

Mark Scheme for June 2010

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Section A – Research methods and evidence				
Question		Expected Answer	Mark	Rationale
1	(a)	<p>Using Source A to help you, state whether the following statements (a-d) are <u>true</u> or <u>false</u>.</p> <p>The evidence in Source A is from official statistics. One mark for the correct identification False</p>	[1]	
1	(b)	<p>All the data gained from Source A would be quantitative. One mark for the correct identification False</p>	[1]	
1	(c)	<p>The mass media had more influence on males than females. One mark for the correct identification False</p>	[1]	
1	(d)	<p>The researcher used a systematic sample. One mark for the correct identification False</p>	[1]	

Question	Expected Answer	Mark	Rationale
2	<p>Identify and explain <u>two</u> reasons why the evidence in <u>Source A</u> might <u>not</u> be useful as evidence of all youths.</p> <p>One mark for a correct identification of a reason why the evidence in source A might not be useful.</p> <p>Two marks for two correct identifications of reasons why the evidence in source A might not be useful.</p> <p>One mark for an accurate explanation of why this reason may not be useful.</p> <p>Two marks for two accurate explanations of why these reasons may not be useful.</p> <p>Four marks maximum.</p> <p>Two from:</p> <ul style="list-style-type: none"> • one researcher's interpretation only therefore can't be generalised to apply to all classrooms-possible bias in analysis • only 30 questionnaires given out – inadequate number to generalise to all youths/too few done • whilst we know the questionnaires were given out to students of different ages and genders, we do not know the exact composition of the sample (eg ethnicity and class) and therefore don't know that it's representative of all youths • all questionnaires done in one school therefore can't generalise to all youths as experiences may well be different in different areas/schools • other reasonable response. 	[4]	

Question	Expected Answer	Mark	Rationale
3	<p>Using Source A and your wider sociological knowledge, describe two advantages and two disadvantages of using questionnaires as a research method.</p> <p>Advantages One mark for a correct description of an advantage. Two marks for two correct descriptions of two advantages. 2 marks maximum.</p> <p>Two from:</p> <ul style="list-style-type: none"> • relatively easy and cheap to complete research therefore can target a large sample and gain more data • if comprised of closed questions, is good for gathering quantitative data which can be used to compare the responses of different social groups • relatively quick and easy to complete as a respondent so shouldn't be any problems in terms of knowing what to do • if self-completion can be completed at leisure allowing people time to complete properly and fully • if postal can be sent out to a wide geographical sample and so improve representativeness of data gathered • often completed in private so avoids any researcher effects • standardised questions means the reliability of the data gathered should be high • other reasonable response. 	[2]	

Question		Expected Answer	Mark	Rationale
3	(b)	<p>Disadvantages One mark for a correct description of a disadvantage. Two marks for two correct descriptions of two disadvantages. 2 marks maximum.</p> <p>Two from:</p> <ul style="list-style-type: none"> • often uses closed questions so unlikely to produce detailed, qualitative data therefore not good for finding out why people think/act as they do • closed questions may mean people have to tick an option box closest to what they think rather than what they actually think thus reducing validity of data gathered ; limits choice • may be rushed or not taken seriously meaning answers may lack validity • if self-completion no way of checking the person you intended to complete the questionnaire actually did so • problems of non-response may result in a distorted sample and thus less representative data • if self-completion no way for respondent to raise any queries re any part of the method meaning that it may not be completed in the way that was intended • any leading questions may bias respondents answers • other reasonable response. 	[2]	

Question			Expected Answer	Mark	Rationale
4	(a)	(i)	<p>Identify the type of secondary data used in <u>Source B</u>.</p> <p>One mark for the correct identification Media materials or newspaper report</p>	[1]	
4	(a)	(ii)	<p>Using <u>Source B</u>, identify <u>one</u> reason why many youths join gangs.</p> <p>One mark for the correct identification from:</p> <ul style="list-style-type: none"> • to defend themselves • to defend their friends • to defend their territory • to speak the language • to carry knives and/or guns • family, school and the law means little to them • to gain respect from their peers • to wear the uniform • to adopt the gang's moral code • other reasonable response. 	[1]	
4	(b)		<p>Identify and explain <u>two</u> reasons why the evidence in <u>Source B</u> might not be accurate.</p> <p>One mark for a correct identification of a reason why the evidence in source B might not be accurate Two marks for two correct identifications two reasons why the evidence in source B might not be accurate One mark for an accurate explanation of why this evidence may not be accurate Two marks for two accurate explanations of why this evidence may not be accurate Four marks maximum</p>		

Question	Expected Answer	Mark	Rationale
4	<p>(b)</p> <p>Two from:</p> <ul style="list-style-type: none"> • adapted source – may not be accurate-facts omitted/changed • one journalist's opinion – may be biased/subjective • one newspaper's report – may be biased/exaggerated • newspapers need to sell – content therefore likely to be exaggerated/sensationalised/selective • moral panic – part of a moral panic about the state of youth today hence selective with the truth • other reasonable response. 	[4]	
5	<p>'Youths enjoy being in subcultures'.</p> <p>Explain and justify the methods and evidence you would use to investigate this hypothesis.</p> <p>You must include the following:</p> <ul style="list-style-type: none"> • first primary method and sample • second primary method and sample • secondary evidence • how your research will help you investigate the hypothesis 'youths enjoy being in subcultures'. <p>Candidates may identify the following:</p> <p>Possible Methods:</p> <ul style="list-style-type: none"> • Interviews • Questionnaires • Surveys • Observation • Participant Observation 		

Question	Expected Answer	Mark	Rationale
5	<ul style="list-style-type: none"> • Content Analysis • Case Studies • Longitudinal Studies • Other suitable method. <p>NB – these would need to be explained and justified in the context of the investigation.</p> <p>Possible types of Evidence:</p> <ul style="list-style-type: none"> • Official and other statistics (youth/subculture based) • Previous sociological and other research on youths/subcultures • Media materials eg websites on youths and subcultures • Diaries eg of youths in subcultures • Historical documents eg of youths enjoyment of subcultures • Other suitable evidence. <p>Candidates may also operationalise and/or contextualise key terms from the hypothesis within the response, ie ‘youths’; ‘enjoy’ and ‘subcultures’.</p> <p>Level 1 1-4 marks Candidates reveal a limited knowledge of appropriate research methods and evidence and explain and justify these in a limited way with little focus on the context of the investigation.</p> <p>Methods and Evidence: <i>Typically a 1-2 mark answer will refer to only one relevant method and sample or piece of evidence. A 3-4 mark answer will typically refer to one relevant primary method and sample and one relevant piece of secondary evidence or two relevant primary methods. Three could also be referred to but in a descriptive way. A lack of detail is likely to characterise responses.</i></p>		

Question	Expected Answer	Mark	Rationale
5	<p>Context: Typically answers will make little reference to the specific area of investigation and will thus be a general response with little context.</p> <p>Explain and Justify: Typically there will be few if any real reasons provided for the choice of methods and evidence. Any given are likely to be general rather than specific to this investigation. Candidates are likely to describe the research process rather than explain and justify their methodological decisions.</p> <p>There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Level 2 5-8 marks Candidates reveal a basic knowledge of appropriate research methods and evidence and explain and justify these in a basic way with some focus on the context of the investigation.</p> <p>Methods and Evidence: Typically a 5-6 mark answer will refer to two relevant primary methods and samples and one relevant piece of evidence. Typically a 7-8 mark answer will do the former but is also likely to give some additional information ie using a few sociological terms to describe some relevant choice of samples (ie stratified by subculture and gender); giving some extra methodological details (ie unstructured interview rather than just interview).</p> <p>Context: Typically answers will make some reference to the specific area of investigation although this may not be for all points and may be quite vague. It will be more than a general response, however.</p>		

Question	Expected Answer	Mark	Rationale
5	<p>Explain and Justify: Typically candidates will provide some reasons for their choice of methods and evidence. This will go beyond description of the research process. Sociological understanding will be evident although they may not use sociological terminology and concepts. Some candidates will deal with less than the required number of methods/evidence well, whilst others will deal with the required amount but with less success. If only one relevant method/piece of evidence is justified/explained (although more than one will be described) score max 6 marks. If two relevant methods/piece of evidence are justified/explained (although three will typically be described) score max 8 marks.</p> <p>There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 3 9-12 marks Candidates reveal a good knowledge of appropriate research methods and evidence and explain and justify these in a good way in the context of the investigation.</p> <p>Methods and Evidence: Typically a 9-10 mark answer will give an almost full description of the selected methods and evidence – additional information needed for all methods and evidence, but this does not need to be on both sampling and method. Typically an 11- 12 mark answer will give additional information for both primary methods and evidence ie a full response. This needs to be on both sampling and method. Typically candidates will use sociological terminology and concepts within this level.</p> <p>Context: Typically answers will make frequent reference to the specific area of investigation and to the areas that a researcher would need to focus on to successfully investigate the hypothesis.</p>		

Question	Expected Answer	Mark	Rationale
5	<p>Explain and Justify: <i>Expect reference to such terms as quantitative/qualitative data and why this is required. Similarly, expect reference and discussion of such terms as bias, representativeness, validity etc. Candidates will justify/explain 2 relevant methods and a piece of evidence to score within this level and these must be discussed within the specific context of the question – a general justification for a methods use should not be placed in the top level, however good it may be.</i></p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>NB The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.</p>	[12]	
	Section A Total	[30]	

Section B – Key Concepts in Sociology			
Question	Expected Answer	Mark	Rationale
6	<p>Look at the diagram below.</p> <p>Match the key sociological concept with an arrow to the correct definition.</p> <p>AO1 Knowledge (4)</p> <p>SECONDARY SOCIALISATION – takes place during later childhood and continues into adulthood, where society’s norms and values are learnt</p> <p>NEGATIVE SANCTIONS – punishments applied when someone breaks a norm</p> <p>ROLE – a part played by a person in a particular position in society</p> <p>SUBCULTURE – a smaller social group with some different norms and values from mainstream society eg Punks.</p>	[4]	
7	<p>(a) Source C shows examples of stereotypes. Describe what is meant by a stereotype.</p> <p>Candidates may refer to some of the following ideas in their response:</p> <p>A generalised, simplistic and often exaggerated view of the typical features of a social group. Typically exaggerates similarities and ignores individual differences within the group. Examples – women are housewives; the upper class are snobs ; pensioners are frail etc.</p> <p>Not all of the above is needed to score the mark, candidates just need to demonstrate understanding of the concept ‘stereotype’. A simple example alone, eg women are housewives, is not enough for the mark.</p>	[1]	

Question		Expected Answer	Mark	Rationale
7	(b)	<p>Identify <u>one</u> agency of socialisation that creates gender identities.</p> <p>One from:</p> <ul style="list-style-type: none"> • Family • Education/School • Mass Media • Peers • Workplace • Religion • Other reasonable response 	[1]	
7	(c)	<p>Identify and explain <u>two</u> ways that schools socialise girls into their gender roles.</p> <p>One mark for a correct identification of a way schools socialise girls into their gender roles Two marks for two correct identifications of two ways schools socialise girls into their gender roles One mark for an accurate explanation of a way schools socialise girls into their gender roles Two marks for two accurate explanations of two ways schools socialise girls into their gender roles Four marks maximum</p> <p>Two from:</p> <ul style="list-style-type: none"> • Teachers treating males and females differently – this socialises girls into different gender roles ie girls asked to tidy up, link to housewife role • Gendered subject choice – socialises girls into different careers and expectations in life • Differential teacher expectations of behaviour and achievement for males and females – socialises girls into different roles • The Hidden Curriculum – socialises males and females into different gender expectations and norms in life so gender roles are different 		

Question		Expected Answer	Mark	Rationale
7	(c)	<ul style="list-style-type: none"> • Labelling Theory/Stereotyping – teachers think of and act towards males and females in different ways and thus socialises girls into different roles • Peer Group Pressure/expectations – these socialise males and females in school into different gender roles • Representation of males and females in school resources ie textbooks – shows males and females in different and/or unequal roles and thus is part of the gender role socialisation process • Language/terms used by teachers towards males and females may be different – boys told not to cry, to be strong, girls told to be kind etc – socialises girls into different gender roles • Careers advice/Work Experience – different for males and females thus socialising girls into different roles in life • Males occupying more of the high status positions in schools – imitation/gender role norms • Girls see that nursery/primary school teachers are typically female – role modelling leads to gender role socialisation • Other reasonable response <p>NB – answers which say the same thing but in a different way should not be doubly rewarded.</p>	[4]	
7	(d)	<p>Identify and explain <u>two</u> ways that the roles played by men have changed in the last 50 years.</p> <p>One mark for one correct identification of a way roles played by men have changed in the last 50 years Two marks for two correct identifications of ways roles played by men have changed in the last 50 years</p> <p>One mark for one accurate explanation of a way roles played by men have changed in the last 50 years, applying knowledge and understanding from relevant areas and examples.</p>		

Question		Expected Answer	Mark	Rationale
7	(d)	<p>A maximum of four marks</p> <p>Two from:</p> <ul style="list-style-type: none"> • Less powerful-either at work or in the home – rise of feminism • More likely to be involved in domestic tasks – more of a domestic role (new man) • More involved in childcare – changes to father role • More emotional • May be a househusband – partner is breadwinner – change in domestic roles • Less likely to be the primary decision maker – more role equality • More concerned with their physical appearance – metrosexual – has become an accepted part of the male role • Sex symbol role ie advertising – males more frequently seen to occupy this role • May be less likely to be seen in the hero/saviour role – this role is less exclusive to males now • Less stigma over same sex relationships – what is deemed acceptable for a man has changed – sexual role • Other reasonable response. <p>NB – examples from the contemporary media may be used in candidates explanations to support points made.</p>	[4]	
8	(a)	<p>Identify and describe <u>one</u> way that norms are different between cultures.</p> <p>1 mark for correctly recalling and identifying one way that norms are different in different cultures. Keep vague answers such as ‘In Africa people don’t wear clothes...’ here.</p> <p>1 mark for giving a relevant description of one way that norms are different in different cultures; this should be clear and precise. At least 2 specific cultures should be referred to here (ie contrasted) to score this mark.</p>		

Question		Expected Answer	Mark	Rationale
8	(a)	<p>One from:</p> <ul style="list-style-type: none"> • Comparing one norm in a society with another eg nakedness in a tribal society compared with the UK • Comparing one norm in a culture/religion with another eg wearing of the hijab for Muslim women as compared to non-Muslim women • Comparing norms in two cultures within one society eg leisure/hobby norms in working class culture as compared to upper class culture • Other reasonable response. 	[2]	
8	(b)	<p>Identify and describe <u>one</u> type of primary socialisation used by parents to teach their children norms and values.</p> <p>1 mark for correctly recalling and identifying one type of primary socialisation</p> <p>1 mark for giving a relevant description of one type of primary socialisation and how it is used to teach children norms and values</p> <p>One from:</p> <ul style="list-style-type: none"> • Role models/Imitation – children copy the behaviour/attitudes of their parents/guardians and so learn norms and values • Gender role socialisation – may discuss manipulation/canalisation or use examples such as gender specific toys to describe the process and how it teaches norms and values • Negative/positive sanctions/social control – an example given of how one of these influences children to behave/think in a particular way and so teaches norms and values • Access to media – what children consume during this crucial stage is likely to influence them eg violent computer games can teach norms and values • Access to education – going to nursery or pre-school is likely to influence children eg learning to share as a norm or a value • Other reasonable response <p>NB – to be credited a candidate's answer must be clearly focused on primary socialisation – taken to be up to the age of 5 years old.</p>	[2]	

Question	Expected Answer	Mark	Rationale
9	<p>'Formal agencies of social control are more effective than informal ones'.</p> <p>Evaluate the arguments <u>for</u> and <u>against</u> this claim. In considering the effectiveness of the agencies, candidates may compare formal and informal agencies and/or make explicit comment on the effectiveness of a specific agency.</p> <p>Candidates may make reference to some of the following ideas in constructing their supporting arguments.</p> <p>Arguments for: Formal agencies such as the police, courts, prison service, army and Government may be referred to.</p> <ul style="list-style-type: none"> • police powers of arrest, stop and search etc • police targeting • courts power to sentence people and punish them appropriately • fear of prison and associated loss of freedom • prison rehabilitation programmes • prison removes the problem from society • use of force to control individuals/society (army/armed police) • government are able to create and change the laws that control us • use of the legal system to control us via legally approved sanctions • formal agencies of control are backed by law and are hence perceived to be more serious than informal measures • growth of electronic surveillance and quasi police groups eg community support officers • perceived failure of informal agencies eg family breakdown, secularisation of society, truancy from school • any other reasonable response. <p>Candidates may make reference to some of the following ideas when evaluating against the claim.</p>		

Question	Expected Answer	Mark	Rationale
9	<p>Arguments against: Informal agencies such as the family, education system, mass media, peers and the workplace may be referred to. Methods of control such as negative/positive/informal sanctions may be discussed.</p> <ul style="list-style-type: none"> • peer pressure-need to fit in and conform • mass media is very influential in a post-modern society – easy access, easy availability, all around us. May also make reference to specific media effects theories here and/or media role models • religion is still a very strong influence on some individual's socialisation, especially for some ethnic minority groups • increased length of time spent in education (via nurseries, after school clubs and further/higher education) makes this a very important agency of social control • the hidden curriculum • family is still the crucial agency when it comes to social control, may mention manipulation and canalisation here re gendered socialisation processes • workplace may be very important agency of social control for adults- have the power to sack workers/make them redundant • formal agencies only concerned with the law, not other social norms • importance of any agency of social control is likely to depend upon the class, gender, ethnicity of the individual • formal agencies of social control are not any better, they are just as effective • any other reasonable response. 		

Question	Expected Answer	Mark	Rationale
9	<p>Level 1 1-4 marks Knowledge: Candidates reveal a limited knowledge of whether formal methods of social control are more effective than informal ones. <i>Typically answers will have implicit sociological ideas or be based on common sense. Answers are likely to be brief and lacking in range and detail.</i></p> <p>Application: Candidates apply limited knowledge and examples to the question. Agencies of social control may not be explicitly identified in this level but instead discussed generally. <i>Typically answers will only discuss formal or informal agencies/methods of social control and so will be limited in range. Alternatively candidates may be confused about the differences between the agencies involved in formal and informal control. If both types of control are referred to, these are likely to be dealt with in a simple or list-like manner. Effectiveness of the agencies and types of social control used may not be clearly discussed.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a limited way. <i>Typically evaluation will be narrow or not directly relevant. Candidates may refer only to formal or informal agencies of social control and so not really consider which is more effective. A one-sided response is likely.</i></p> <p>Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>		

Question	Expected Answer	Mark	Rationale
9	<p>Level 2 5-8 marks Knowledge: Candidates reveal a basic knowledge of whether formal methods of social control are more effective than informal ones. <i>Typically answers will contain sociological ideas but without sociological language. Specific details and ideas are likely to be lacking, adopting instead a more general tone of response.</i></p> <p>Application: Candidates apply basic knowledge and examples to the question. <i>Typically answers will discuss both formal and informal agencies and methods of social control and will discuss which are more effective and why in a basic way. The range of types of social control considered is likely to be quite narrow and it may not be clear how people are controlled.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a basic way. <i>Evaluation is likely to be simple (ie for and against juxtaposition). At the top of the level expect points to be clear and relevant and focused on the effectiveness of the specific social control agency being discussed.</i></p> <p>Relevant information and evidence is presented and meaning is generally clear. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 3 9-12 marks Knowledge: Candidates reveal a good knowledge of whether formal methods of social control are more effective than informal ones. <i>Typically answers will contain a range of sociological ideas and language throughout.</i></p>		

Question	Expected Answer	Mark	Rationale
9	<p>Application: Candidates apply a wide range of relevant evidence and information to the debate in order to critically support substantiated arguments and conclusions in relation to the issue. <i>Typically answers will discuss a range of agencies of social control, both formal and informal, and will show how people are controlled and/or socialised by these agencies, therefore considering which is more effective.</i></p> <p>Evaluation: Candidates analyse and evaluate the debate in a good way. A judgement will be made as to whether formal agencies are more effective than informal agencies in terms of social control. <i>Typically evaluation will consider a range of agencies of social control and methods used in the light of the question. Answers must focus directly on whether or not formal agencies of social control are more effective than informal ones and are likely to discuss the effectiveness of specific agencies as well. At the bottom of the level, typically expect an introduction or a conclusion, at the top of the level typically expect both. These should help to clarify and inform the debate and should accompany either a wide range of juxtaposed points or a sustained critical evaluation.</i></p> <p>Meaning is clear. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>NB The 'best fit' approach will need to be used here when assessing the overall quality of a candidate's response.</p>	[12]	
	Section B Total	[30]	

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