

ANSWER KEY & MARKING SCHEME · CBSE CLASS 11**Terms, Concepts and their Use in Sociology**

Sociology · Chapter 2 · Use this with the Board Paper · Companion to Quick Drill

HOW TO USE

Attempt the Board Paper first (closed-book, full time). Then come here. For 2-mark+ questions, compare your answer to the model. For 3-4 mark questions, also consult the **Topper Templates** below — these show the exact step-by-step structure that scores full marks per CBSE marking-scheme conventions.

MODEL ANSWERS · BOARD PAPER**Section A — Very Short Answer (1 mark each, 4 Qs)****Q1. Who coined the term 'primary group'? [1 mark]****Ans:** C. H. Cooley.**Q2. Give one example each of an ascribed and an achieved status. [1 mark]****Ans:** Ascribed: sex or caste (assigned at birth). Achieved: doctor or team captain (earned through effort).**Q3. What German terms did Ferdinand Tonnies use for community and association? [1 mark]****Ans:** Gemeinschaft (community) and Gesellschaft (association/society).**Q4. Name the four major systems of social stratification. [1 mark]****Ans:** Slavery, estate, caste and class.**Section B — Short Answer (2 marks each, 3 Qs)****Q5. Distinguish between an in-group and an out-group with an example. [2 marks]****Ans:** An in-group is a group to which a person belongs and identifies with — the 'we' (e.g. one's own family or nation), inspiring loyalty and solidarity. An out-group is a group to which one does not belong — the 'they' (e.g. a rival team or another nation), often viewed with indifference or rivalry. The distinction was drawn by W. G. Sumner.**Q6. What is the difference between a status and a role? [2 marks]****Ans:** A status is the POSITION a person occupies in society (e.g. teacher). A role is the BEHAVIOUR expected of a person who occupies that status (a teacher teaches, assesses and mentors). Status is the static position; role is its dynamic, behavioural aspect. One occupies a status and plays a role.**Q7. What is role conflict? Give an example. [2 marks]****Ans:** Role conflict is the strain a person feels when the roles attached to two different statuses in their status-set make incompatible demands at the same time. For example, a working mother summoned to an urgent office meeting just as her child falls ill faces the clashing roles of 'employee' and 'mother'.**Section C — Long Answer I (4 marks each, 2 Qs)****Q8. Distinguish between primary and secondary social groups, giving examples of each. [4 marks]****Ans:** A social group is a collection of people who interact regularly, share a we-feeling and follow common norms. A PRIMARY group, a term coined by C. H. Cooley, is small, intimate, face-to-face and enduring; its relationships are personal and an end in themselves — for example, the family or a close friendship circle. It is 'primary' because it shapes the individual's personality and sense of self. A SECONDARY group is larger, impersonal and formally organised, existing to achieve a specific goal; its relationships are a means to an end — for example, a company, a political party or a college class. The two terms describe the TYPE of relationship (intimate vs impersonal), not its importance: a secondary group can matter greatly in a person's life.

Q9. Distinguish between formal and informal social control, and explain what is meant by sanctions. [4 marks]

Ans: Social control is the way a society regulates its members' behaviour to maintain order. INFORMAL control is exercised through everyday, unofficial means — praise, approval, gossip, ridicule and disapproval — and is powerful within primary groups such as the family and friendship circles. FORMAL control works through written laws and official agencies — the state, courts and police — and is typical of large, modern societies of strangers. Both operate through SANCTIONS, the rewards and punishments that enforce norms. Sanctions may be POSITIVE (rewarding conformity — praise, prizes, medals) or NEGATIVE (punishing deviance — fines, imprisonment, ostracism), and each can be formal or informal. Most everyday behaviour is governed by informal and positive sanctions, not by law.

Section D — Long Answer II (6 marks each, 2 Qs)

Q10. Distinguish between ascribed and achieved status. Explain the concepts of status-set and role conflict with examples. [6 marks]

Ans: A STATUS is the position a person occupies in society. An ASCRIBED status is assigned at birth or involuntarily, without regard to ability or effort — such as one's sex, age, caste or kinship position (son, daughter); a person is born into it and usually cannot change it. An ACHIEVED status is earned through one's own choices, ability and effort — such as becoming a doctor, a team captain or a graduate. In practice the two interact, since ascribed advantages (a wealthy, educated family) often make achievement easier. No one holds a single status: the STATUS-SET is the entire collection of statuses a person occupies at one time — a young woman may simultaneously be a daughter (ascribed), a student (achieved), a captain (achieved) and a citizen (ascribed). Attached to each status is a role, the expected behaviour. ROLE CONFLICT arises when the roles of two statuses in a person's status-set make incompatible demands at the same moment — for instance, a working mother called to an urgent meeting just as her child falls ill faces the clashing roles of 'employee' and 'mother'. The chapter's vocabulary thus lets us describe, precisely, how an individual is woven into the social structure.

Q11. Explain the major systems of social stratification, bringing out clearly the difference between caste and class. [6 marks]

Ans: Social stratification is the structured ranking of categories of people in a society into layers (strata) that enjoy unequal access to wealth, power and prestige; systems range from CLOSED (membership fixed by birth, mobility impossible) to OPEN (membership achievable, mobility possible). History shows four major systems. SLAVERY is the most extreme closed form, in which some people are legally OWNED as the property of others, denied freedom and rights. The ESTATE system of feudal Europe divided society into legally defined strata — nobility, clergy and commoners — each with fixed rights and duties, based on law and land. CASTE, historically central to India, is a closed system in which status is ASCRIBED by birth and fixed for life; rank rests on ritual purity, occupation is traditionally hereditary, and endogamy is enforced, so mobility between castes is essentially impossible. CLASS, characteristic of modern industrial societies, is a relatively OPEN system based on ECONOMIC position — wealth, occupation and education; membership is at least partly achieved and social mobility is genuinely possible. The decisive contrast is therefore between caste and class: caste is closed, ascribed by birth and grounded in ritual, whereas class is open, economic and permits a person to rise or fall. Slavery and estate are the earlier historical forms of the same underlying phenomenon — structured social inequality.

★ TOPPER TEMPLATE — 4-mark question: 'Distinguish between primary and secondary social groups with examples.'

Almost every SQP / annual paper

Step 1 [1 mark]	Define a social group first	Open by anchoring the term: 'A social group is a collection of people who interact regularly with one another, share a sense of belonging (we-feeling) and common norms — it is more than a mere aggregate of people in one place.' This shows the examiner you know what a group IS before you classify it.
Step 2 [2 marks]	Contrast primary and secondary on clear axes	Lay the contrast out clearly: 'A PRIMARY group is small, intimate, face-to-face and enduring; relationships are personal and an end in themselves — e.g. the family, a close friendship circle. A SECONDARY group is larger, impersonal, formally organised and goal-directed; relationships are a means to an end — e.g. a company, a political party, a college class.' Two or three contrasting axes (size, intimacy, purpose) earn full marks here.
Step 3 [1 mark]	Clinch with the correct framing	'The terms describe the TYPE of relationship, not its importance — a secondary group can matter greatly. C. H. Cooley used the term "primary group" to stress its role in forming the individual's personality and sense of self.' Naming Cooley and correcting the importance misconception earns the presentation edge.

COMMON LOSS OF MARKS:

- Saying primary groups are 'important' and secondary 'unimportant' — the distinction is intimacy/type, not rank (-1).
- Giving no examples of each kind of group (-1).
- Listing only one axis of difference instead of two or three (-1).

★ TOPPER TEMPLATE — 4-mark question: 'Distinguish between ascribed and achieved status, and explain status-set with an example.'

Recurring

Step 1 [2 marks]	Define and contrast the two statuses	'A STATUS is a position a person occupies in society. An ASCRIBED status is assigned at birth or involuntarily, without regard to ability or effort — e.g. one's sex, age, caste or kinship position (son, daughter). An ACHIEVED status is earned through one's own choices and effort — e.g. doctor, team captain, graduate.' Give one example of each; the sex/caste vs doctor/captain pairing is clean and unambiguous.
Step 2 [1 mark]	Introduce the status-set	'Every person holds several statuses at once; the whole collection a person occupies is their STATUS-SET. A single woman may simultaneously be a daughter (ascribed), a mother (achieved/ascribed mix), a doctor (achieved) and a citizen (ascribed) — all at the same time.' This shows the concept is dynamic, not a single label.
Step 3 [1 mark]	Link status to role and flag role conflict	'Attached to each status is a ROLE — the expected behaviour. When the roles of two statuses in a person's status-set clash — e.g. a working mother torn between an urgent meeting and a sick child — it is called ROLE CONFLICT.' Connecting status-set to role conflict lifts a routine answer into a complete one.

COMMON LOSS OF MARKS:

- Treating every status as achieved/earned, ignoring ascription (-1 to -2).
- Confusing status (the position) with role (the expected behaviour) (-1).
- Defining status-set but giving no concrete multi-status example (-1).

★ **TOPPER TEMPLATE — 6-mark question: 'Explain the major systems of social stratification.'**

Recurring long-answer

Step 1
[1 mark] **Define stratification and the open/closed axis**

'Social stratification is the structured ranking of groups of people in a society into layers (strata) that enjoy unequal access to resources, power and prestige. Systems range from CLOSED (membership fixed by birth, no mobility) to OPEN (membership achievable, mobility possible).' Establishing the open-closed spectrum frames all four systems.

Step 2
[4 marks] **Describe the four historical systems (one mark each)**

'(i) SLAVERY — an extreme closed system in which some people are legally owned as the property of others. (ii) ESTATE (feudal) — the medieval European system of legally defined strata (nobility, clergy, commoners) with duties and rights fixed by law. (iii) CASTE — a closed Indian system in which status is ascribed by birth, occupation is traditionally hereditary, and rank rests on ritual purity and endogamy; mobility is essentially impossible. (iv) CLASS — a relatively open modern system based on economic position (wealth, occupation, education), membership at least partly achieved, permitting social mobility.' One crisp sentence each = four marks.

Step 3
[1 mark] **Draw the key comparison**

'The decisive contrast is between CASTE (closed, ascribed, ritual, no mobility) and CLASS (open, economic, achievable, mobile). Slavery and estate are the earlier historical forms.' Ending on the caste-vs-class axis shows analytical command, not just listing.

COMMON LOSS OF MARKS:

- Naming the four systems but not describing each distinctly (-2 to -3).
- Conflating caste and class — missing the open/closed distinction (-1 to -2).
- Forgetting to define stratification before listing systems (-1).

MARKING SCHEME — GENERAL NOTES

- Attributions (Cooley for primary group; Sumner for in-group/out-group; Tonnies for Gemeinschaft/Gesellschaft) must be correct — wrong attribution loses the mark, and the German terms must be spelt correctly.
- For primary vs secondary groups, the answer must contrast on TYPE of relationship (intimate vs impersonal) and give an example of each; calling them 'important vs unimportant' is penalised.
- For status questions, 'status' must be defined as a POSITION, not as prestige or wealth; status and role must be kept distinct.
- For the stratification question, all four systems must be described distinctly AND the caste-vs-class (closed vs open) contrast drawn; conflating caste and class caps the answer at half marks.
- Long answers should support every definition with at least one concrete example; bare definitions are awarded partial credit only.