging but with underdeveloped concepts, or narrow with developed concepts. At the bottom of the level some of the 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>Level 2: 6–10 marks Candidates show a basic knowledge and understanding of the use of qualitative data. Knowledge of methods/ process will be lacking in range AND depth, or the response is a generalised answer on methods. Key concepts are likely to be implicit/ partial/ confused or undeveloped.</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</p> <ul style="list-style-type: none"> - Attitudes - Family members (mothers, fathers, children) -Topic of fatherhood/ parenting 		<p>At the top of the level answers may begin to use key concepts but they are likely to be undeveloped or implicit. At the bottom of the level responses will be likely to focus on advantages and disadvantages of the method, without using the key 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>Level 1: 1–5 marks Candidates show a limited knowledge and understanding of the use of qualitative data.</p> <p>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.</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 Level 4: 10–12 marks Candidates show a very good ability to interpret and apply sociological evidence to the use of qualitative data in researching the attitudes of family members towards fatherhood.</p> <p>At this level, responses will explicitly engage with the given context of 'families' and 'fatherhood'. At the top of the band, contextualisation will be sustained throughout.</p> <p>Level 3: 7–9 marks Candidates show a good ability to interpret and apply sociological evidence to the use of qualitative data in researching the attitudes of family members towards fatherhood.</p> <p>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.</p>

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	<p>AO2(b): Evaluation and Analysis Responses will analyse and evaluate the use of qualitative methods, weighing up the advantages and disadvantages of this approach. Responses may 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>Level 2: 4–6 marks Candidates show a basic ability to interpret and/or apply sociological evidence to the use of qualitative data in researching the attitudes of family members towards fatherhood. 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 pre-release material, without actually engaging with it.</p> <p>Level 1: 1–3 marks Candidates show a limited ability to interpret and/or apply sociological evidence to the use of qualitative data in researching the attitudes of family members towards fatherhood. Material will be marginally relevant or largely copied from the pre-release.</p> <p>0 marks No relevant interpretation or analysis.</p> <p>AO2(b): Analysis and Evaluation</p> <p>Level 4: 16–20 marks Candidates show a very good ability to analyse and evaluate the use of Qualitative methods. There will be a range of developed evaluation. At the top of the level, reference will be made to theoretical considerations (Positivism vs. Interpretivism). Relevant key 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>Level 3: 11–15 marks Candidates show a good ability to analyse and evaluate the use of qualitative methods. At the top of the level key 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>Level 2: 6–10 marks Candidates show a basic ability to analyse and evaluate the use of Qualitative methods. Evaluation may be heavily focused on just the</p>

Question	Answer	Marks	Guidance
			<p>advantages (justification) and/or practical issues. At this level, evaluation may be lacking in depth/ quantity. Concepts and evidence are likely to be implicit/ partially accurate/ confused.</p> <p>At the top of the level key concepts will be used, but they will be undeveloped or implicit and/or partially accurate. At the bottom of the level, answers will not contain any key concepts.</p> <p>Level 1: 1–5 marks</p> <p>Candidates show a limited ability to analyse and evaluate the use of Qualitative methods.</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 method, or evaluation will be very narrow.</p> <p>0 marks</p> <p>No relevant analysis or evaluation.</p>

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