

Sociology

Advanced GCE A2 H581

Advanced Subsidiary GCE AS H181

Mark Scheme for the Units

January 2009

H181/H581/MS/R/09J

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, GCSEs, OCR Nationals, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2009

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE Sociology (H581)

Advanced Subsidiary GCE Sociology (H181)

MARK SCHEMES FOR THE UNITS

Unit	Page
G671 Exploring Socialisation, Culture and Identity	1
G672 Topics in Socialisation, Culture and Identity	11
Grade Thresholds	23

G671 Exploring Socialisation, Culture and Identity

- 1 Define the concept of Femininity. Illustrate your answer with examples. [8 marks]

A01: Knowledge and Understanding

Definitions may refer to identity related to being female; characteristics and behaviour patterns that have been culturally defined as socially appropriate for females. There may be explanation of how individuals are socialised into femininity and feminine roles as an aspect of learned behaviour.

Examples may focus on some of the following: different types of femininity; for examples, ladettes; normative femininity; traditional or passive femininity. Examples of behaviour/attitudes or social roles associated with different types of femininity; Studies may include Stanley & Wise, Jackson, Blackman, McRobbie, Ferguson.

**Award a maximum of 4 marks for a definition (maximum of 3 for a partial definition)
Award a maximum of 4 marks for examples (maximum of 2 for only one example)**

7-8

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 of femininity. 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 of femininity.

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

Candidates show a good knowledge and understanding of the concept of femininity. 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

Candidates show a basic knowledge and understanding of the concept of femininity. 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 confused. 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

Candidates show a limited knowledge and understanding of the concept/example of femininity. Responses are likely to offer limited evidence, 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

No relevant sociological knowledge or understanding.

2 Outline and explain how any two agents of socialisation influence age-related behaviour. (16 marks)

A01: Knowledge and Understanding (12 marks)

Responses may make reference to:

- two of the following agents of socialisation, although this is not an exhaustive list; Family, education, peers, media, workplace.
- youth, middle age and / or old age.
- studies, for example, Sewell, Willis, McRobbie, Mac an Ghail, Hunt.
- contemporary examples: Candidates may consider, for example, how the mass media influences the behaviour of young people through advertising products and styles of life; emphasising risk-oriented behaviours, fashion, popular culture etc.
- concepts, such as peer pressure, manipulation, role models.

10-12

Candidates show a very good knowledge and understanding of two agents which influence age related behaviour. There will be a clear reference to the ways in which this process occurs. Responses contain wide ranging **and** detailed knowledge and understanding of the two agencies, with clear, precise and frequent use of sociological evidence.

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

Candidates show a good knowledge and understanding of two agents which influence age-related behaviour. Responses may describe the socialisation process without focusing explicitly on the way/s in which it influences age-related behaviour. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence. It is likely that responses will be uneven; only one way will contain clear, precise and frequent use of sociological evidence; the other may be partial.

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

Candidates show a basic knowledge and understanding of the two agents which influence age related behaviour. Responses in this band are likely to deal with only one way (with depth and precision) or with two very briefly (lacking in sociological evidence). The sociological evidence used will be lacking in quantity. Concepts / studies / evidence may be partially understood and /or unsubstantiated.

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

Candidates show a limited knowledge and understanding of the two agents which influence age related behaviour. There may only be reference to one way and the answer will be lacking in sociological evidence, relying more on sociological ideas. 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

No relevant sociological knowledge or understanding.

AO2(a): Interpretation and Application (4 marks)

The answer should relate directly to the ways in which the two agents influence age-related behaviour. The key issue is the identification and explanation of the way (how) this socialisation occurs; ie *the process*.

4

Candidates show a very good ability to interpret and apply evidence to two agents which influence age-related behaviour. There will be a clear emphasis on the ways in which this occurs (imitation, copying, social control, etc).

3

Candidates show a good ability to interpret and apply evidence to two agents which influence age-related behaviour. Responses are likely to deal with one agent well and the other will be partial.

2

Candidates show a basic ability to interpret and apply evidence to the agent/s which influence age-related behaviour. Sociological evidence used may be implicit and/or of little relevance. Alternatively, responses may offer a fully relevant account for one way only.

1

Candidates show a limited ability to interpret/apply evidence to the agent/s which influence aged-related behaviour. Responses are likely to contain limited relevant sociological evidence and to neglect the way in which the socialisation occurs. Responses may only address one agency in a partial way.

0

No relevant interpretation or application.

Explain and briefly evaluate why males adopt a laddish culture. [24]**AO1: Knowledge and understanding (12 marks)**

Expect to see reference to; how agents of socialisation may influence males to adopt a laddish culture. Particular reference may be made to: the family, peers, the media and education, the workplace. Reference may also be made to the 'crisis of masculinity'. Candidates are likely to refer to a range of empirical materials including Mac an Ghail, Archer, O' Donnell and Sharpe, Willis, Connell, Frosh, Burdsey. The source material may be referred to. Expect to see reference to loutish behaviours, binge drinking, heavy smoking, aggressive masculinity. Concepts used may include it 'being uncool to work', crisis of masculinity and hegemonic masculinity.

10-12

The key issue to expect in top band answers is a focus on the reasons for the adoption of laddish culture and behaviour by males by focusing on the agents of socialisation.

Candidates show a very good knowledge and understanding of the reasons why males may adopt a laddish culture. Responses contain wide ranging **and** detailed knowledge and understanding. There will be clear and frequent use of sociological evidence.

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

Candidates show a good knowledge and understanding of the reasons why males may adopt a laddish culture. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence, although it may be undeveloped and/or 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.

4-6

Candidates show a basic knowledge and understanding of the reasons why males may adopt a laddish culture. The sociological evidence used will be lacking in quantity. Responses may be vague and sociological evidence may be implicit, or solely reliant on the pre-release material.

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

Candidates show a limited knowledge and understanding of the reasons why males may adopt a laddish culture. Evidence will be limited, 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.

AO2(a): Interpretation and Application (8 marks)

The answer and evidence should relate directly to the question.

7-8

Candidates show a very good ability to interpret and apply sociological evidence to the reasons why males may adopt a laddish culture and relevance to the question will be made explicit.

5-6

Candidates show a good ability to interpret and apply sociological evidence to the reasons why males may adopt a laddish culture. Evidence will be relevant, but not always made explicit (i.e. not always fully focused on the question).

3-4

Candidates show a basic ability to interpret and apply sociological evidence to the reasons why males may adopt a laddish culture. The answer may have some partial relevance; it may not adequately answer the question; for example, not focusing on WHY males adopt a laddish culture.

1-2

Candidates show a limited ability to interpret and apply sociological to the reasons why males may adopt a laddish culture. The answer has limited relevance.

0

No relevant interpretation or application.

AO2(b): Evaluation and Analysis (4 marks)

Responses may focus on the range/variety of masculine cultures and behaviours, other than laddishness; the different experiences of masculinity as related to ethnicity and social class; the implied passivity of males.

4

Candidates show a very good ability to evaluate and analyse the reasons behind why males may adopt a laddish culture. There will be a range of evaluation which will be explicit and relevant, using sociological evidence.

3

Candidates show a good ability to evaluate and analyse the reasons behind why males may adopt a laddish culture. There will be some relevant evaluation but it may be undeveloped and/or lacking in sociological evidence.

2

Candidates show a basic ability to evaluate and analyse the reasons behind why males may adopt a laddish culture. The evaluation may be partially relevant or narrow in focus. Answers which juxtapose evaluation should be placed in this band.

1

Candidates show a limited ability to evaluate and analyse the reasons behind why males may adopt a laddish culture. Analysis and evaluation will be minimal and largely irrelevant or very narrow.

- 4 **Using the pre-release material and your wider sociological knowledge explain and evaluate why a sociologist might decide to use more than one method of data collection to research young people and laddish behaviour. [52]**

AO1: Knowledge and understanding (20 marks)

Methods – interviews, questionnaires (focus groups /observation)

Mixed methods/methodological pluralism

Fitness for purpose

Triangulation

Other research studies related to laddish behaviour

Wider research process issues such as

Sampling, operationalisation, pilot, access, relationship between the researcher and researched. Ethics. Theoretical considerations in relation to data collection.

Concepts

Validity

Reliability

Representativeness

Generalisability

16-20

Candidates show a very good knowledge and understanding of the use of more than one method of data collection to research the laddish behaviour of young people.

Responses contain wide ranging **and** detailed knowledge and understanding. There will be clear and frequent use of sociological evidence. Concepts will be wide-ranging, detailed and explicit.

At the top of this level the candidate will use a wide range of concepts relevant to the use of methods of data collection in a detailed, accurate and explicit manner. Reference will be made to theoretical considerations. At the bottom of the level the use of concepts will still be wide ranging and detailed but may be less developed.

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

Candidates show a good knowledge and understanding of the use of more than one method of data collection to research young people and laddish behaviour. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence. Candidates will refer to relevant methodological concepts.

At the top of the level candidates will use relevant concepts in an explicit way. At the bottom of the level concepts may be less developed and some 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.

6-10

Candidates show a basic knowledge and understanding of the use of more than one method of data collection to research young people and laddish behaviour. The sociological evidence used will be lacking in quantity and depth. Concepts are likely to be implicit / partial / confused.

At the top of the level answers will begin to use relevant concepts though the focus may be largely on the advantages and disadvantages of the methods (interviews / questionnaires). At the bottom of the level responses will be likely to focus on advantages and disadvantages of the two methods, 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

Candidates show a limited knowledge and understanding of the use of more than one method of data collection to research the lad/ladette culture of young people.

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 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

No relevant sociological knowledge or understanding.

AO2(a): Interpretation and Application (12 marks)

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 young people and laddish behaviour.

10-12

Candidates show a very good ability to interpret and apply sociological evidence to the use of more than one method of data collection to research laddish behaviour and young people. At this level, there will be sustained contextualisation, focusing on both the target population (young people) and the research topic (laddish behaviour).

7-9

Candidates show a good ability to interpret and apply sociological evidence to the use of more than one method of data collection to research laddish behaviour and young people. There will be some contextualisation, although there may be a lack of balance e.g. focusing on young people more than laddish behaviour.

4-6

Candidates show a basic ability to interpret and/or apply sociological evidence to the use of more than one method of data collection to research laddish behaviour and young people. Responses are likely to be generalised, only partially addressing the context or context referred to is no more than lip service.

1-3

Candidates show a limited ability to interpret and/or apply sociological evidence the use of more than one method of data collection to research laddish behaviour and young people. Material will be marginally relevant.

0

No relevant interpretation or analysis.

AO2(b): Evaluation and Analysis (20 marks)

Responses will analyse and evaluate the use of more than one method, weighing up the advantages and disadvantages of this approach. Responses may consider practical, ethical, theoretical and conceptual issues.

16-20

Candidates show a very good ability to evaluate and analyse the use of more than one method of data collection to research laddish behaviour and young people. Relevant methodological concepts will be fully developed.

At the top of the level reference will be made to theoretical considerations. The evaluation will be sustained throughout the response.

At the bottom of the level the evaluation and analysis will be sustained but slightly less well developed in one area.

11-15

Candidates show a good ability to evaluate and analyse why the researcher used more than one method of data collection to research laddish behaviour and young people.

At the top of the level relevant concepts will be accurately discussed, although evaluation will not be less developed than the top band. At the bottom of this level, evaluation may be more narrow and imbalanced.

6-10

Candidates show a basic ability to evaluate and analyse why the researcher used more than one method of data collection to research laddish behaviour and young people. There may be general commentary rather than specific evaluative critique, or evaluation may be heavily focused on just the advantages (justification) or weaknesses.

At the top of the level relevant concepts will be used, but some may be implicit and/or partially accurate. At the bottom of the level, answers may only consider one or two implicit concepts.

1-5

Candidates show a limited ability to evaluate and analyse why the researcher used more than one method of data collection to research laddish behaviour and young people.

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.

At the bottom of the level responses will make partial references to one or two advantages/disadvantages of the research methods.

0

No relevant evaluation or analysis.

G672 Topics in Socialisation, Culture and Identity

Part (a) Questions

[17 marks]

A01 Knowledge and Understanding

13-17

Responses will contain wide ranging **and** detailed knowledge and understanding. Candidates show a very good knowledge and understanding of two factors. At the top of the band there will be appropriate sociological theories **and/or** concepts **and/or** contemporary evidence outlined for both factors. At the bottom of the band this may be uneven and provided in depth for only one factor.

The quality of 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.

9-12

Responses will contain wide ranging **or** detailed knowledge and understanding. Candidates show good knowledge and understanding of two factors. There will be reference to appropriate sociological theories **and/or** concepts **and/or** contemporary evidence but at the top of the band the level of elucidation will be less developed than in the previous band. At the bottom of the band evidence will be narrow and/or partially explained.

The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

5-8

Candidates show a basic knowledge and understanding of factors. The breadth of discussion will be more limited and examples given may be less accurate or relevant. At the top of the band evidence may be more generalised **and/or** anecdotal. At the bottom of the band sociological ideas may be marginally related. One factor fully explained can reach the top of this band.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-4

Candidates show a limited knowledge and understanding of at least one factor. The candidate will present material of little relevance.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0

No appropriate sociological knowledge or understanding.

Part (b) Questions**[33]****A01 Knowledge and Understanding (10 marks)****8-10**

Candidates show a very good knowledge and understanding of appropriate sociological theories **and/or** concepts **and/or** accurate contemporary evidence. Knowledge of counter arguments will be clearly presented. Responses will contain wide ranging **and** detailed knowledge and understanding. At the bottom of the band this may be less detailed, narrower or uneven.

The quality of 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.

5-7

Candidates show a good knowledge and understanding of appropriate sociological theories **and/or** concepts **and/or** contemporary evidence. Responses will contain wide ranging **or** detailed knowledge and understanding. Expect to see a narrower, less informed response with more anecdotal references at the bottom of the band. While answers may present knowledge and understanding of the arguments for and against the view, one or other emphasis may be relatively neglected.

The quality of 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

Candidates show a basic knowledge and understanding of appropriate sociological theories **and/or** concepts **and/or** evidence. Whilst the view may be quite well illustrated, the level of discussion will be fairly superficial.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-2

Candidates show a limited knowledge and understanding of appropriate sociological theories **and/or** concepts **and/or** evidence.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0

No appropriate sociological knowledge or understanding.

A02(a) Interpretation and Application (13 marks)**10-13**

Candidates show a very good ability to interpret appropriate sociological knowledge/data and apply it to a discussion. Expect to see reasonably accurate interpretation of patterns **and/or** trends **and/or** research data on both sides of the argument. At the top of the band evidence will contain a high level of detail, depth **and/or** breadth. This will be less developed at the bottom of the band.

7-9

Candidates show a good ability to interpret appropriate sociological knowledge/data and apply it to a discussion. Expect to see some interpretation of patterns **and/or** trends **and/or** research data on various sides of the argument. At this level there may be more anecdotal or unsubstantiated evidence presented.

4-6

Candidates show a basic ability to interpret sociological knowledge/data and apply it to a discussion. More than one dimension to the argument and evidence will be applied, for or against the views. Evidence may be superficial **and/or** contain inaccuracies **and/or** lack relevance.

1-3

Candidates show a limited ability to interpret sociological knowledge/data and apply it to a discussion. At least one form of data will be applied for/or against the view.

0

No appropriate interpretation and application.

A02(b) Analysis and Evaluation (10 marks)**8-10**

Candidates show a very good ability to analyse and evaluate sociological knowledge, using available evidence, arguments and alternative explanations. The level of discussion will sustain relevance and coherence. Evaluation will be sustained. Expect to see some explicit evaluation of concepts **and/or** empirical evidence **and/or** theoretical arguments addressing both sides. There may also be some evaluation of methods. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7

Candidates show a good ability to analyse and evaluate sociological knowledge. It is likely that conceptual **and/or** empirical **and/or** theoretical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

3-4

Candidates show a basic ability to analyse **and/or** evaluate sociological knowledge. Discursive points may be asserted without explanation and limited in terms of development **and/or** relevance. Answers here will be more superficial and/or inaccurate than in the above levels and are likely to concentrate on one side entirely at the expense of the other.

1-2

Candidates show a limited ability to analyse **and/or** evaluate sociological knowledge.

0

No appropriate evaluation.

Option 1: Sociology of the family

- 1 (a) **Identify and explain *two* reasons for the decrease in family size over the past 30 years.** [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- more widespread use of contraception
- 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
- concepts such as single-hood, childfree, child-centredness
- 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.

Any other reasonable point.

- (b) **Outline and evaluate Marxist views of the role of the family in society.** [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- theories; Marxist views on the role of the family in supporting capitalism, Marxist feminist views on the role of men and women. Nuclear family seen as an ideological stance supported by the state, social policy, media and other social institutions
- studies in support such as Zaretsky, Cooper, Feeley, Baffett & Macintosh, Benston, Ansley, Laing
- concepts such as dark side of family life, dysfunctional, exploitation, oppression, domestic division of labour, reproduction of labour power, ideological conditioning, conflict and change
- candidates may refer to methodological issues.
- In evaluation theories; opposing views from Functionalism/New Right, warm bath theory, post-modern views about diversity and choice, views from radical and liberal feminism
- studies such as Dennis & Erdos
- concepts such as stabilisation of personalities, nurturing, providing for sexual, economic, welfare needs, social control, consensus
- view supported by other critical perspectives such as feminism, radical psychiatry
- candidates may refer to methodological issues .

Any other reasonable response.

- 2 (a) **Identify and explain two ways in which relationships between parents and children have changed over the past 30 years.** [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- more egalitarian - post-modern view that boundaries have been blurred
- more child-centred, especially among middle class
- effect of more single parents
- effect of changes in gender roles
- effect of changes brought by increase in divorce, more estranged parents
- greater dependence due to extended time in education
- greater affluence, more independence
- effect of ageing population
- decline in extended family
- effect of social policy e.g. Children Act
- reference to evidence such as postmodernism, feminism, Stainton Rogers, Lee, Postman.

Any other reasonable point.

- (b) **Outline and evaluate the view that family diversity has a negative impact on society.** [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- theories; view located within New Right
- studies such as Dennis & Erdos, Murray, evidence used in support from De'ath & Slater on reconstituted families
- concepts such as traditional family values, family as cornerstone of society, fragmented family, maternal deprivation, familial ideology, underclass
- reference to relevant social policy
- candidates may refer to methodological issues

In evaluation;

- theories such as post-modern views on diversity and choice, Marxism, feminist views, views of New Labour. In support of the view, functionalism on naturalness of nuclear family
- studies such as Ford & Millar, Oakley, Barrett & McIntosh, Gottman and Dunne on sexual diversity, Beck and Beck-Gemshelm, Stacey on post-modern views
- concepts such as golden age, negative labelling, scapegoating
- reference to relevant social policy, persistence of nuclear family
- candidates may refer to methodological issues.

Any other reasonable response .

OPTION 2: Sociology of Health**3 (a) Identify and explain *two* reasons for the growth of alternative medicine. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- disaffection with orthodox medicine
- Illich's theory of iatrogenesis
- a response to changing patient needs
- empowering to patients
- religious or philosophical standpoint relating to the holistic approach
- link to the growth in New Age movements
- reference to statistical and other evidence demonstrating the growth of alternative medicine may be used in illustration
- reference to evidence such as Hunt and Lightly, Bivins.

Any other reasonable point.

(b) Outline and evaluate the view that ethnic inequalities in health are caused by structural factors. [33]

There are a number of approaches to this question. Candidates may focus on structural issues related exclusively to ethnicity to outline the view or may take a broader approach that sees ethnicity and social class as inextricably linked when discussing health. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- theory; view located within materialist, structuralist explanations
- studies such as Amin, Lissauer, Victor, McNaught, Bowler, Karlsen and Nazroo
- concepts such as racism, marginalisation
- reference to specific issues such as mental health
- factors including employment patterns, housing, income
- reference to statistical evidence, mortality rates, morbidity rates
- Candidates may refer to methodological issues

In evaluation;

- theories such as cultural-behavioural explanation, social selection explanation, artefact explanation, postmodernism
- studies such as Black Report, the Health Divide, Le Grand, Hart, Saunders, Hunt, Davey Smith
- concepts such cultural deprivation, absolute improvements in health, consumption, risky lifestyles
- reference to geographical differences, gender, age, social class and the interplay between these factors
- evidence that suggest there is little difference in diseases suffered by different social groups, eg Whitehead, Mares
- candidates may refer to methodological issues.

Any other reasonable response.

4 (a) **Identify and explain *two* ways in which mental illness is related to gender. [17]**

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, sexism, stereotypes
- evidence drawn from models of health and illness, eg social, cultural, artefact, material
- issues related to social policy, health care
- reference to specific mental health diagnoses associated with gender
- reference to evidence such as Fryers, Blaxter, Tyrer, Rogers & Pilgrim, Barrett & Roberts, Brown, interactionism, feminism
- reference to statistical evidence on gender and mental illness
- explanations including social causation, social labelling, social control.

Any other reasonable point.

(b) **Outline and evaluate the functionalist view of the role of health professionals. [33]**

Expect to see an outline of the functionalist view, located mainly within the work of Parsons. There are a number of approaches to evaluating the view and it is likely that candidates will produce a wider range of evidence to counter rather than support the view. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- theory - functionalism
- reference to the work of Parsons
- concepts such as sick role, rights, obligations, altruism, official gatekeepers
- candidates may refer to methodological issues

In evaluation;

- theories such as Weberianism, Marxism, interactionism, feminism, postmodernism
- studies such as Young, Punamaki & Aschan, Illich, Taylor & Field, Friedson, Millerson, Turner, Navarro, Abbott & Wallace, Oakley, Doyal, Senior, Foucault
- concepts/issues such as determinism, patient role, social closure, de-professionalisation, rise of complementary/alternative medicine, care in the community, negotiation between doctors and patients, ideological role
- reference to evidence of conflictual nature of relationships including the rising number of complaints against medical professionals, Patients Charter, increased profile of managers and administrators
- differentiation between health care professionals
- candidates may refer to methodological issues.

Any other reasonable response.

OPTION 3: Sociology of Religion

- 5 (a) **Identify and explain *two* reasons why women may be more religious than men.**
[17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- differential socialisation
- differential roles
- women's roles in NRMs, NAMs
- reference to concepts such as social deprivation, marginalisation
- reference to evidence from Miller and Hoffmann, Greeley, Bruce, Glock and Stark, Daly.

Any other reasonable point.

- (b) **Outline and evaluate the view that religion is losing significance in the contemporary UK.** [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- theories such as postmodernism
- research from Berger, Bruce, Giddens, Bauman, Wilson
- concepts such as spiritual shopper, religious pluralism, secularisation, disengagement, structural differentiation, societalisation, desacrilisation, disenchantment
- reference to data on decline in religious participation
- candidates may refer to methodological issues.

In evaluation;

- theories such as functionalism, Weberianism, Marxism
- studies such as Heelas & the Kendal Project, Stark & Bainbridge, Greeley, Davie
- concepts such as religious pluralism, religious fundamentalism, televangelism, ethnic defence, resacrilisation, religious revival, holistic milieu
- differentiation in terms of ethnicity, gender, class, age etc
- evidence of increased participation in some religious groups eg NAMs
- problems of measurement
- role of religion in supporting the establishment
- RE in schools
- heightened profile of religion in society, post 9/11
- candidates may refer to methodological issues.

Any other reasonable response.

6 (a) Identify and explain two characteristics of New Religious Movements. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- relationship with society - world rejecting, world accommodating, world affirming
- degree of exclusiveness/inclusiveness
- organisational factors
- claims to truth
- level of commitment
- reference to Wilson, Wallis
- reference to examples such as Moonies, Scientology, Jehovah Witnesses.

Any other reasonable point.

(b) Outline and evaluate the view that religion promotes social change. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- theories such as Weberianism, Neo Marxism, Liberation theology
- studies such as Maduro, Parkin, O'Toole
- concepts related to Liberation theology, bias towards the poor, praxis
- concepts such as rise of fundamentalism as revolutionary, protestant ethic, theodicy
- dimensions of ethnicity, gender, class, age, etc as challenging the status quo
- examples of discord/hostility linked to religious belief
- candidates may refer to methodological issues.

In evaluation;

- theories such as functionalism, Marxism
- studies such as Bellah, Halevy, Leach, Hook, Bruce, Durkheim, Malinowski, Parsons
- concepts such as conservative force, rise of fundamentalism as a conservative force, socialisation, culture, consensus, social integration, social solidarity, collective conscience, civil religion, ideological control, opium of the people, theodicy, secularisation
- dimensions of ethnicity, gender, class, age, etc - religion maintaining consensus among disadvantaged groups
- candidates may refer to methodological issues.

Any other reasonable response.

OPTION 4: Sociology of Youth**7 (a) Identify and explain *two* features of the functionalist view of youth culture. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- assists in transition from childhood to adulthood
- focus on separateness of youth culture from society
- aspects of the functionality of youth culture
- concepts such as secondary socialisation, identity, 'rite of passage' role, achieved status
- reference to evidence from Parsons, Eisenstadt, functionalism.

Any other reasonable point.

(b) Outline and evaluate the view that some youth subcultures are formed in response to racism. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- theories such as Neo-Marxism, interactionism
- studies such as Hall, Gilroy, Sivanandan, O'Donnell & Sharpe, Mirza
- concepts/issues such as opposition, resistance, marginalisation, labelling, institutional racism, discrimination
- role of the media in creating moral panics about some ethnic minority groups
- reference to specific subcultures, eg Rastafarianism, Rude Boys
- candidates may refer to methodological issues.

In evaluation;

- theories such as functionalism, New Right, postmodernism, feminism
- studies such as Sewell, Cashmore, Mac an Ghail
- concepts such as status frustration, crisis in masculinity, peer group pressure, patriarchy, hybridity
- social class as the dominant social division for many ethnic minority groups
- role of gender
- resistance to capitalism as the key underlying motivation
- age as the dominant social division
- role of media and markets in constructing youth styles
- the over-theorising of youth subcultures
- candidates may refer to methodological issues.

Any other reasonable response.

- 8 (a) **Identify and explain *two* ways in which pupils' experience of education differs according to social class.** [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Marxist views
- concepts such as cultural capital, labelling, streaming, pro and anti school cultures, masculinity and working class values, 'old boys' network
- reference to evidence such as Willis, Hargreaves, Lacey, Ball, Brown, Bourdieu, Riseborough, Mac an Ghail
- problems of unemployment, loss of community etc
- reference to middle class experience.
- differential achievement.

Any other reasonable point.

- (b) **Outline and evaluate the view that youth deviance is related to gender.** [33]

There is a range of approaches to this question. Candidates may focus on the view that girls are less deviant or discuss the effect of changes in gender roles on behaviour. The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- theories such as feminism
- studies by Heidensohn, Sharpe, Campbell, Coward, Burman, Collison, Lyng
- concepts/issues such as crisis in masculinity, feminisation of labour market, moral panics, labelling and gender stereotypes, edgework
- the shape of girls' social control including socialisation by family, school, media, peers into ideas about love, romance, marriage, motherhood, sexuality, etc
- extent of female involvement in delinquent behaviour, rise in girl gangs, ladettes, new femininities
- extent of males' involvement in delinquency
- girls' deviance as under-studied by sociologists
- ways in which female crime is handled differently, eg chivalry factor, under-investigated
- candidates may refer to methodological issues.

In evaluation;

- theories such as Marxism, functionalism, postmodernism,
- studies such as Cohen, Miller, Hall
- concepts such as status frustration, opposition, resistance, marginalisation, institutional racism, discrimination, blurring of gender identities
- impact of ethnicity and social class as factors influencing deviance
- candidates may refer to methodological issues.

Any other reasonable response.

Grade Thresholds

Advanced GCE (Sociology) (H181)
Jan 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G671	Raw	100	68	60	52	44	36	0
	UMS	100	80	70	60	50	40	30
G672	Raw	100	69	62	55	48	41	0
	UMS	100	80	70	60	50	40	30

Specification Aggregation Results

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H181	n/a	n/a	n/a	n/a	n/a	n/a	0

0 Candidates aggregated this series

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2009

