GCE

Sociology

Advanced Subsidiary GCE

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

Mark Scheme for June 2011

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1 **Define the concept of 'roles'. Illustrate your answer with examples.** **(8 marks)**

A01: Knowledge and Understanding

Definitions Core meaning may focus on the idea that a role is the set of norms or patterns of behaviour that are culturally expected of a person or social group with a particular status or social position. Analogies may be made with acting – roles are the patterns of behaviour which are acted out in everyday life; the parts that we play.   Further development may refer to the idea that each individual plays a number of different roles; how roles change over time and between societies; the difference between ascribed and achieved roles; the link between roles and status; how we are socialised into learning different roles; role conflict.

Examples may include: reference to specific roles eg doctor, teacher and examples of behaviour associated with these roles – eg doctors are expected by patients to maintain confidentiality and behave professionally. Examples could relate to a particular identity; for example, roles are attached to gender characteristics – the culturally expected ways for females (to be expressive, passive, obedient, nurturer etc – reference could be made to the pre-release here) and males (instrumental, aggressive, strong, breadwinner, Connell's different types of masculinities).

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 marks
The key issue to expect in top band answers is a clear definition of the concept with two or more examples in support.

Candidates show a very good knowledge and understanding of the concept of roles. 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 roles.

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

5-6 marks
Candidates show a good knowledge and understanding of the concept of roles.

Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence. The definition may be partial. There will be examples but these are likely to be undeveloped or only partially explained.

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

3-4 marks
Candidates show a basic knowledge and understanding of the concept of roles.

Examples, if given, will be basic and/or vague in places, lacking in sociological evidence. The definition may be implicit through examples given, or 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 marks
Candidates show a limited knowledge and understanding of the concept/example of roles.

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

0 marks
No relevant sociological knowledge or understanding.

2   Outline and explain <u>two</u> ways in which the workplace socialises individuals.

(16 marks)

A01: Knowledge and Understanding

Responses may refer to:

- **Concepts**: references may be made to: occupational socialisation, secondary socialisation, Anticipatory socialisation, re-socialisation, formal socialisation, informal socialisation, canteen culture, peer group pressure, conformity, hierarchy, crisis of masculinity, positive and negative sanctions; social control. Candidates may also refer to absence of work (retirement, unemployment).
- **Process of socialisation**: eg through imitation; role models, control and pressure.
- **Studies**: References may be made to: Ritzer, Waddington, Ward & Winstanley, Reiner.
- **Contemporary examples**, such as examples of specific aspects of work socialisation – training courses, codes of conduct, dress codes, motivation strategies. Examples may be specifically related to one or more of the identities, such as how work socialises individuals into their gender identities, age or class identities.
- **Theories:** such as Marxism, Functionalism.

10-12 marks
Candidates show a very good knowledge and understanding of two ways in which the workplace socialises individuals. At the top of the band, there will be a clear reference to the way/s in which this process occurs. Responses contain wide ranging **and** detailed knowledge and understanding. There will be 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 marks
Candidates show a good knowledge and understanding of two ways in which the workplace socialises individuals. Responses may describe the agency of socialisation (the workplace) without focusing on the way/s in which it occurs. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence but it may be underdeveloped. Responses in this band may be uneven; only one way will contain clear, precise and frequent use of sociological evidence; the other may be partial. At the bottom of the band, candidates may show good understanding but lack the precise evidence / the evidence may be implicit.

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

4-6 marks
Candidates show a basic knowledge and understanding of the way/s in which the workplace socialises individuals. 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. It may be difficult to clearly identify two separate ways. In this band, responses may be heavily reliant on contemporary examples only, without reference to concepts / theories / studies. Responses in this band are likely to deal with only one way (with depth and precision) or with two very briefly.

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

1-3 marks
Candidates show a limited knowledge and understanding of the way/s in which the workplace socialises people. There will be only brief reference to one way and the answer will be lacking in sociological evidence, relying more on asociological 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 marks
No relevant sociological knowledge or understanding.

AO2 (a): Interpretation and Application
There are two aspects to AO2a skills. A range of appropriate and relevant knowledge needs to be selected (interpretation). The selected knowledge should be directly related to the specific question (application); in this case, workplace and socialisation.

4 marks
Candidates show a very good ability to interpret and apply evidence to two ways in which the workplace socialises individuals. There will be a range of appropriate and relevant sociological evidence selected and application to the question will be made explicit

3 marks
Candidates show a good ability to interpret and apply evidence to two ways in which the workplace socialises individuals. There will be some appropriate but underdeveloped evidence selected and / or it may be implicitly relevant.

2 marks
Candidates show a basic ability to interpret and apply evidence to the way/s in which the workplace socialises individuals. The selection and interpretation of evidence may be basic; e.g. it may be unsubstantiated, or conceptually sparse. Responses may be only partially relevant; it may not adequately answer the specific question.

1 mark
Candidates show a limited ability to interpret/apply evidence to the way/s in which the workplace socialises individuals. Responses are likely to contain limited relevant sociological evidence and address one aspect in a vague way.

0 marks
No relevant interpretation or application.

**3   Explain and briefly evaluate the role of the family in socialising females into a
feminine identity.   (24 marks)**

AO1: Knowledge and understanding
*Possible concepts: passive femininity, normative femininity, manipulation, canalisation,
verbal appellations, feminism, gender role socialisation, normative expectations, primary
socialisation, social construct.*
*Possible studies: Statham, Wallum, (Baby X; Beth/Adam study), Moss, Sharpe, Oakley,
Osler & Vincent, Will, Self and Datan, Seldler, Mitchell and Green, McRobbie, Archer,
Delamont. Reference may also be made to Gillespie from the pre-release material.*
Possible theories: Parsons/functionalism

10-12 marks
The key issue to expect in top band answers is the link between the *role of the family in
socialising* females into a *feminine identity*.

Candidates show a very good knowledge and understanding of ways in which the family
socialises females into a feminine identity. Responses contain wide ranging **and** detailed
knowledge and understanding. There will be 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 marks
Candidates show a good knowledge and understanding of the ways in which the family
socialises females into a feminine identity. Responses contain wide ranging **or** detailed
knowledge and understanding. There will be some use of sociological evidence although it
may be underdeveloped and/or narrow in focus. At the bottom of the band, candidates
may show good understanding but lack the precise evidence / the evidence may be
implicit.

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

4-6 marks
Candidates show a basic knowledge and understanding of the ways in which the family
socialises females into a female identity. Knowledge and understanding will be lacking in
both range and depth. Responses are likely to be lacking in quantity and / or partially
understood / unsubstantiated / generalised. In this band, responses may be solely reliant
on the pre-release material or on contemporary examples only, without reference to
concepts/theories/studies.

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

1-3 marks
Candidates show a limited knowledge and understanding of the ways in which the family
socialises females into a feminine identity. 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.

0 marks
No relevant sociological knowledge or understanding.

AO2 (a): Interpretation and Application
There are two aspects to AO2a skills. A range of appropriate and relevant knowledge needs to be selected (interpretation). The selected knowledge should be directly related to the specific question (application); in this case, the role of the family and femininity.

7-8 marks
Candidates show a very good ability to interpret and apply evidence to the role of the family in socialising females into a feminine identity. There will be a range of appropriate and relevant sociological evidence selected and application to the question will be made explicit

5-6 marks
Candidates show a good ability to interpret and apply evidence to the role of the family in socialising females into a feminine identity. There will be some appropriate but underdeveloped evidence selected and / or it may be implicitly relevant.

3-4 marks
Candidates show a basic ability to interpret and apply evidence to the role of the family in socialising females into a feminine identity. The selection and interpretation of evidence may be basic; e.g. it may be unsubstantiated, or conceptually sparse. Responses may be only partially relevant; it may not adequately answer the specific question.

1-2 marks
Candidates show a limited ability to interpret and apply sociological evidence to the role of the family in socialising females into a feminine identity. The answer is likely to be very vague and will have limited relevance.

0 marks
No relevant interpretation or application.

AO2 (b): Analysis and Evaluation
Responses may focus on other agencies of socialisation which influence gender role socialisation, such as education and the media. Responses may question the implied passivity of individuals (Stanley and Wise) and the lack of agency in the socialisation process and give examples of rejection and resistance against traditional femininity (the pre-release could be used here); the problem of treating all females as the same and failing to recognise the variety of experiences, depending on class, ethnicity, age.

4 marks
Candidates show a very good ability to analyse and evaluate the role of the family in socialising females into a feminine identity. There will be a range of evaluation which will be explicit and relevant using sociological evidence.

3 marks
Candidates show a good ability to analyse and evaluate the role of the family in socialising females into a feminine identity. There will be some relevant evaluation but it may be undeveloped and/or narrow in focus.

2 marks
Candidates show a basic ability to analyse and evaluate the role of the family in socialising females into a feminine identity. The evaluation may be partially relevant / implicit and lacking in sociological evidence. Answers which only juxtapose evaluation will be placed in this band.

1 mark
Candidates show a limited ability to analyse and evaluate the role of the family in socialising females into a feminine identity. Analysis and evaluation will be minimal and largely irrelevant or very narrow or assertive in tone.

0 marks
No relevant analysis or evaluation.

4   **Using the pre-release material and your wider sociological knowledge, explain and evaluate the use of qualitative methods to research why some women choose to be childfree.**   **(52 marks)**

AO1: Knowledge and understanding

Methods:
- *Responses will make clear what qualitative methods are as a research method and responses should discuss why the interview methods would be suitable for this research context.*
- *Expect responses to focus on semi-structured interviews, as the method used in the pre-release, but allow respondents to discuss other forms of qualitative data, such as unstructured interviews, focus groups.*

Wider research process issues:
- *Sampling, access, relationship between the researcher and researched; ethics; theoretical considerations in relation to data collection – Interpretivism and positivism, primary data collection, operationalisation.*

Concepts:
- *Key concepts: Validity, Reliability, Representativeness, Generalisability.*
- *Verstehen, meanings & experiences, empathy, rapport, fitness for purpose.*

16-20 marks
Candidates show a very good knowledge and understanding of the use of qualitative methods to research why some women choose to be childfree.

Responses contain wide ranging **and** detailed knowledge and understanding. There will be explicit and frequent use of sociological evidence. At the top of this level, the candidate will use a wide range of concepts relevant to the use of qualitative data in a detailed and explicit manner. At the bottom of the level, the use of concepts will still be wide ranging and detailed but underdeveloped in parts.

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

11-15 marks
Candidates show a good knowledge and understanding of the use of qualitative methods to research why some women choose to be childfree. Responses contain wide ranging **or** detailed knowledge and understanding. There will be some use of sociological evidence and relevant methodological concepts.

At the top of the level, candidates will use relevant concepts in an explicit way; they will be accurate but underdeveloped. At the bottom of the level, some of the concepts may be implicit and/or not always 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.

6-10 marks
Candidates show a basic knowledge and understanding of the use of qualitative methods to research why some women choose to be childfree. The sociological evidence used will be lacking in quantity and depth. Concepts and evidence are likely to be all implicit / partial / confused.

At the top of the level, answers may begin to use relevant concepts but they will be undeveloped or implicit and the focus may be largely on the advantages and disadvantages of the method. At the bottom of the level, responses will be likely to focus on advantages and disadvantages of the method chosen without using the concepts.

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

1-5 marks
Candidates show a limited knowledge and understanding of the use of qualitative methods to research why some women choose to be childfree.

At the top of the level, knowledge will be narrow, possibly only focusing on 2 or 3 ideas, but will have some coherence. Responses may be very generalised. At the bottom of the level, there may be only 1 or 2 ideas, and these may be confused in places.

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

0 marks

No relevant sociological knowledge or understanding.

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 aspects of the given context; that is, to investigate why some women choose to be childfree.

10-12 marks
Candidates show a very good ability to interpret and apply sociological evidence to the use of interviews to research why some women choose to be childfree. Contextualisation will be sustained throughout. At this level, responses will explicitly engage with the given context.

7-9 marks
Candidates show a good ability to interpret and apply sociological evidence to the use of interviews to research why some women choose to be childfree. There will be some contextualisation, although there may be a lack of balance eg focusing researching women rather than their desire to be childfree.

4-6 marks
Candidates show a basic ability to interpret and/or apply sociological evidence to the use of interviews to research why some women choose to be childfree. Responses are likely to be generalised, only partially addressing the context or context referred to is no more than lip service. Responses in this band may be overly focused on the pre-release material in a very descriptive way.

1-3 marks
Candidates show a limited ability to interpret and/or apply sociological evidence to the use of interviews to research why some women choose to be childfree. Material will be marginally relevant or purely copied from the pre-release.

0 marks
No relevant interpretation or application.

AO2 (b): Analysis and Evaluation
There will be a consideration of the disadvantages of using interviews in this study; Responses may consider practical, ethical and theoretical/conceptual issues and may focus particularly on semi-structured interviews. For example, problems related to subjectivity, the imposition problem, interpretation issues, demand characteristics; representativeness, ethics. Candidates are likely to link their response to the lack of validity (issues of interviewer effect and influence) and to reasons why positivists would not find the research method particularly useful, particularly in terms of reliability. Problems of interpreting and analysing qualitative data, of social desirability and researcher bias may also be considered. Candidates may consider issues of representativeness in relation to the sampling and access to the sample.

16-20 marks
Candidates show a very good ability to analyse and evaluate the use of qualitative methods to research why some women choose to be childfree. There will be a range of evaluation.

At the top of the level, reference will be made to theoretical considerations. Relevant methodological concepts/concerns will be fully developed. The evaluation will be sustained, with an evaluative tone throughout the response. At the bottom of the band, the evaluation and analysis will be sustained, but slightly less developed in one area.

At the bottom of the level, the analysis and evaluation will be sustained, but slightly less developed.

11-15 marks
Candidates show a good ability to analyse and evaluate why the researcher used qualitative methods to research why some women choose to be childfree.

At the top of the level, relevant concepts/evidence will be accurately discussed, although evaluation will be less developed than the top band. At the bottom of the band, evaluation may be more narrow / imbalanced / underdeveloped.

6-10 marks
Candidates show a basic ability to analyse and evaluate why the researcher used qualitative methods to research why some women choose to be childfree. Evaluation may be heavily focused on just the advantages and / or practical issues. At this level, evaluation will be lacking in depth/quantity. Concepts and evidence are likely to be implicit / partially accurate / confused.

At the top of the level, relevant 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.

1-5 marks
Candidates show a limited ability to analyse and evaluate why the researcher used qualitative methods to research why some women choose to be childfree.

At the top of the level, a partial reference may be made to relevant methodological concerns and the response is likely to be confused. Responses are likely to focus on practical strengths/weaknesses.

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

0 marks
No relevant analysis or evaluation.