GCE

Sociology

Advanced Subsidiary GCE

Unit **G672:** Topics in socialisation, culture and identity

Mark Scheme for January 2012

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Annotations

Annotation	Meaning
?	Unclear
APP	Application/context
BP	Basic point
D-V	Developed point
E.G	Example
EVAL	Evaluation
J	Juxtaposition
KU	Knowledge and understanding
L	Limited
§	Not Relevant
REP	Repetition
U	Unsubstantiated/implicit/Underdeveloped
VG	Very good - indicative of level 4
Λ	Lacking explanation

Question			Answer	Mark	Guidance
1	(a)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Reference to variations according to family size, family type, marriage, divorce, cohabitation, role of women in the family, role of women in the labour market, conjugal roles, role of children, socialisation etc • Reference to variations according to particular ethnic groups • Concepts such as multicultural families, arranged marriages, feminisation of labour market, patriarchy, secularisation, individualism • Reference to evidence from Social Trends, feminism, postmodernism, Modood, Singh, Bose, Berthoud & Beishon, Archer & Francis, Dale et al, Allan & Crow, Beck-Gernsh eim • Explanations may refer to cultural differences, role of religion, gender role socialisation, diversity and choice, individualism, changing role of women in society, employment patterns • Any other reasonable point.	17	Do not expect comparisons between different ethnic groups for each way identified. Explanations may focus on either the pattern of the variation or reasons for the variation.
	(b)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • View located within Marxism, feminism, radical psychiatry • Concepts such as macro, structuralism, familial ideology, reproduction of capitalism, private/public spheres, dark side of family life, consumer culture, sexual division of labour, work/life balance, dysfunctional, patriarchy, domestic violence, reserve army of labour, anti-social family, indoctrination, ideological conditioning device, social control • Studies such as Engels, Zaretsky, Barrett & McIntosh, Ansley, Feeley, Benston, Delphy and Leonard, Leach, Laing, Cooper • Theories: views from Marxism on conflict and change, Marxist feminists on domestic labour, radical feminist views on the persistence of the traditional role of the family and male domination	33	

Question			Answer	Mark	Guidance
			• Candidates may refer to methodological issues In evaluation (depending on approach taken); • Explicit criticisms of Marxism, feminism and radical psychiatry • Concepts such as family diversity, golden age, feminisation of labour market, equal opportunities, individualism, deterministic, organic analogy, socialisation, stabilisation of adult personalities, geographical mobility, instrumental and expressive needs, warm bath theory, consensus, biological determinism, functional • Studies such as Murdoch, Parsons, Chester, Laslett, Somerville, Stacey, Beck & Beck-Gernsheim, Giddens • Theories: counter views including postmodern views on equality, diversity and choice, blurred boundaries, liberal feminist views on changing gender roles, Functionalism on the positive role of the nuclear family including domestic division of labour, New Right in support of Functionalism and the nuclear family • Contemporary issues including reference to social policies that support the role of the family • Candidates may refer to methodological issues • Any other reasonable response		
2	(a)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • More consumerist lifestyles • Couples having fewer children and having them later allowing women, in particular, to develop careers before motherhood • Reduced fertility as age profile has changed • Decline in marriage • Increase in divorce • Changing attitudes and values • More widespread use of contraception • Concepts such as child-centredness, consumerism, individualism, family diversity	17	The use of historical material should be awarded maximum bottom of level 3 as it will be less informed in terms of the contemporary UK.

Question			Answer	Mark	Guidance
			• Reference to evidence from Social Trends, feminism, postmodernism, New Right • Explanations may refer to increasing choice and diversity, changing role of women in society, feminisation of labour force, secularisation, increased individualism • Any other reasonable point.		
	(b)		There are a variety of approaches to this question. For example, candidates may choose to construct their response around a discussion of whether relationships have become more equal or not. Candidates may discuss different sociological perspectives in turn. Another approach may analyse particular aspects of relationships in family life in relation to change such as social control, power, changing nature of society and social institutions. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive and depends on the approach taken: • Concepts such as crisis in masculinity, complicit masculinity, paranoid parents, single parent families, superdads, new man, teenage pregnancy, child-centredness, pester power, egalitarian families, tweenagers, consumer culture, sibling society, step-families, KIPPERS, sandwich generation • Studies such as Furedi, Lee, Postman, Stainton, Dennis & Erdos, Dermott, Thompson, EOC, Gatrell, Sommerville, Weeks, Dunne • Theories: New Right on impact of decline of traditional family life, postmodern views about equality, diversity and choice, blurred boundaries, liberal feminist views on changing gender roles • Reference to social policies e.g. on paternity leave, divorce, children's rights, Children Act etc. • Changes related to the development of different types of masculinity and femininity • Reference to the range of diverse types of family life which bring changes to relationships • Impact of ageing population	33	Answers may be unbalanced as there is more evidence to support the view that relationships between children and parents are changing. Responses can reach the top of level 4 for having sustained analysis and evaluative tone. Candidates may be rewarded for evaluating different views of how relationships are changing, rather than whether the changes are taking place or not.

Question			Answer	Mark	Guidance
			• Impact of wider social changes such as rise of feminism, changes in labour market, increased divorce, secularisation, influence of media, more same sex families • Candidates may refer to methodological issues In evaluation (depending on approach taken): • Concepts such as lagged adaptation, hegemonic masculinity, primary socialisation, gender roles socialisation, social control, traditional gender roles, patriarchy, golden age, KIPPERS, infantilism • Studies including those showing persistence of traditional family and patriarchal relationships such as Barrett & MacIntosh, Benston, Ansley, Pahl, Dunscombe & Marsden, Delphy & Leonard, Oakley, Grundy & Henretta, DeVault, Warner, Edgell, Garrod, Gatrell, Chester • Theories: opposing views from Functionalists concerning the naturalness and continuing importance of traditional family roles, radical and Marxist feminists views on the persistence of traditional roles, critical views on the persistence of damaging aspects of family relationships i.e. the dark side of family relationships • Role of government policy in supporting traditional relationships • Ideological strength of notions of traditional family life and related roles • Differential experience based on gender, ethnicity, social class, sexuality. • Evaluation of impact of wider social changes such as education policies extending compulsory education, impact of increased university fees, economic issues • Candidates may refer to methodological issues • Any other reasonable response		

Question			Answer	Mark	Guidance
3	(a)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Ways in which disability is socially constructed through changing definitions over time • Reference to different definitions of disability e.g. impairment, disablism • Different interpretations of disability; medical model, social model, personal tragedy model • Reference to concepts such as stigma, clinical gaze, physical capital, symbolic violence, identity • The role of ideology in establishing a hegemony • Explanations related to the power of the medical professions in defining disability • Reference to evidence such as Davies, Finkelstein, Oliver, Shakespeare, Hyde, Barnes, Shearer, Foucault, Bourdieu, Charmaz • Any other reasonable point	17	
	(b)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as status, power, privilege, prestige, social closure, professionalisation, monopoly, social distance, occupational domination, subordination, occupational limitation, exclusion, mystification, gatekeeper, • Studies such as Friedson, Turner, Jamous & Pelloille, Saks, Witz, Millerson in support • Theories: Weberian views, Neo-Weberian approaches, some supporting evidence drawn from Marxism and feminism • Role of doctors in relation to other medical professionals • Reference to role of organisations supporting medical professionals such as GMC, BMA • Reference to bio-medical approaches • Power of dominant ideology in maintaining the role of medical professionals	33	

Question			Answer	Mark	Guidance
			• Candidates may refer to methodological issues In evaluation (depending on approach taken): • Concepts such as sick role, affective neutrality, universalism, scientific knowledge, objectivity, social control, ideological role of medicine, proletarianisation, iatrogenesis, empowerment, holistic approach, diversity and choice, individualism, New Age, resistance, emancipation of women, de-professionalisation, consumerism • Studies such as Parsons, Millerson, Navarro, McKinley, Illich, Hunt & Lightly, Bivins, Senior, Foucault, Carpenter, Thomas et al, Saks, Cant & Sharma, Bakx, Abbott & Wallace, Oakley, Witz, Doyal, Haug • Theories: functionalism, Marxism, postmodern views, interactionism • Challenges to the autonomy of medical professionals through the shift in patterns of health and illness • Discussion of differential status and power among medical professionals such as doctors, nurses, paramedics • Rise of alternative and complementary medicine • Link to the growth in New Age movements • Increasing professionalisation of other health professionals such as paramedics and nurses • Expansion of medical knowledge e.g. internet sites • Evidence indicating disaffection with orthodox medicine and medical professionals including role of the media • Effect of change in definitions and treatment over time • Candidates may refer to methodological issues • Any other reasonable response		

Question			Answer	Mark	Guidance
4	(a)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Issues related to defining and measuring mental health and illness, social construction, labelling, cultural relativity, stereotypes • Evidence drawn from models of health and illness e.g. social, cultural, artefact, material • Issues related to social policy, health care. • Reference to specific mental health diagnoses/issues associated with social class • Reference to evidence such as Navarro, Gomm, Brown & Harris, Fryer, Rogers & Pilgrim, Stansfeld, Taylor & Field, Ross et al, McLoone, Reading & Reynolds, Lawrence, interactionism, Marxism • Reference to statistical evidence on social class and mental illness e.g. ONS • Explanations including cultural, material, social causation, social labelling, social control, social selection • Any other reasonable point.	17	
	(b)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as gender role socialisation, risk, lifestyles, learned helplessness, cultural deprivation, cultural meanings, sexism, norms and values, social labelling • Studies such as Seligman, Oakley, Taylor & Field, Perren et al • Theories: cultural/behavioural, feminist views including liberal feminists • Reference to statistical evidence, mortality rates, morbidity rates • Reference to specific issues such as mental health, access to medical professionals, gendered social roles • Candidates may refer to methodological issues	33	

Question			Answer	Mark	Guidance
			In evaluation: • Concepts such absolute improvements in health, consumerism, diversity, individualism, labelling, validity of data, social construction, biological difference, variations over time and space, marginalisation, feminisation of poverty, material disadvantage, patriarchy, social control, social deprivation, medicalisation • Studies such as Annandale, Doyal, Ehrenreich, Waldron, Annandale & Field, MacIntyre, Macfarlane, Popay & Bartley, Graham, Arber & Thomas, Miller & Glendinning • Theories: Radical and Marxist feminists, Marxist, interactionist, social selection, artefact, structural/material explanations, postmodern views, biological explanations • Factors including employment patterns, housing, income inequalities, labour conditions in the home • Evaluation of problems related to measuring health, illness, health inequalities, mental health; subjective measures, objective measures • Reference to differences related to gender, age, ethnicity and social class and the interplay between them • Evidence that suggest there is little difference in diseases suffered by different social groups e.g. Whitehead, Mares • Candidates may refer to methodological issues • Any other reasonable response		

Question			Answer	Mark	Guidance
5	(a)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Differential appeal of particular religious institutions e.g. traditional appeal of established Church to upper class, appeal of sects/NRMs to marginalised groups, appeal of Pentecostalism to working class • Working class less likely to go to church than middle class, working class 'believe without belonging' • Marxist views on the role of the church as an ideological institution that supports capitalism and exercises social control over the proletariat • Neo-Marxist views on the appeal of radical religion to deprived groups e.g. liberation theology • Reference to evidence such as Weber, Davie, Bruce, Troeltsch, Wilson, deprivation, privilege, social control, social closure, opium of the people, empowerment • Reference to interaction with other social factors such as gender, ethnicity and age e.g. the appeal of some New Age movements to middle class women • Any other reasonable point.	17	
	(b)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts indicating that religion is important in the contemporary UK such as religious pluralism, religious fundamentalism, televangelism, ethnic defence, resacrilisation, religious revival, holistic milieu, spiritual shopping, liberation theology, believing without belonging • Studies such as Heelas & the Kendal Project, Stark & Bainbridge, Greeley, Davie • Theories: postmodern views, functionalism, neo-Marxism, • Role of religion in supporting the establishment, contemporary evidence relating to media reporting of politicians' religious practice • Continuing Church and state link	33	

Question	Answer	Mark	Guidance
	• RE in schools • Reference to differences related to religious organisations such as New Age movements, New Religious movements e.g. evidence of increased participation in some religious groups such as NAMs • Heightened profile of religion in society, post 9/11 • Impact of Britain as a multi-cultural society • Candidates may refer to methodological issues In evaluation: • Concepts indicating secularisation such as rationalisation, individualism, pick and mix, relativity, diversity, choice, consumerism, hybridity, globalisation, incessant choice, spiritual shopping, religious pluralism, secularisation, disengagement, structural differentiation, societalisation, desacrilisation, disenchantment, belonging without believing • Studies such as Berger, Bruce, Giddens, Bauman, Wilson, Weber, Brierley • Theories: postmodern views, Weberian views, Marxism • Differentiation in terms of ethnicity, gender, class, age, religious organisations • Problems of measurement • Problems of defining secularisation as referred to by Casanova, Bruce, Glock & Stark • Miliband's view of media as the new opium of the people • Reference to data on decline in religious participation • Candidates may refer to methodological issues • Any other reasonable response		

Question			Answer	Mark	Guidance
6	(a)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Reference to factors such as attendance data, organisational structure, scale, relationship to wider society, demand on members, attitude to others • Reference to evidence such as Davie, Geetz, Bruce, Hamilton, Aldridge, Self & Starbuck, Martin • Inclusive/ exclusive definitions of religion • Concepts such as 'believing without belonging', 'belonging without believing', vicarious religion, privatisation, identity, individualism, spiritual shopping, consumerism, social construction, reliability, validity • Explanations concerning issues of private/public belief, practice and belief, attendance figures, complexities involved in discerning discrete religious identity, problems with statistics, methodological problems, postmodern views • Reference to particular forms of religion and related difficulties in measuring belief • Reference to recent data such as Census 2001 and related problems • Any other reasonable point.	17	
	(b)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as 'opium of the people', social control, ideological role, religious fundamentalism, 'sigh of the oppressed', soul of soulless conditions, the heart of a heartless world, oppression, social control, conservative force, false consciousness, patriarchy • Research from Marx, Leach, Hook • Theories: Marxism, supported by some feminist views • Contemporary examples • Candidates may refer to methodological issues	33	

Question			Answer	Mark	Guidance
			In evaluation: • Concepts such as empowerment, liberation theology, spiritual shopper, secularisation, individualism, disengagement, societalisation, desacrilisation, disenchantment, ethnic defence, cultural transition, holistic milieu, religious pluralism, patriarchal oppression, collective conscience, consensus, stability, social solidarity, social integration, organic analogy, protestant ethic, social change • Studies such as Maduro, Beckford, Hamilton, Malinowski, Parsons, Durkheim, O'Dea, Weber, Armstrong, De Beauvoir, El Saadawi • Theories such as neo-Marxism, functionalism, Weberianism, feminism, postmodern views • Dimensions of ethnicity, gender, class etc as challenging the status quo • Evaluation of religion and its role in social change • Candidates may refer to methodological issues • Any other reasonable response		
7	(a)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Reference to pro/anti education subcultures • Reference to pro/anti school subcultures • Specific examples such as those referred to in Shain's study: Gang Girls, The Survivors The Rebels and Faith Girls, Sewell's groups: Conformists, Innovators, Retreatists and Rebels, Archer & Yamashati's Harkton boys, Willis' lads • Explanations including peer group pressure, crisis in masculinity, resistance, counter school subculture, laddish behaviour, ladettes, subculture of failure, subculture of success, transitional experience, racism, sexism, status, identity, socialisation • Issues related to gender, ethnicity, social class • Reference to evidence such as Willis, Hargreaves, Lacey, Mac an Ghaill, Sewell, Jackson, Shain, Mirza, Archer & Yamashati, Lees • Any other reasonable point.	17	

Question			Answer	Mark	Guidance
	(b)		There are a number of approaches to this question, for example, some candidates may choose to discuss the views of various sociological perspectives in turn or counter pose views on youth subcultures with functionalist views on youth culture. Another approach may be to structure a response around particular issues such as of gender, ethnicity and social class. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as resistance, opposition, exaggeration, magical solutions, incorporation, marginalisation, peer pressure, racism, discrimination, status frustration, edgework, hybrid subcultures, ethnocentrism, neo-tribes, fluidity, supermarket of style, crisis in masculinity, patriarchy, bedroom culture, malestream, blurring of gender identities, invisibility, pillion passenger, ladettes, girl subcultures • Studies such as Hebdige, Hall & Jefferson, Clarke, Brake, Muggleton, Hall, Thornton, Lyng, Bennett, Polemus, Furlong and Cartmel, Sewell, CCCS, Connell, Heidensohn, Sharpe, McRobbie & Garber, Jackson, Smart, Shain, Mirza • Theories: Marxist views, feminist views including liberal, radical and Marxist feminist, postmodern views on diversity, choice, individualism • Functionalist evidence related to youth culture • Issues related to social class • Role of youth subcultures in maintaining patriarchy • Discussion of youth subcultures and ethnicity • Candidates may refer to methodological issues In evaluation (depending on approach taken): • Evaluation of concepts such as those used above • Functionalist concepts such as anomie, opportunity structures, status frustration, transitional phase, social integration, homogenous • Evaluation of studies such as those used above • Functionalist studies such as Parsons, Eisenstadt, Abrams	33	Some responses may be more implicit in discussing the role of youth subcultures in society. Level 4 responses should use material in a way that is explicitly related to role in society.

Question			Answer	Mark	Guidance
			• Evaluation of theories used above • Theories: functionalist views on youth culture as opposed to youth subcultures, Reference to 'ordinary' youth • Discussion of demise of spectacular youth subcultures • Differences related to gender, ethnicity, social class and the interplay between them • Candidates may refer to methodological issues • Any other reasonable response		
8	(a)		The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Subcultural capital and the role of media in promoting knowledge of different subcultures • Role of media in categorising youth as a problem e.g. moral panics • Impact of globalisation, for example, in creating hybrid identities • Impact of new forms of media such as social networking sites • Targeting of youth as consumers e.g. through advertising • Reference to particular aspects of youth such as music, fashion, deviance, schooling etc • Differences related to gender, ethnicity and social class • Concepts such as individualism, pick and mix, blurred boundaries, subcultural capital, consumerism, ideological control, patriarchy, stereotypes, hegemony • Evidence from Cohen, Estrada, Thornton, Polemus, feminism, Marxism, postmodern views • Any other reasonable point.	17	

Question			Answer	Mark	Guidance
	(b)		The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive: • Concepts such as resistance, opposition, marginalisation, labelling, moral panics, status frustration, economic deprivation, relative deprivation, illegitimate opportunity structure, strain theory, subterranean values, masculinity, focal concerns • Studies by Abrams, Eisenstadt, CCCS, Messerschmidt, Cohen, Miller, Cloward & Ohlin, Merton, Matza, Hall, Jefferson, Willis, CCCS, Lea & Young, Collison • Theories: Marxist, interactionist views, functionalist views • Reference to patterns and trends, statistical data on youth deviance • Candidates may refer to methodological issues In evaluation; • Concepts such as blurring of identities, hybridity, ladettes, girl power, edgework, gender stereotypes, patriarchy, bedroom culture, malestream, invisibility, institutional racism, discrimination, anomie • Studies such as Thornton, Lyng, Bennett, Furlong and Cartmel, Muggleton, Polemus, Redhead, McRobbie & Garber, Jackson, Smart, Lincoln, Hall, Gilroy, Hebdige, Messerschmidt, Alexander, Parsons • Theories: postmodern views, feminism, functionalist views • Extent of female involvement in delinquent behaviour, rise in girl gangs, ladettes, new femininities • Role of the media in creating moral panics about youth deviance • Impact of gender, ethnicity and social class and the interplay between them • Candidates may refer to methodological issues including critique of official statistics • Any other reasonable response	33	