

**GCE**

**Sociology**

**H580/01: Socialisation, culture and identity**

Advanced GCE

**Mark Scheme for November 2020**

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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.

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## Annotations

Annotation	Meaning
	Knowledge and Understanding: for example, studies or theories or concepts
	Developed Point: fully explained in a relevant way / detailed (level 4)
	Conclusion
	Underdeveloped: Partially explained, but requiring more depth (level 3)
	Example
	Application (to source)
	Evaluation
	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ little supporting evidence/knowledge (level 2)
	Unclear/confused/inaccurate
	Repetition
	Irrelevant - not focused on question set
JU	Juxtaposition of theories without direct evaluation
BP	Blank Page
SEEN	Where a page has writing on but it is not worthy of any credit.
Highlight	Use the highlighter annotation in <b>questions 4,7 and 10</b> to highlight the two ways/reasons/examples that have been identified.

Question	Answer	Marks	Guidance
1	<p><b>Explain, using examples, the concept of values.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>2 marks</b>  The definition of the concept is accurate AND explained/ developed.  <b>1 mark</b>  There is a core and accurate definition of the concept of values OR the definition is only implicit through wider explanation.</p> <p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  Candidates show an excellent ability to apply sociological evidence. Evidence/examples will be explicit and consistently related to the question and the explanation.  <i>Two examples and two explanations can reach this level.</i></p> <p><b>Level 3: 3 marks</b>  Candidates show a good ability to apply sociological evidence. Evidence/examples may be implicitly relevant to the question or related to the question occasionally. Evidence may be more implicitly relevant to the explanation.  <i>Two examples but only one explanation can reach this level. Or one example with two explanations.</i></p> <p><b>Level 2: 2 marks</b>  Candidates show a basic ability to apply sociological evidence. There will be generalised application to question, lacking focus. Connection and application to the explanation may be vague and confused.  <i>Two examples with no explanation or one example with one full explanation can reach this level.</i></p>	6	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Definition may include reference to <b>general principles / shared beliefs and/or what is desirable and worthwhile.</b></li> <li>• Further explanation may refer to the relative nature of values: culture / context bound; the relationship between norms and values; moral values – beliefs about what is right and wrong.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge/examples should be directly related to the specific question.</i>  Award 1 mark for each example and 1 mark for any relevant explanation of values (<b>NB – the explanation doesn't have to link directly to the example(s) provided</b>).  Examples and explanations may include:</p> <ul style="list-style-type: none"> <li>• Universal values (e.g. value of human life and good health).</li> <li>• Values may be linked to a specific institution – e.g. The values embedded in the education system or workplace, or religion.</li> <li>• Values related to specific cultures / nationalities; e.g. British values.</li> <li>• Examples may link norms to values.</li> <li>• Examples of cultural relativity in relation to values (E.g. Mead).</li> <li>• Explanation of examples may make links to theory (e.g. functionalism – value consensus).</li> </ul>

		<p><b>Level 1: 1 mark</b> Candidates show a limited ability to apply sociological evidence/examples. The answer has marginal relevance. <i>One example only without explanation can reach this level.</i></p> <p><b>0 marks</b> No relevant application.</p>		
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2	*	<p><b>Using sources A and B and your wider sociological knowledge, explain how socialisation changes during an individual's life.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent knowledge and understanding which is fully developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is accurate and fully substantiated.  <i>There will be at least two developed points of knowledge (concepts, studies, theories, examples)</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good knowledge and understanding but it may be underdeveloped and/or implicit. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  <i>There will be at least one developed point of knowledge, or two underdeveloped points.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding. The response lacks depth and clarity and is only partially explained. The response may be generalised and undeveloped. The information has some relevance and is presented with a basic structure. The information is supported by little evidence.  <i>Knowledge will be partial / undeveloped.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding. Very little relevant sociological material is presented;</p>	<p><b>12</b></p> <p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:  <b>Concepts and studies such as:</b></p> <ul style="list-style-type: none"> <li>• Primary socialisation</li> <li>• Secondary socialisation</li> <li>• Re-socialisation (e.g. in total institutions – Goffman)</li> <li>• Anticipatory socialisation</li> <li>• Formal socialisation</li> <li>• Role models</li> <li>• Cultural comfort zones (Sewell)</li> <li>• Peer pressure (e.g. Lees)</li> <li>• Hidden / formal curriculum</li> <li>• Total institutions (Goffman)</li> </ul> <p><b>Theories:</b></p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Interactionism</li> </ul> <p><b>Contemporary examples:</b></p> <ul style="list-style-type: none"> <li>• Age related transition points – e.g. starting school, entering employment, retirement.</li> <li>• Examples of Agencies of socialisation which could trigger re-socialisation; e.g. religion; media.</li> </ul>
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	<p>the response contains considerable inaccuracy and lacks clarity. The source material may be simply recycled. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 mark</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question. <i>The candidate has explicitly applied material from both of the sources and from elsewhere both in a developed way; or one developed and one underdeveloped way</i></p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally. <i>The candidate may have applied some material from only one of the sources (developed) and elsewhere or material from both sources in an underdeveloped way.</i></p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. <i>The candidate has either made use of material from only one source that is developed or underdeveloped or where both sources are referred to, the application is very undeveloped).</i></p> <p><b>Level 1: 1–2 marks</b></p>	<p><b>AO2: Application</b> Reference to source A may include:</p> <ul style="list-style-type: none"> <li>● Interaction with individuals and institutions</li> <li>● Preparation for new social environments</li> <li>● Age related transition points</li> <li>● Socialisation into new roles</li> </ul> <p>Reference to source B may include:</p> <ul style="list-style-type: none"> <li>● Learning new roles/rules/expectations in the workplace - both in terms of material culture (such as how to operate the copy machine) and nonmaterial culture (such as whether it is okay to speak directly to the boss or how the refrigerator is shared).</li> <li>● Army – an example of resocialisation - When entering the army, soldiers have their hair cut short. Their old clothes are removed and they wear matching uniforms. These individuals must give up any markers of their former identity in order to be re socialised into an identity as a “soldier.”</li> <li>● Retirement - As part of anticipatory socialisation, adults who are financially able begin planning for their retirement, saving money and looking into future health care options.</li> <li>● Any other relevant point.</li> </ul> <p><b>NB: The answer must refer to both sources to get into the top level, as well as relevant developed application of wider sociological knowledge to the question.</b></p>
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		<p>Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance. <i>The candidate has <b>either</b> made use of material from only one source that is undeveloped or lip service <b>or</b> where both sources are referred to, both are lip service</i></p> <p><b>0 marks</b> No relevant application.</p>		
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3	*	<p><b>Outline and briefly evaluate the view that ethnic identities are now hybridised.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 7–8 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material which is well developed; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.  <i>There will typically be three developed points of knowledge; or two developed and one underdeveloped point.</i></p> <p><b>Level 3: 5–6 marks</b>  The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is accurate but may be underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  <i>There will typically be three underdeveloped points of knowledge, or two developed points; or one developed and one underdeveloped point, or one very developed point</i></p> <p><b>Level 2: 3–4 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial, undeveloped and unsubstantiated or generalised knowledge and understanding. The information has some relevance and is presented with basic structure.  <i>There will typically be two underdeveloped points or one under</i></p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>● Hybridity and second and third generation immigrants. Eg. Butler</li> <li>● Brasian – Johal</li> <li>● Blasian – Gill</li> <li>● Brah – cultural code switching</li> <li>● White wannabes – Nayak</li> <li>● Burdsey – British Asian footballers</li> <li>● Asian young people trying out new ‘cultural masks’ (Les Back)</li> <li>● Neighbourhood nationalism</li> <li>● Modood – generational differences</li> <li>● Hall – hybridity as a response to globalisation</li> <li>● Postmodernism – identity and choice</li> <li>● Any other relevant point.</li> </ul>
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		<p><i>developed point and a range of undeveloped points; or one underdeveloped point, or a range of undeveloped points</i></p> <p><b>Level 1: 1–2 marks</b> The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity there may be a tendency towards common sense. The information is communicated in a confused way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>There will typically be one undeveloped point; or a vague representation</i></p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question – whether ethnic identities are becoming hybridised</p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.</p>		<p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question – whether ethnic identities are becoming hybridised (not just focusing on ethnic identities).</i></p>
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		<p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p><b>0 marks</b> No relevant application.</p> <p><b>AO3: Analysis and evaluation</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is at least one developed evaluation point supported by sociological evidence. There may be a critical and reasoned conclusion. <i>There will typically be one developed point or two underdeveloped points</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation but it will be underdeveloped. The candidate may reach an explicit but brief conclusion. <i>There will typically be one underdeveloped point</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be anecdotal, with little sociological supporting evidence. If present, the conclusion</p>		<p><b>AO3: Analysis and evaluation</b> The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>● Ghumann (1999) -tradition, religion and family values played an important part in the upbringing of second-generation Asians in the UK, therefore not hybridised.</li> <li>● Ethnic identities are strengthened through resisting racism. (Cashmore &amp; Troyna)</li> <li>● Jacobson – young Asians strengthen belief in Islam as a form of resisting racism.</li> <li>● Hall – cultural defence as a response to globalisation.</li> <li>● Any other relevant point of evaluation</li> </ul>
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		<p>is likely to be summative.</p> <p><i>There will typically be one or more undeveloped points</i></p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential evaluation is present or is assertive in tone. There is unlikely to be a conclusion.</p> <p><b>0 marks</b> No relevant sociological evaluation or analysis</p>		
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4	*	<p><b>OPTION 1 – Families and relationships</b></p> <p><b>Outline two ways reasons for the increase in cohabitation</b>  <b>Illustrate your answer with examples.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (For generic mark scheme)</b></p>	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Changing social attitudes: Cohabitation has become the norm / more socially acceptable. (Beaujouan &amp; Bhrolchaín; British Social attitudes surveys)</li> <li>• The perceived “decline of family values” (New Right perspective)</li> <li>• Individualisation (Beck and Beck-Gernsheim)</li> <li>• Transformation and intimacy and the rise of confluent love (Giddens)</li> <li>• Cohabitation as a prelude to marriage (e.g. Jamieson et al).</li> <li>• Changing role of women and the influence of feminism.</li> <li>• Practical reasons – e.g. increasing cost of weddings.</li> <li>• Any other relevant point.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p>
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5	*	<p><b>Explain and briefly evaluate the view that children have more power than parents in family life.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</b></p>	<p><b>16</b></p> <p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <p>Some of the ideas may be used for or against and should be marked dependent on how they are presented (e.g. Bhatti's study)</p> <ul style="list-style-type: none"> <li>• Increasing child-centredness of families.</li> <li>• Pester power – Children as consumers.</li> <li>• The right of the child / children's rights.</li> <li>• Childhood is disappearing so the statement is losing relevance (Postman)</li> <li>• Postmodern view – cannot generalise. Rise of individualism and negotiated families.</li> <li>• Experience of childhood varies by class, gender and ethnicity.</li> <li>• Class affects how much focus and money is spent on the children (DWP poverty figures)</li> <li>• Gender – Greater power over female children</li> <li>• Ethnicity – Some cultures there may be less power for the children Bhatti Asian children and Izzat</li> <li>• Any other relevant response.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Age patriarchy" (adults are more powerful than children and young people);</li> </ul>
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					<ul style="list-style-type: none"> <li>• Children are still financially dependent on parents as they cannot enter full-time work until at least 16;</li> <li>• While the law offers rights and protection to children, it also gives parents authority over their children; for example, parents are given the responsibility for ensuring their children attend school.</li> <li>• Children still do not receive full adult rights until they are 18; for example, they cannot vote in elections;</li> <li>• Whilst children can be seen to have more influence over decision-making in families, such as in relation to consumer spending, many parents make major decisions such as moving house or separating from one another with little reference to their children.</li> <li>• Many children also suffer abuse at the hands of family members or other adults (dark side of family life).</li> <li>• Paranoid parenting (Furedi) – parents control children (e.g. using technology to monitor location). Helicopter parents/ cotton-wool-kids.</li> </ul> <p>Any other relevant response</p>
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6	*	<p><b>Assess the view that the nuclear family remains the strongest family type</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic markscheme)</b></p>	24	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible evidence / arguments in support of the view that the nuclear family remains the strongest family type.</p> <ul style="list-style-type: none"> <li>• Reward answers which use statistical evidence to support the view that traditional nuclear families remain strong. For example: Proportion of cohabitees who go onto marry; proportion of households with a nuclear type family set up e.g. reconstituted families.</li> <li>• Studies which emphasise the continuing importance of family values and marriage; e.g. Dench et al Bethnal Green study.</li> <li>• Chester – Neo-conventional family</li> <li>• The exaggeration of the decline of the traditional family – (e.g. Jenny Somerville)</li> <li>• Functionalism - positive functions of the nuclear family (Parsons)</li> <li>• New Right - the stability of the family depends on protecting the nuclear family as the most desirable family type. E.g. Patricia Morgan - societies need strong nuclear families with a dominant male breadwinner.</li> <li>• The ideology of the nuclear family as promoted by the media. Ref - Oakley - media portrayal of the conventional family being stereotypically nuclear; Leach - cereal packet image of the family.</li> <li>• The influence of the ideology of the nuclear family on government policy - e.g. on education policy and housing policy.</li> <li>• Marxism/Zaretsky</li> </ul>
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				<p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  A common evaluative strategy may be the engagement of other theories which are in contrast to the view in the questions:</p> <ul style="list-style-type: none"> <li>• Postmodernism – families of choice; individualisation: diversity is now the norm.</li> <li>• Feminism – changing role of women has led to more diverse family and household structures and roles and relationships.</li> <li>• Feminist critique (e.g. Barrett and McIntosh) - the nuclear family ideology devalues other family relationships</li> <li>• Reward answers which use statistics illustrating the extent of family diversity (e.g. in relation to sexual diversity, structural diversity, ethnic diversity).</li> <li>• Any other relevant response</li> </ul>
7	*	<p><b>OPTION 2 – Youth subcultures</b></p> <p><b>Outline two reasons why females have been largely absent from the study of youth subcultures.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Because sociology has been ‘malestream’ (Heidensohn)</li> <li>• Because females don’t tend to ‘join’ youth subcultures, because subcultures are often an expression of masculinity (Messerschmidt).</li> <li>• Because females are more controlled (Heidensohn) and / or worried about being labelled (Lees) – means that girls don’t join subcultures and this is why they are not visible.</li> <li>• Because females join more invisible subcultures (e.g. bedroom subculture – McRobbie &amp; Garber).</li> <li>• Any other relevant point</li> </ul> <p><b>AO2: Application</b></p>

					<i>The selected knowledge should be directly related to the specific question.</i>
8	*		<p><b>Explain and briefly evaluate the view that boys join deviant subcultures as an expression of masculinity.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:  Expect responses to be placed in a functionalist framework:</p> <ul style="list-style-type: none"> <li>• Joining deviant subcultures as a ‘natural’ progression from desirable masculine traits (e.g. Toughness, aggression).</li> <li>• Refer to Miller’s focal concerns or Messerschmitt (gangs are the location for “doing” masculinity).</li> <li>• Harding / Campbell – boys turn to deviant subcultures when they have blocked avenues for legitimately achieving masculinity.</li> <li>• Simon Winlow – masculinity and the night time economy.</li> <li>• Katz – young males commit crime for pleasure / thrill / risk taking.</li> <li>• The relationship between masculinity and ethnicity; e.g. anti-school subcultures; hyper masculinity (e.g. Sewell; Mac an Ghail).</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Connell –there are other types of masculinity, other than hegemonic masculinity; For example, marginalised masculinity (unemployed males) and subordinate masculinity (homosexual males ) are not usually associated with them joining deviant subcultures in the form of gangs.</li> </ul>

					<ul style="list-style-type: none"> <li>• Marxist criticism – creates the ‘typical’ criminal as young working class male rather than the true criminals- ruling class.</li> <li>• The absence of discussion around the role of females in deviant sub-cultures. E.g. rise in “girl gangs”.</li> <li>• Neo-Marxist criticism. The key factor is social class and not gender.</li> <li>• Any other relevant response.</li> </ul>
9	*		<p><b>Assess the view that youth subcultures are related to conflict.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding:</b> The following may be used: The view that they are related to conflict.</p> <ul style="list-style-type: none"> <li>• Marxist / Neo-Marxist view</li> <li>• Resistance and Rebellion</li> <li>• Spectacular sub-cultures</li> <li>• CCCS</li> <li>• Examples of youth subcultures that reflect / embrace conflict - Punks; Skinheads; Teddy boys etc</li> <li>• Youth culture – generational conflict with parents.</li> <li>• Any other relevant response.</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b> The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• The postmodern view that you cannot generalise about youth subcultures and the relationship between conflict and control because they don’t exist in a post-modern world – neo-tribes</li> <li>• Postmodernism – youth subcultures are about style, not conflict/control.</li> </ul>

				<ul style="list-style-type: none"> <li>• Feminist view – yes youth subcultures are about control and conflict but gender is the key power dimension. E.g. The control of females stopped them from joining deviant subcultures (could also be used as knowledge A01)</li> <li>• The functionalist view that youth subcultures are transitional and function to promote value consensus, not conflict/control.</li> <li>• Any other relevant response.</li> </ul>
10	*	<p><b>OPTION 3 – Media</b></p> <p><b>Outline two ways that representations of masculinity in the media are changing. Illustrate your answer with examples</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Gauntlett - shift of gender roles on prime time television</li> <li>• Examples of advertising which ‘flips’ traditional masculinity. E.g. Lynx (#isitokforguys campaign or dads-who-play-Barbie advert)</li> <li>• Using the media to challenge traditional notions of masculinity e.g. intimate fathering blogs; media campaigns such as the White Ribbon campaign and the Good Lad initiative.</li> <li>• Mort: New man – Metrosexual.</li> <li>• Retributive masculinity – traditional masculinity re asserted – which could be a change.</li> <li>• Currie – males also suffer from a pressure to stay young and cosmeticize in magazines such as FHM</li> <li>• Connell (rise of subordinate masculinities, new man, marginalised man) – all can now be seen in the media</li> <li>• Postmodern view - the large diversity of types of masculinity represented in different types of media.</li> <li>• Any other relevant point.</li> </ul> <p><b>AO2: Application</b></p> <p><i>The selected knowledge should be directly related to the specific question.</i></p>

11	*	<p><b>Explain and briefly evaluate the view that media representations of the upper class are always positive</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b>  Accept answers which focus on the monarchy as the main example of upper class representations.  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Nairn – the continued obsession of the media with the Royal family represented in “soap opera” style.</li> <li>• Representations of the upper class are constructed around notions of them being ‘well-bred’, culturally and economically superior. Reference to “the Daily Mail”, “Hello” and “Ok” magazines as examples.</li> <li>• Pluralists see this content as being driven by the audience. Refer to popular Twitter and Instagram feeds published by celebrities themselves (e.g. Kardashian) as evidence to the audiences’ appetite.</li> <li>• Neo-Marxist view of the obsession with Upper class on the media as a distraction.</li> <li>• Neo-Marxist CCCS -the content analysis of GMU is pro elite anti protesters/ asylum seekers and anyone who breaks the elite ideals.</li> <li>• Any other relevant response.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Changing representations of the upper class – e.g. increasing media criticism rather than acceptance of the upper class.</li> </ul>
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					<ul style="list-style-type: none"> <li>• Social closure means it's very difficult to access reporting of the upper classes. Refer to Marxist ideas that the upper class can control the way media represents it.</li> <li>• Pluralist view that due to supply and demand, the audience controls the content and they value negative stories as well as positive.</li> <li>• Postmodernism – there is more choice e.g. Russell Brand Trews = alternative news which does not offer positive representations / interpretations of the upper class.</li> <li>• Any other relevant response</li> </ul>
12	*		<p><b>Assess the view that the media does not have a direct effect on the audience</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Reference to indirect models to explain effects – e.g. Cultural effects / two-step flow .</li> <li>• Katz/ Hall - coding and decoding model</li> <li>• Klapper - selective filter models / Uses and gratifications models ( ie there is no effect; the audience controls the media)</li> <li>• McQuail and Zillman audience control the media</li> <li>• Postmodern view - the media is controlled by the audience and is guided by supply and demand.</li> <li>• Gauntlett – it is difficult to measure the direct effect of the media as it's impossible to isolate all other variables.</li> <li>• Gauntlett – it's simplistic. E.g. Does watching violence on tv make people violent? – what about the effects of parents / schools / peer groups?</li> <li>• Gamson – people's political views are shaped in a very complex way; cannot say the media directly affects views.</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b></p>

					<p><i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Studies which demonstrate direct effects e.g. violence is caused by watching violence in the media. Bandura – media could make children more violent.</li> <li>• Newson – drip drip -= children are desensitised to violence in the media (this could be used to support AO1, depending on how it is explained).</li> <li>• Music and lyrics have direct effects; e.g. Anderson, Hall and Hardcastle’s studies.</li> <li>• Violence has an effect, but actually as a catharsis (e.g. Feshback and Singe).</li> <li>• Violence sensitises the audience (e.g. Young).</li> <li>• Power of advertising (e.g. Packard).</li> <li>• Any other relevant response.</li> </ul>
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## APPENDIX 1

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10

## AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the response is well developed and substantiated with sociological evidence.  <i>There will typically be two developed points supported with evidence; or one developed and one underdeveloped points</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. There is some sociological material but it is likely to be underdeveloped for both ways or the response is likely to be uneven.  <i>There will typically be two underdeveloped points supported with evidence or one developed and one undeveloped point; or one developed point with evidence</i></p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised.  <i>There will typically be one underdeveloped and one undeveloped point; or one underdeveloped point or two or more undeveloped points.</i></p> <p>The information has some relevance and is presented with basic structure. The information is supported by basic evidence.</p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy.  <i>There will probably be one undeveloped points or two examples with no evidence; or one example with no evidence.</i></p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the</p>



		relationship to the evidence may not be clear.
<b>0</b>		No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
<b>4</b>	<b>4</b>	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
<b>3</b>	<b>3</b>	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
<b>2</b>	<b>2</b>	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
<b>1</b>	<b>1</b>	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
<b>0</b>		No relevant application.

## APPENDIX 2

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

**AO1: Knowledge and understanding (8 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range sociological material; the response is well developed and substantiated with sociological evidence.  <i>There will typically be two developed points supported with evidence; or one developed and one underdeveloped points</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped. Responses may lack precise sociological knowledge.  <i>There will typically be two underdeveloped points supported with evidence or one developed and one undeveloped point; or one developed point with evidence</i></p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised.  <i>There will typically be one underdeveloped and one undeveloped point; or one underdeveloped point or two or more undeveloped points.</i></p> <p>The information has some relevance and is presented with basic structure. The information is supported by limited evidence.</p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity but does have vague representations of the topic area</p>

		<p><i>There will typically be one undeveloped point; or a vague representation</i></p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
<b>0</b>		No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
<b>4</b>	<b>4</b>	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
<b>3</b>	<b>3</b>	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
<b>2</b>	<b>2</b>	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
<b>1</b>	<b>1</b>	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
<b>0</b>		No relevant application

**AO3: Analysis and Evaluation (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
<b>4</b>	<b>4</b>	<p>The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There will be at least one developed evaluation point, supported with sociological evidence. The candidate may reach a critical and reasoned conclusion.</p> <p><i>There will typically be one developed point or two underdeveloped points</i></p>
<b>3</b>	<b>3</b>	The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation points but these may be underdeveloped. The candidate may reach a critical but brief conclusion.

		<i>There will probably be one underdeveloped point</i>
<b>2</b>	<b>2</b>	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal with little supporting sociological evidence. If present, the conclusion is likely to be summative. <i>There will typically be one or more undeveloped point</i>
<b>1</b>	<b>1</b>	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion.
<b>0</b>		No relevant analysis or evaluation.

## APPENDIX 3

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12

**AO1: Knowledge and understanding (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; which is well developed and substantiated.</p> <p><i>There will typically be three developed points of knowledge; or two developed and one underdeveloped point.</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped.</p> <p><i>There will typically be three underdeveloped points of knowledge, or two developed points; or one developed and two underdeveloped points; or one developed and one underdeveloped point or one very well developed point.</i></p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity and contain some inaccuracies / confusion. The response may be partial and undeveloped and / or generalised.</p> <p><i>There will typically be two underdeveloped points of knowledge, or one underdeveloped and a range of developed points; or one underdeveloped and one underdeveloped point, or more than one undeveloped point</i></p> <p>The information has some relevance and is presented with basic structure. The information is supported by limited evidence.</p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><i>There will typically be one undeveloped point; or a vague representation</i></p>

0	No relevant sociological knowledge or understanding.
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**AO2: Application (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5–6	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3–4	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1–2	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

**AO3: Analysis and Evaluation (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed and substantiated. The candidate may reach a critical and reasoned conclusion. <i>There will typically be three developed points; or two developed and one underdeveloped point.</i>
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points but these may be underdeveloped. There may be a tendency towards juxtaposition of other theories without specific links made to the question. The candidate may reach a critical but brief conclusion. <i>There will typically be three underdeveloped points, or two developed points; or one developed and two underdeveloped points; or one developed and one underdeveloped point or one very well developed point.</i>

<b>2</b>	<b>3–4</b>	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, unsubstantiated and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies / confusion. If present, the conclusion is likely to be summative. <i>There will typically be two underdeveloped points, or one underdeveloped and a range of developed points; or one underdeveloped and one underdeveloped point, or more than one undeveloped points</i>
<b>1</b>	<b>1–2</b>	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion. <i>There will typically be one undeveloped point; or a vague representation</i>
<b>0</b>		No relevant analysis or evaluation.

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**GCE**

**Sociology**

**H580/01: Socialisation, culture and identity**

Advanced GCE

**Mark Scheme for Autumn 2021**

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
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.

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## Annotations

Annotation	Meaning
	Knowledge and Understanding: for example, studies or theories or concepts
	Developed Point: fully explained in a relevant way / detailed (level 4)
	Conclusion
	Underdeveloped: Partially explained, but requiring more depth (level 3)
	Example
	Application (to source)
	Evaluation
	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ little supporting evidence/knowledge (level 2)
	Unclear/confused/inaccurate
	Repetition
	Irrelevant - not focused on question set
JU	Juxtaposition of theories without direct evaluation
BP	Blank Page
SEEN	Where a page has writing on but it is not worthy of any credit.
Highlight	Use the highlighter annotation in <b>questions 4,7 and 10</b> to highlight the two ways/reasons/examples that have been identified.

Question	Answer	Marks	Guidance
1	<p><b>Explain, using examples, the concept of formal social control.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>2 marks</b>  The definition of the concept is accurate AND explained/ developed.  <b>1 mark</b>  There is a core and accurate definition of the concept of formal social control OR the definition is only implicit through wider explanation.</p> <p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  Candidates show an excellent ability to apply sociological evidence. Evidence/examples will be explicit and consistently related to the question and the explanation.  <i>2 examples and 2 explanations can reach this level.</i></p> <p><b>Level 3: 3 marks</b>  Candidates show a good ability to apply sociological evidence. Evidence/examples may be implicitly relevant to the question or related to the question occasionally. Evidence may be more implicitly relevant to the explanation.  <i>2 examples but only one explanation can reach this level. Or one example with two explanations</i></p> <p><b>Level 2: 2 marks</b>  Candidates show a basic ability to apply sociological evidence. There will be generalised application to question, lacking focus. Connection and application to the explanation may be vague and confused.</p>	6	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Definition should include reference to formal social control being a way to control behaviour. They may also refer to it being explicit/obvious and people being aware that it is happening.</li> <li>• Further explanation may refer to how it is about promoting conformity and deterring deviant behaviour. They may also contrast with informal social control or develop the idea of how the police, the courts and criminal justice system, the government and the military pass and enforce laws.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge/examples should be directly related to the specific question.</i>  Award 1 mark for each example and 1 mark for any relevant explanation (<b>NB – the explanation doesn't have to link directly to the example(s) provided</b>).</p> <p>Examples and explanations may include:</p> <ul style="list-style-type: none"> <li>• The police</li> <li>• The courts</li> <li>• Criminal justice system</li> <li>• The Government</li> <li>• The military</li> <li>• Education</li> <li>• Specific sanctions e.g. police tactics, sentences from a court, exclusion from school etc.</li> </ul>

		<p><i>2 examples with no explanation or one example with one full explanation can reach this level.</i></p> <p><b>Level 1: 1 mark</b> Candidates show a limited ability to apply sociological evidence/examples. The answer has marginal relevance. <i>One example only without explanation can reach this level.</i></p> <p><b>0 marks</b> No relevant application.</p>		<ul style="list-style-type: none"> <li>Links to theory e.g. Functionalism as a way for keeping order in society, Marxism as a tool of the ruling class, Feminism as a way of maintaining patriarchy</li> </ul>
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2	<p><b>Using Sources A and B and your wider sociological knowledge, explain how religion socialises an individual into their norms and values.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent knowledge and understanding which is fully developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is accurate and fully substantiated.  <i>There will be at least two developed points of knowledge (concepts, studies, theories, examples)</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good knowledge and understanding but it may be underdeveloped and/or implicit. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  <i>There will be at least one developed point of knowledge, or two underdeveloped points.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding. The response lacks depth and clarity and is only partially explained. The response may be generalised and undeveloped. The information has some relevance and is presented with a basic structure. The information is supported by little evidence.  <i>Knowledge will be partial / undeveloped.</i></p> <p><b>Level 1: 1 mark</b></p>	<p><b>12</b></p> <p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Norms and values in the UK historically based on the Christian religion</li> <li>• Religious attitudes informing divorce, homosexuality, abortion and euthanasia</li> <li>• Multi-faith nature of the UK means that religion socialises some groups more than others – Modood and Berthoud</li> <li>• Links with religion and norms and values in other areas of Sociology e.g. White Mask, Burdsey –Asian Footballers, Jacobson – Islam as crucial in forming identity</li> </ul> <p><b>AO2: Application</b>  Reference to source A may include:</p> <ul style="list-style-type: none"> <li>• Dress codes e.g. wearing a hijab</li> <li>• Religious cultural norms specific to gender</li> <li>• Links with ethnic identities e.g. Modood</li> <li>• Links with religion and peer group e.g. peer group pressure to wear a hijab or religion being a commonality between the peer group</li> <li>• Elements of the Muslim faith e.g. fasting during Ramadan, celebrating Eid or attending mosque</li> </ul> <p>• Reference to source B may include:</p> <ul style="list-style-type: none"> <li>o Rituals of prayer or reading a religious text</li> <li>o Attending a religious place of worship e.g. Temple or church</li> <li>o Influence of family in upbringing</li> </ul> <p>• Any other relevant point.</p>
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	<p>The candidate demonstrates a limited knowledge and understanding. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The source material may be simply recycled. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 mark</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question. <i>The candidate has explicitly applied material from both of the sources and from elsewhere both in a developed way.</i></p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally. <i>The candidate may have applied some material from only one of the sources (developed) and elsewhere <b>or</b> material from both sources in an underdeveloped way.</i></p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. <i>The candidate has <b>either</b> made use of material from only one source (<b>or</b> where both sources are referred to, the application is very undeveloped). (underdeveloped) <b>or</b> from elsewhere,</i></p>	<p><b>NB: The answer must refer to both sources to get into the top level, as well as relevant developed application of wider sociological knowledge to the question.</b></p>
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		<p><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p><b>0 marks</b> No relevant application.</p>		
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3	*	<p><b>Outline and briefly evaluate the view that social class is no longer part of an individual's identity.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 7–8 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material which is well developed; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3: 5–6 marks</b>  The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is accurate but may be underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2: 3–4 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial, undeveloped and unsubstantiated or generalised knowledge and understanding. The information has some relevance and is presented with basic structure.</p> <p><b>Level 1: 1–2 marks</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity there may be a tendency towards common sense. The</p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Postmodern view - our identities are defined by consumption and not production. Consumption not linked to social class (Pakulski and Walters).</li> <li>• Polhemus idea that identity is a supermarket of style</li> <li>• Maffesoli's idea that identity is fluid like neo-tribes</li> <li>• Offe - no longer a common experience of work uniting groups of people into 'classes'</li> <li>• New Right view - we live in a 'classless society' / meritocracy where class does not matter; levelling out. (e.g. Saunders)</li> <li>• New consumption cleavages cut across class lines (e.g. Crewe - voting behaviour; home ownership).</li> <li>• Savage - weak social class self-identification</li> <li>• Class being less important due a focus on gender, class, ethnicity, sexuality, disability etc.</li> <li>• Any other reasonable response</li> </ul>
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		<p>information is communicated in a confused way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question – whether traditional femininity is rapidly declining.</p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.</p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p><b>0 marks</b> No relevant application.</p> <p><b>AO3: Analysis and evaluation</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is at least one developed</p>		<p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question -</i></p>
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		<p>evaluation point supported by sociological evidence. There may be a critical and reasoned conclusion.</p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation but it will be underdeveloped. The candidate may reach an explicit but brief conclusion.</p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be anecdotal, with little sociological supporting evidence. If present, the conclusion is likely to be summative.</p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential evaluation is present. There is unlikely to be a conclusion.</p> <p><b>0 marks</b> No relevant sociological evaluation or analysis</p>		<p><b>AO3: Analysis and evaluation</b> The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Marxist view of the significance of social class.</li> <li>• Marshall - survey evidence of strong self-identification with a social class.</li> <li>• Evidence of continuing class inequalities / limited social mobility</li> <li>• Savage - Strong working class identification in certain communities</li> <li>• Wynne – links with middle class and status</li> <li>• Strong links with socialisation and class</li> <li>• Any other reasonable response</li> </ul>
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4	*	<p><b>OPTION 1 – Families and relationships</b></p> <p><b>Outline two reasons why individuals delay having children.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (For generic mark scheme)</b></p>		<p><b>AO1: Knowledge and understanding</b> The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• People are waiting longer to marry</li> <li>• Changing social attitudes</li> <li>• Increased proportion of adult income spent on children so choosing to leave it later</li> <li>• Beck and Beck-Gernsheim - Individualisation</li> <li>• More insecurity in early life (Giddens – confluent love) so leaving it later</li> <li>• Economic factors – ensuring financial stability</li> <li>• Career opportunities</li> <li>• Women’s opportunities</li> <li>• Advances in contraception</li> <li>• Getting on the housing ladder</li> <li>• ONS report – delayed marriage and partnership formation</li> <li>• Social class differences</li> <li>• Delay due to university – Bhrolchain and Beaujouan – rising levels of educational attainment among women</li> <li>• Any other reasonable response</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p>
5	*	<p><b>Explain and briefly evaluate the view that childhood has changed.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p>

				<ul style="list-style-type: none"> <li>• Changes in working practices – children no longer expected to work with the family (Stone)</li> <li>• Social construction of childhood - Aries</li> <li>• Smaller families so more attention and financial resources to one individual child over a longer period of time</li> <li>• Changes with the extension of education – now compulsory to be in education or training until 18</li> <li>• Social Policy – greater emphasis on child welfare that enshrines that care for children up to the age of 18</li> <li>• Families have become more child-centred</li> <li>• Children’s rights – giving priorities to children</li> <li>• Rise of experts and the notion that children have a lot more to learn in becoming an adult</li> <li>• Children as consumers – there is a consumer market aimed at children so it is in business’s interests to extend childhood – link to pester power</li> <li>• Palmer - Toxic Childhood – childhood has changed for the worse and is detrimental to children’s health</li> <li>• Mental health and concerns about children – becoming an adult too early can be damaging for children – link to Furedi, Cunningham</li> <li>• Children as digital natives and being the experts over adults in the digital world - Prensky</li> <li>• Any other reasonable response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p>
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					<ul style="list-style-type: none"> <li>• Not all childhoods have changed e.g. some children are expected to be carers or work in the family business</li> <li>• Some legal definitions and laws surrounding childhood have persisted for decades e.g. compulsory education therefore Laws keep childhood the same</li> <li>• Social class – experiences of childhood could be considered the same for certain classes e.g. working class children may have not had access to certain resources</li> <li>• Childhood has stayed the same but parenting has changed – McCarthy</li> <li>• Children separated from adult world through education – Aries – modern childhood</li> <li>• Children still subject to parental control – age patriarchy</li> <li>• Any other reasonable response</li> </ul>
6	*		<p><b>Assess feminist views of the family.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible evidence / arguments</p> <ul style="list-style-type: none"> <li>• Concepts such as private/public spheres, dark side of family life, consumer culture, sexual division of labour, work/life balance, dysfunctional, patriarchy, domestic violence, reserve army of labour, anti-social family, indoctrination, social control, dual burden, triple shift</li> <li>• Liberal Feminist view – Oakley and the division of labour, Somerville and the notion of choice</li> <li>• Radical feminist view - nuclear families reflect patriarchy and therefore have a "dark side" in terms of oppression and male domination. Housework and emotional work – Delphy and Leonard. Evidence of domestic violence within families (e.g. Stanko, Dobash and Dobash)</li> </ul>

					<ul style="list-style-type: none"> <li>Marxist feminist view - the dark side is that women are "slaves of wage slaves" (Benston; Rowbottom) and the "takers of shit" (Ansley).</li> <li>Duncombe and Marsden</li> <li>Pahl and money management</li> </ul> <p>Any other reasonable response</p> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  In evaluation (depending on approach taken);</p> <ul style="list-style-type: none"> <li>Functionalist views - conjugal roles (Parsons)</li> <li>Wilmott and Young – Symmetrical family</li> <li>Marxist views that power is shaped by the needs to capitalism – Cooper – family as an ideological conditioning device</li> <li>Postmodern view – there is an ambivalence and fluidity to what is normal or correct (Bernardes)</li> <li>New Right view - Schlafly</li> <li>Hakim – critique of feminist views - power is equal in the family – criticisms of feminists</li> <li>Differences in relation to social class, ethnicity, sexuality and age and life course.</li> <li>Any other relevant response</li> </ul>
7	*		<p><b>OPTION 2 – Youth subcultures</b></p> <p><b>Outline two examples of anti-school subcultures.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>Willis – the Lads</li> <li>Sewell – Retreatists and Rebels</li> <li>Shain – Gang girls</li> </ul>

					<ul style="list-style-type: none"> <li>• Jackson – Ladettes</li> <li>• Archer and Yamishta – Harkton Boys</li> <li>• Mac an Ghaill – the macho lads</li> <li>• Blackman – New Wave Girls</li> <li>• Macdonald and Marsh – rejection of academic success</li> <li>• Any other reasonable response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p>
8	*		<p><b>Explain and briefly evaluate the view that youth subcultures are linked to ethnicity.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b>  Candidates may make reference to a variety of studies providing they relate to the question.</p> <ul style="list-style-type: none"> <li>• Holdaway – Canteen Culture</li> <li>• Hall – Policing the crisis</li> <li>• Van Dijk – prefix ‘black’ in media reporting</li> <li>• Sewell and Anti-school subcultures</li> <li>• Bourgois and Latino drug dealers</li> <li>• Nightingale – Paradox of inclusion</li> <li>• Sewell – hyper-masculinity</li> <li>• Alexander – the myth of Asian Gang</li> <li>• Shain – the Faith Girls</li> <li>• Sewell – the conformists</li> <li>• Mirza – African- Caribbean girls</li> <li>• Concepts/issues such as social exclusion, opposition, resistance, the myth of black criminality, moral panic, marginalisation, labelling, institutional racism, discrimination, stereotypes, master status,</li> </ul>



				<p>scapegoating, divide and rule, role models, crisis in masculinity, over-representation</p> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>● Link between subculture and ethnicity has been overstated – Alexander, Hall</li> <li>● Hybrid subcultures</li> <li>● Link to subcultures based around other factors e.g.</li> <li>● Gender – Cohen, Messerschmidt, Blackman</li> <li>● Class – Willis, Mac an Ghaill, A. Cohen</li> <li>● Postmodern view – Maffesoli, Polemus</li> <li>● Any other reasonable response</li> </ul>
9	*	<p><b>Assess feminist views on the role of youth culture in society.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding:</b>  The following may be used:</p> <ul style="list-style-type: none"> <li>● McRobbie and Garber – absence of research on females – presented as passive girlfriend and ‘pillion passengers’</li> <li>● Heidensohn – malestream sociology</li> <li>● Blackman – New Wave Girls</li> <li>● McRobbie and Garber – Bedroom Culture</li> <li>● Hollands – Ladettes</li> <li>● Lincoln – bedroom zones</li> <li>● Any other relevant response.</li> </ul>

				<p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Explicit criticism of Feminism – e.g. neglect dimensions of class and ethnicity</li> <li>• Marxist view – Feminists ignore issues of power.</li> <li>• Interactionist view - no discussion of labelling.</li> <li>• Functionalist view - ignore the role of youth culture in ultimately transitioning to a harmonious society.</li> <li>• Postmodern view – gender is not important.</li> <li>• Any other relevant response</li> </ul>
10	*		<p><b>OPTION 3 – Media</b></p> <p><b>Outline two examples of the “uses and gratifications model”.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</b></p>	<p><b>12</b></p> <p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Zillmann – influence of mood on media choice</li> <li>• Mcquail – 4 common reasons for media use <ul style="list-style-type: none"> <li>- information</li> <li>- personal identity</li> <li>- integration and social interaction</li> <li>- entertainment</li> </ul> </li> <li>• Used as a criticism of both direct and indirect theories</li> <li>• Audience as an active agent</li> <li>• People’s needs influence how they use and respond to the media</li> <li>• Contemporary examples such as lonely people watching soaps for a sense of family</li> </ul>

				<ul style="list-style-type: none"> <li>Any other reasonable response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p>
11	*	<p><b>Explain and briefly evaluate the view that media representations of old age are negative.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>Represented as 'one-dimensional' and based on stereotypes (Landis)</li> <li>Largely invisible in the media (Cuddy and Fiske)</li> <li>Lack of balanced portrayal of ageing (Milner, Van Norman and Milner).</li> <li>Contrasting trends in representations of ageing (Biggs)</li> <li>Victor: 4 stereotypes: lonely, unable to learn, ill health and dependency</li> </ul> <p>.</p> <ul style="list-style-type: none"> <li>Any other relevant response.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>Increase in positive portrayals linked to the increase of the "grey pound" (Carrigan and Szmigin)</li> </ul>

					<ul style="list-style-type: none"> <li>• Positive representations - Active ageing Clarke and Warren and Oldest old (McKinsey)</li> <li>• Changing representations – Featherstone &amp; Hepworth</li> <li>• Any other relevant response</li> </ul>
12	*		<p><b>Assess Marxist views on representations in the media.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>Neo-Marxist views may be used as either knowledge or evaluation and analysis depending on how the candidate has answered. Either way is creditable.</b></p> <p><b>AO1: Knowledge and understanding</b> The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Media as part of the superstructure of society transmitting ideology to create false class consciousness</li> <li>• Miliband – New opium of the people</li> <li>• Power with the owners of the media (Bagdikian)</li> <li>• Using representation to continue myth of meritocracy</li> <li>• Examples of power e.g. Rupert Murdoch</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b> The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Ignores other forms of inequality</li> <li>• Overly conspiratorial</li> <li>• Fails to take into account role of media professionals</li> </ul>

					<ul style="list-style-type: none"><li>• Neo- Marxist view that Journalists and broadcasters tend to be white, middle class and male and reinforce the ruling class hegemony.</li><li>• Pluralist viewpoint that there is now a wide range of choice</li><li>• The Fourth Estate – keeps society in check</li><li>• Feminist – various representations of women not reflected by Marxist position</li><li>• Postmodern position that it is difficult to identify specific social groups as boundaries become blurred</li><li>• Any other relevant response</li></ul>
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## APPENDIX 1

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10

*AO1: Knowledge and understanding (8 marks)*

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the response is well developed and substantiated with sociological evidence.</p> <p>There is a well-developed line of reasoning which is clear and logically structured.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. There is some sociological material but it is likely to be underdeveloped for both ways or the response is likely to be uneven.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised.</p> <p>The information has some relevance and is presented with basic structure. The information is supported by basic evidence.</p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0		No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application.

## APPENDIX 2

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

*AO1: Knowledge and understanding (8 marks)*

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range sociological material; the response is well developed and substantiated with sociological evidence.</p> <p>There is a well-developed line of reasoning which is clear and logically structured.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped. Responses may lack precise sociological knowledge.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised.</p> <p>The information has some relevance and is presented with basic structure. The information is supported by limited evidence.</p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity but does have vague representations of the topic area</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0		No relevant sociological knowledge or understanding.



**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

**AO3: Analysis and Evaluation (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There will be at least one developed evaluation point, supported with sociological evidence. The candidate may reach a critical and reasoned conclusion.
3	3	The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation points but these may be underdeveloped. The candidate may reach a critical but brief conclusion.
2	2	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal with little supporting sociological evidence. If present, the conclusion is likely to be summative.
1	1	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion.
0		No relevant analysis or evaluation.

## APPENDIX 3

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12

*AO1: Knowledge and understanding (8 marks)*

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; which is well developed and substantiated.</p> <p>There is a well-developed line of reasoning which is clear and logically structured.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity and contain some inaccuracies / confusion. The response may be partial and undeveloped and / or generalised.</p> <p>The information has some relevance and is presented with basic structure. The information is supported by limited evidence.</p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0		No relevant sociological knowledge or understanding.

**AO2: Application (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5–6	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3–4	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1–2	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

**AO3: Analysis and Evaluation (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed and substantiated. The candidate may reach a critical and reasoned conclusion.
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points but these may be underdeveloped. There may be a tendency towards juxtaposition of other theories without specific links made to the question. The candidate may reach a critical but brief conclusion.
2	3–4	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, unsubstantiated and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies / confusion. If present, the conclusion is likely to be summative.
1	1–2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion.
0		No relevant analysis or evaluation.

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**GCE**

**Sociology**

**H580/01: Socialisation, culture and identity**

A Level

**Mark Scheme for June 2022**

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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.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK PRACTICE AND STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

**Short Answer Questions (requiring a more developed response, worth two or more marks)**

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions (requiring a developed response)**

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.



7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your Team Leader, use the phone, the messaging system, or e-mail.












9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	Knowledge and Understanding: for example, studies or theories or concepts
	Developed Point: fully explained in a relevant way / detailed (level 4)
	Conclusion
	Underdeveloped: Partially explained, but requiring more depth (level 3)
	Example
	Application (to source)
	Evaluation
	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ little supporting evidence/knowledge (level 2)
	Unclear/confused/inaccurate
	Repetition
	Irrelevant - not focused on question set
JU	Juxtaposition of theories without direct evaluation
BP	Blank Page
SEEN	Where a page has writing on but it is not worthy of any credit.
Highlight	Use the highlighter annotation in <b>questions 4,7 and 10</b> to highlight the two ways/reasons/examples that have been identified.

Question	Answer	Marks	Guidance
1	<p><b>Explain, using examples, the concept of consumer culture.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>2 marks</b>  The definition of the concept is accurate AND explained/ developed.</p> <p><b>1 mark</b>  There is a core and accurate definition of the concept of values OR the definition is only implicit through wider explanation.</p> <p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  Candidates show an excellent ability to apply sociological evidence. Evidence/examples will be explicit and consistently related to the question and the explanation.  <i>2 examples and 2 explanations can reach this level.</i></p> <p><b>Level 3: 3 marks</b>  Candidates show a good ability to apply sociological evidence. Evidence/examples may be implicitly relevant to the question or related to the question occasionally. Evidence may be more implicitly relevant to the explanation.  <i>2 examples but only one explanation can reach this level. Or one example with two explanations.</i></p> <p><b>Level 2: 2 marks</b>  Candidates show a basic ability to apply sociological evidence. There will be generalised application to question, lacking focus. Connection and application to the explanation may be vague and confused.  <i>2 examples with no explanation or one example with one full explanation can reach this level.</i></p>	6	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Definition should include reference to <b>the goods and services we buy in society.</b></li> <li>• Reference to the increasing emphasis on consumption in contemporary society.</li> <li>• Identity being increasing related to what we buy and consume (postmodernism)</li> <li>• Cultural (related to identity) and economic (from production to consumption) aspects of consumer culture.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge/examples should be directly related to the specific question.</i>  Award 1 mark for each example and 1 mark for any relevant explanation of consumer culture (<b>NB – the explanation doesn't have to link directly to the example(s) provided but each explanation does need to be different</b>).  Examples and explanations may include:</p> <ul style="list-style-type: none"> <li>• Examples of activities linked to consumer culture, such as shopping as a leisure pursuit.</li> <li>• Link with conspicuous consumption – brands, logos and designer goods as status symbols.</li> <li>• Explanation of examples may make links to theory (e.g. postmodernism – pick n mix society; Marxism – pursuit of profit).</li> <li>• Shopping experience developments; from out of town to on-line.</li> <li>• The easy availability of credit and loans.</li> </ul>

		<p><b>Level 1: 1 mark</b> Candidates show a limited ability to apply sociological evidence/examples. The answer has marginal relevance. <i>One example only without explanation can reach this level.</i></p> <p><b>0 marks</b> No relevant application.</p>		
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2	*	<p><b>Using sources A and B and your wider sociological knowledge, explain how norms are relative.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent knowledge and understanding which is fully developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is accurate and fully substantiated.  <i>Typically, there will be at least two developed points of knowledge (concepts, studies, theories, examples)</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good knowledge and understanding but it may be underdeveloped and/or implicit. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  <i>Typically, there will be at least one developed point of knowledge, or two underdeveloped points.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding. The response lacks depth and clarity and is only partially explained. The response may be generalised and undeveloped. The information has some relevance and is presented with a basic structure. The information is supported by little evidence.  <i>Typically, there will be one underdeveloped or two undeveloped points.</i></p> <p><b>Level 1: 1 mark</b></p>	<p><b>12</b></p> <p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:  <b>Concepts and studies such as:</b></p> <ul style="list-style-type: none"> <li>• Social construction</li> <li>• Relativity over time, between societies and within societies</li> <li>• Situational norms and deviance (Plummer)</li> </ul> <p><b>Theories:</b></p> <ul style="list-style-type: none"> <li>• Interactionism</li> </ul> <p><b>Contemporary examples:</b></p> <ul style="list-style-type: none"> <li>• Any example which illustrates how norms are relative to time, place and context; e.g. norms surrounding body shape; acceptable behaviour; norms related to laws; moral norms.</li> </ul> <p><b>AO2: Application</b>  Reference to source A may include:</p> <ul style="list-style-type: none"> <li>• Situational norms – art in a gallery, compared to on the street.</li> <li>• The subjective definition of what is “grafitti” versus “art”</li> <li>• The motive/meaning behind the drawing/painting.</li> </ul>
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	<p>The candidate demonstrates a limited knowledge and understanding. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The source material may be simply recycled. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically, there will be one undeveloped point.</i></p> <p><b>0 mark</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question. <i>Typically, there will be two developed points of application or one developed and one underdeveloped.</i></p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally. <i>Typically, there will be one developed and one undeveloped point of application or two underdeveloped points of application.</i></p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. <i>Typically, the candidate has <b>either</b> made use of material from only one source (developed or underdeveloped) <b>or</b> where both sources are referred to, the application is undeveloped for both</i></p>	<p>Reference to source B may include:</p> <ul style="list-style-type: none"> <li>• Norms relative over time and between societies – smoking example could refer to how smoking was socially acceptable (and still is in some societies) but now it is deviant / illegal</li> <li>• The link between role models and social norms (film stars, President Regan)</li> <li>• The link between changing norms and changing laws</li> <li>• Any other relevant point.</li> </ul> <p><b>NB: The answer must refer to both sources to get into the top level, as well as relevant developed application of wider sociological knowledge to the question.</b></p>
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		<p><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance. <i>Typically, the candidate only pays lip service to the source.</i></p> <p><b>0 marks</b> No relevant application.</p>		
3	*	<p><b>Outline and briefly evaluate the view that attitudes to sexuality and sexual identity remain traditional</b></p> <p><b>AO1: Knowledge and understanding</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent knowledge and understanding of a range of sociological material which is well developed; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. <i>Typically, there will be three developed points or two developed and one underdeveloped point</i></p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is accurate but may be underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically, there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point.</i></p>	20	<p><b>AO1: Knowledge and understanding</b> Do not credit answers that focus on gender identity with no reference to sexual identity.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive. Some evidence can be applied for or against the claim dependent on its use.</p> <ul style="list-style-type: none"> <li>• Compulsory heterosexuality (Rich) – women are forced into heterosexuality to suit a patriarchal society and be ‘available’ to men.</li> <li>• Weeks – the identification of homosexuality is distinct whereas those who heterosexual don’t need to identify themselves.</li> <li>• Traditional roles associated with homosexuality (McIntosh the homosexual role)</li> <li>• Homosexuals as a subculture excluded from mainstream culture (e.g. Plummer – homosexual careers)</li> <li>• Reiss – homosexuality is perceived as wrong even by rent boys who do not identify as gay, despising the clients</li> <li>• Media representations reinforce traditional sexuality – e.g. Batchelor / Craig / Gerber.</li> </ul>



		<p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial, undeveloped and unsubstantiated or generalised knowledge and understanding. The information has some relevance and is presented with basic structure. <i>Typically, there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points</i></p> <p><b>Level 1: 1–2 marks</b> The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity there may be a tendency towards common sense. The information is communicated in a confused way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically, there will be one undeveloped point or a vague representation.</i></p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question – whether ethnic identities are becoming hybridised</p> <p><b>Level 3: 5–6 marks</b></p>	<ul style="list-style-type: none"> <li>• Socialisation into traditional sexuality based on, for example, the ideology of the nuclear family (Gittens) / definitions of nuclear families including heterosexuality (Murdock).</li> <li>• Any other relevant point.</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question – <b>whether sexual identity is traditional or not.</b></i></p>
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		<p>The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.</p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p><b>0 marks</b> No relevant application.</p> <p><b>AO3: Analysis and evaluation</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is at least one developed evaluation point supported by sociological evidence. There may be a critical and reasoned conclusion.</p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation but it will be underdeveloped. The candidate may reach an explicit but brief conclusion.</p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be anecdotal or</p>		<p><b>AO3: Analysis and evaluation</b> The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Pink Pound (Stonewall, Pride)</li> <li>• Celebrities as role models (E.g. Gareth Thomas Documentary to take the stigma from HIV virus)</li> <li>• Gauntlett – media representations are becoming more equal (e.g. Adventuretime and bisexual characters). E.g. Commonwealth Games opening ceremony</li> </ul>
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		<p>undeveloped, with little sociological supporting evidence. If present, the conclusion is likely to be summative.</p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential evaluation is present or assertive in tone. There is unlikely to be a conclusion.</p> <p><b>0 marks</b> No relevant sociological evaluation or analysis</p>		<ul style="list-style-type: none"> <li>Legislative changes – same sex act 2014, decriminalisation of homosexuality; Turing’s law etc, 2010 Equalities Act, Same sex marriage UK 2014.</li> <li>Any other relevant point of evaluation</li> </ul>
4	*	<p><b>OPTION 1 – Families and relationships</b></p> <p><b>Outline two ways in which relationships between same sex couples are more equal than relationships between heterosexual couples.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (For generic mark scheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b> The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>Calhoun - Lesbian marriage and motherhood avoids the exploitation and patriarchy that comes with heterosexual relationships.</li> <li>Weeks – same sex families as “chosen” families</li> <li>Roseneil – the decline of the heteronorm</li> <li>Giddens – transformation of intimacy</li> <li>Stacey – the postmodern family – negotiated relationships.</li> <li>Dunne – no established “gender scripts” in Gay and Lesbian families; therefore more equal.</li> <li>Any other relevant response</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p>

5	*	<p><b>Explain and briefly evaluate the view that individuals are increasingly living alone.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Demographic reasons (increasing elderly population – life expectancy);</li> <li>• Creative singlehood (Stein)</li> <li>• Lone parenthood (leads to individuals living alone once children have grown up)</li> <li>• Rising divorce rates have led to more people living alone</li> <li>• Increased geographical mobility – especially graduates – living alone to search for employment.</li> <li>• Rising living standards make it more feasible for people to live on their own.</li> <li>• Greater independence for women (feminist view)</li> <li>• Increasing choice – postmodernist view – e.g. LATs. (Duncan &amp; Philips)</li> <li>• Giddens – Confluent love</li> <li>• Beck and Beck-Gernsheim - individuation</li> <li>• Any other relevant point.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Functionalist view that traditional nuclear families are the most functional for individuals and for society (question the benefits of living alone).</li> </ul>
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					<ul style="list-style-type: none"> <li>• Neo-functionalist view – the nuclear family is still dominant – neo-conventional family (Fletcher).</li> <li>• British Social Attitudes surveys show that the majority of individuals aspire to live as part of a nuclear family and singlehood is often a temporary phase.</li> <li>• There is an increase in some forms of extended family types- e.g. Beanpole families; vertical extended families.</li> <li>• Any other relevant response.</li> </ul>
6	*		<p><b>Assess the view that the nuclear family is the most functional family type</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic markscheme)</b></p>	24	<p><b>AO1: Knowledge and understanding</b> The following list is indicative of possible evidence / arguments in support of the view</p> <ul style="list-style-type: none"> <li>• Functionalist view</li> <li>• Functional for society: Functional fit theory (parsons); universal nuclear family (Murdock)</li> <li>• Functional for individuals: Parsons – 2 irreducible functions</li> <li>• Warm bath theory</li> <li>• New Right View (e.g. Murray – reduces need for state support; less likely to lead to underclass; father disciplinarian figure important in a nuclear family).</li> <li>• Schlafly – marriage as most fulfilling role</li> <li>• Popenoe – conventional families</li> <li>• Marxist view of nuclear family being most functional for capitalism</li> <li>• Any other relevant responses</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b> A common evaluative strategy may be the engagement of other theories which are in contrast to the view in the questions:</p>

				<ul style="list-style-type: none"> <li>• Marxist view – nuclear family benefits capitalism not society (e.g. Zaretsky)</li> <li>• Feminist view – nuclear family masks the dark side of domestic violence; nuclear family is not good for women</li> <li>• Postmodern view – there is no “best” family type; there is increasing choice and individualism</li> <li>• Any other relevant response</li> </ul>
7	*	<p><b>OPTION 2 – Youth subcultures</b></p> <p><b>Outline two reasons why the media create moral panics about youth deviance.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b> The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• As a consequence of “news values” – selling news.</li> <li>• The social construction of news – the “silly season”. Reference interactionist views</li> <li>• Labelling – and creation of folk devils – interactionist views.</li> <li>• Stereotyping. Eg. Islamophobia. Link to interactionism.</li> <li>• Neo-Marxist view – as a distraction to problems actually caused by capitalism (refer to Hall and the mugging moral panic).</li> <li>• Reference to specific moral panics in explanation e.g. Fawbert – Hoodies, Abbas – Islamaphobia, Cohen – Mods/Rockers, Thornton – Ravers, Young - Hippies</li> <li>• Any other relevant point</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p>
8	*	<p><b>Explain and briefly evaluate the view that youth subcultures are no longer spectacular.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</b></p>	16	<p>By spectacular, the question is referring to highly visible/recognisable subcultures often (but not solely) associated with the CCCS e.g. punks, skinheads, mods/rockers, teddy boys, hippies</p> <p>Be aware that if evaluation is used to state that subcultures are still spectacular, this needs to reference to the present day (i.e. they still</p>

				<p>are) – candidates that just list spectacular subcultural studies with no reference to present day will be annotated as juxtaposition.</p> <p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Postmodernism – youth culture has become increasingly fragmented and diverse.</li> <li>• Youth subcultures are fluid and eclectic – e.g. MIPS “club culture”</li> <li>• Thornton – club cultures as taste cultures</li> <li>• Redhead – the media create sub-cultures</li> <li>• Maffesoli – Neo-tribes, not spectacular sub-cultures</li> <li>• Polhemus – supermarket of style.</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Examples of sub-cultures that do still have distinctive styles; e.g. Goths; EMOs</li> <li>• The ignoring of the vast majority of “ordinary youth” who do not belong to sub-cultures (McRobbie) – too much focus on sub-cultures.</li> <li>• There are still clear sub-cultures based on ethnicity, gender , class.</li> <li>• The persistence of spectacular subcultures e.g. punks</li> <li>• Any other relevant response</li> </ul>
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9	*	<p><b>Assess the view that the reasons why young people are deviant are related to their identity of being working class.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding:</b> The following may be used: The view that they are related to conflict and control:</p> <ul style="list-style-type: none"> <li>• Functionalist view of deviant working class subcultures as a reaction to the norms and values of wider society – A Cohen, Cloward &amp; Ohlin.</li> <li>• Functionalist view of deviant working class subcultures acting as an independent working class/ underclass culture – Miller; Murray.</li> <li>• Contemporary examples of deviant behaviour – e.g. gang culture – linked to so-called working class “values”.</li> <li>• Neo-Marxist view – being working class leads to deviance as an expression of resistance and rebellion (e.g. P. Cohen; Hebdige; Brake).</li> <li>• Interactionist views (could also be used as evaluation) – labelling of being “working class” leads to deviance (e.g. Chambliss, Cicourel).</li> <li>• Any other relevant response.</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b> The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Accept any specific criticism of the theories stated above.</li> <li>• Young people are deviant as a result of their gender, not class – e.g. it’s masculinity that causes deviance (e.g. Messerschmidt – males are socialised into a hegemonic value system and masculine goals which can align with criminality; e.g. The need for reputation; having power authority and control over others.)</li> </ul>
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					<ul style="list-style-type: none"> <li>• Young people are deviant as a result of ethnicity – resistance against racism (e.g. Gilroy ); Cashmore – uses Merton’s ideas of strain but applies to young African-Caribbean’s in Britain; Sewell – triple quandary theory.</li> <li>• The postmodern view that deviance is not related to class; instead it’s related to the pleasure of thrill of risk taking (Katz, Lyng)</li> <li>• Any other relevant response.</li> </ul>
10	*		<p><b>OPTION 3 – Media</b></p> <p><b>Outline two ways in which old people are represented in the media</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic markscheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Landis – one dimensional stereotypes of older people.</li> <li>• Cuddy and Fiske – under representation on TV of older people</li> <li>• Milner, Van Norman and Milner -absence in the media of a balanced view of ageing.</li> <li>• Carrigan and Szmigin – effects of the ‘grey pound’.</li> <li>• Biggs – both change and continuity.</li> <li>• Featherstone and Hepworth – changing representations</li> <li>• Any other relevant point.</li> </ul> <p><b>AO2: Application</b></p> <p><i>The selected knowledge should be directly related to the specific question.</i></p>
11	*		<p><b>Explain and briefly evaluate the feminist view that representations of gender in the media disadvantage females.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Liberal feminism – media content analyses show that sex-role stereotyping remains a major feature of TV programmes which is suffering from a cultural lag. (Van Zoonen)</li> <li>• Portrayal of gender in adverts promotes a “beauty myth” (Wolf)</li> </ul>

					<ul style="list-style-type: none"> <li>• McRobbie – the influence of magazines on girls and young women.</li> <li>• Ferguson – the cult of femininity.</li> <li>• Radical feminism – patriarchal ideology - the “male gaze” (Mulvey)</li> <li>• Tuchman – symbolic annihilation</li> <li>• Hall – music videos and objectification of women</li> <li>• Becker Images on communities in Fiji – effect of media on women’s body image</li> <li>• Cosmeticisation Itzin – effects on body image of older women</li> <li>• Any other relevant response.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Acknowledge evaluation of different strands of feminism as critiques. E.g. Lauzen increase of females in media production changing the representations and thus effects</li> <li>• Studies that show changing representations of women showing the effects are lessening (e.g. Glascock)</li> <li>• Postmodernism – treats all females as passive victims; females use the media in a variety of ways.</li> <li>• Pluralist argument of supply and demand (e.g. Ferguson interviews with editors)</li> <li>• Any other relevant response</li> </ul>
12	*		<b>Assess the view that the media amplifies deviance</b>	24	<b>AO1: Knowledge and understanding</b>

		<p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Accept the explanation of stages of a moral panic with reference to the intrinsic role of the media in exaggerating and amplifying deviance.</li> <li>• Wilkins – deviance amplification spiral</li> <li>• S. Cohen – mods and rockers - headlines in the media.</li> <li>• Moral entrepreneurs</li> <li>• Fawbert – hoodies moral panic and the role of the tabloid press.</li> <li>• Goode and Ben Yehuda – stages of a moral panic.</li> <li>• Muncie – selective reporting by the media can generate crime waves.</li> <li>• Examples of moral panics and the role of the media.</li> <li>• Direct models of media effect as linked to increasing deviance; e.g. hypodermic syringe model – desensitisation when consuming violent images in the media.</li> <li>• Imitation / copycat violence</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• A panic starts when the general public become anxious; media are simply expressing a more widespread concern. This could be linked to functionalism (consensus over decline of moral values) or Pluralism (audience in control). Contemporary examples could be used to illustrate this: e.g. Knife crime.</li> </ul>
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					<ul style="list-style-type: none"> <li>• The Neo-Marxist view - the ruling class deliberately create moral panics and therefore moral panics are created by the media but wouldn't exist in a communist society as there would be no need to "fool" the masses.</li> <li>• Postmodern view – media saturation; moral panics have lost their ability to panic. Reference could be made to "fake news" – news itself is losing it's ability to shock and panic. Contemporary examples could refer to the "Momo" – the story of the puppet dispensing advice on self-harm, that was actually fake.</li> <li>• Media as a cathartic effect – Fesbach.</li> <li>• Other models may be used i.e. no the media does not amplify deviance – uses and gratifications model – Zillman/ McQuail – we use the media for our own purposes so it reflects our choices and needs. Thus any deviance begins with its audience and media reflects that.</li> <li>• Pluralist views – the media responds to its audience working on a supply and demand basis. Thus the media is not in control of society's behaviour. The audience has control of the media (ratings etc)</li> <li>• Other socialisation agencies / social control agencies cause deviance not the media</li> <li>• Any other relevant response.</li> </ul>
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## APPENDIX 1

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10

## AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	7–8	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the response is well developed and substantiated with sociological evidence. There is a well-developed line of reasoning which is clear and logically structured. <i>Typically there will be two developed or one developed and one underdeveloped point</i>
3	5–6	The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. There is some sociological material but it is likely to be underdeveloped for both ways or the response is likely to be uneven. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically there will be two underdeveloped/one developed and one undeveloped or one developed point</i>
2	3–4	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised. The information has some relevance and is presented with basic structure. The information is supported by basic evidence. <i>Typically there will one underdeveloped and one undeveloped point/way or one underdeveloped/two undeveloped points</i>
1	1–2	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically there will be one undeveloped point/two ways identified only or vague representation with only one way identified</i>
0		No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application.

## APPENDIX 2

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

**AO1: Knowledge and understanding (8 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7–8	The candidate demonstrates an excellent knowledge and understanding of a range sociological material; the response is well developed and substantiated with sociological evidence. There is a well-developed line of reasoning which is clear and logically structured. <i>Typically there will be two developed or one developed and one underdeveloped point</i>
3	5–6	The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped. Responses may lack precise sociological knowledge. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically there will be two underdeveloped/one developed and one undeveloped or one developed point</i>
2	3–4	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised. The information has some relevance and is presented with basic structure. The information is supported by limited evidence. <i>Typically there will one underdeveloped and one undeveloped or one underdeveloped/two undeveloped points</i>
1	1–2	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity but does have vague representations of the topic area. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically there will be one undeveloped point/two ways identified only or vague representation with only one way identified</i>
0		No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

**AO3: Analysis and Evaluation (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There will be at least one developed evaluation point, supported with sociological evidence or two underdeveloped points. The candidate may reach a critical and reasoned conclusion.
3	3	The candidate demonstrates a good ability to analyse and evaluate sociological material. There is an analysis and evaluation point but this may be underdeveloped. The candidate may reach a critical but brief conclusion.
2	2	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation point is likely to be anecdotal with little supporting sociological evidence or undeveloped. If present, the conclusion is likely to be summative.
1	1	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present or assertive in tone. There is unlikely to be a conclusion.
0		No relevant analysis or evaluation.



## APPENDIX 3

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12

**AO1: Knowledge and understanding (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; which is well developed and substantiated. There is a well-developed line of reasoning which is clear and logically structured. <i>Typically, there will be three developed points or two developed and one underdeveloped point</i>
3	5–6	The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically, there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point</i>
2	3–4	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity and contain some inaccuracies / confusion. The response may be partial and undeveloped and / or generalised. The information has some relevance and is presented with basic structure. The information is supported by limited evidence. <i>Typically, there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points</i>
1	1–2	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically, there will be one undeveloped point or a vague representation.</i>
0		No relevant sociological knowledge or understanding.

**AO2: Application (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5–6	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3–4	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1–2	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

**AO3: Analysis and Evaluation (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed and substantiated. The candidate may reach a critical and reasoned conclusion. <i>Typically, there will be three developed points or two developed and one underdeveloped point</i>
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points but these may be underdeveloped. There may be a tendency towards juxtaposition of other theories without specific links made to the question. The candidate may reach a critical but brief conclusion. <i>Typically, there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point</i>
2	3–4	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, unsubstantiated and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies / confusion. If present, the conclusion is likely to be summative. <i>Typically, there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points</i>
1	1–2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion.

		<i>Typically, there will be one undeveloped point or a vague representation.</i>
0		No relevant analysis or evaluation.

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**GCE**

**Sociology**

**H580/01: Socialisation, culture and identity**

A Level

**Mark Scheme for June 2023**

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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.

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## MARKING INSTRUCTIONS

PREPARATION FOR MARKING : RM Assessor<sup>3</sup>

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM assessor *Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RMA<sup>3</sup> and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

**YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS**

## MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RMA<sup>3</sup> 50% and 100% (Batch 1 and Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RMA<sup>3</sup> messaging system.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RMA<sup>3</sup>, which will select the highest mark from those awarded. *The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered.

The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response.

*The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.*

**Short Answer Questions (requiring a more developed response, worth two or more marks)**

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions (requiring a developed response)**

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked.

Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer, then add a tick to confirm that the work has been seen.



7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RMA<sup>3</sup> **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses.


















Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	Knowledge and understanding : for example, studies or theories or concepts
	Conclusion
	Developed Point: fully explained in a relevant way / detailed (Level 4)
	Underdeveloped: partially explained, requiring more depth (Level 3)
	Application (to source)
	Evaluation
	Juxtaposition of theories without direct evaluation
	Unsubstantiated/undeveloped/implicit/accurate without explanation/little supporting evidence/knowledge (level 2)
	Unclear/confused/inaccurate
	Irrelevant – not focused on question set
	Repetition
 Highlight	Use the highlighter annotation in Questions 4, 7 and 10 to highlight the two ways/reasons/examples that have been identified.
	AN
	Blank Page
	Example
	Irrelevant
	Where a page has writing on but it is not worthy of any credit

Question	Answer	Marks	Guidance
1	<p><b>Explain, using examples, the concept of global culture.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>2 marks</b>  The definition of the concept is accurate AND explained/developed.</p> <p><b>1 mark</b>  There is a core and accurate definition of the concept of global culture OR the definition is only implicit through wider explanation.</p> <p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  Candidates show an excellent ability to apply sociological evidence. Evidence/examples will be explicit and consistently related to the question and the explanation.  <i>2 examples and 2 explanations can reach this level.</i></p> <p><b>Level 3: 3 marks</b>  Candidates show a good ability to apply sociological evidence. Evidence/examples may be implicitly relevant to the question or related to the question occasionally. Evidence may be more implicitly relevant to the explanation.  <i>2 examples but only one explanation can reach this level. Or one example with two explanations</i></p> <p><b>Level 2: 2 marks</b>  Candidates show a basic ability to apply sociological evidence. There will be generalised application to question, lacking focus. Connection and application to the explanation may be vague and confused.  <i>2 examples with no explanation or one example with one full explanation can reach this level.</i></p>	6	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Definition should include reference to societies across the globe sharing a similar way of life. They may also refer to a social, political and/or economic interconnectedness.</li> <li>• Further explanation may refer to how culture has become homogenous or how culture has become globalised.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge/examples should be directly related to the specific question.</i></p> <p>Award 1 mark for each example and 1 mark for any relevant explanation (<b>NB – the explanation doesn't have to link directly to the example(s) provided</b>).</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Erosion of ethnic and/or national differences</li> <li>• The world as a global village – McLuhan</li> <li>• Americanisation</li> <li>• McDonaldisation</li> <li>• Reference may be made to studies such as Giddens, Featherstone, Marsh &amp; Keating</li> <li>• Reference to postmodernism</li> <li>• Influence of factors such as media, global economy, global citizens, international organisations, electronic communication</li> <li>• Examples may be drawn from the above points and/or may be related to specific aspects of culture such as music, film, travel, internet, multi-national corporations</li> </ul>

	<p><b>Level 1: 1 mark</b> Candidates show a limited ability to apply sociological evidence/examples. The answer has marginal relevance. <i>One example only without explanation can reach this level.</i></p> <p><b>0 marks</b> No relevant application.</p>		
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2	<p><b>Using sources A and B and your wider sociological knowledge, explain how education can be used as an agent of social control.</b></p> <p><b>AO1: Knowledge and understanding</b></p> <p><b>Level 4: 4 marks</b> The candidate demonstrates an excellent knowledge and understanding which is fully developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is accurate and fully substantiated. <i>Typically, there will be at least two developed points of knowledge (concepts, studies, theories, examples)</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good knowledge and understanding but it may be underdeveloped and/or implicit. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically, there will be at least one developed point of knowledge, or two underdeveloped points.</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic knowledge and understanding. The response lacks depth and clarity and is only partially explained. The response may be generalised and undeveloped. The information has some relevance and is presented with a basic structure. The information is supported by little evidence. <i>Typically, there will be one underdeveloped or 2 undeveloped points.</i></p>	12	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Education is typically seen as an agent of social control in terms of enforcing good behaviour and punishing bad behaviour through sanctions such as detentions and exclusion.</li> <li>• This can be seen through activities such as punctuality, attendance and meeting deadlines.</li> <li>• Functionalism – preparing for the adult world</li> <li>• Marxism – education system mirrors the world of work and promotes conformity</li> <li>• Willis – working class boys</li> <li>• Becker - Labelling theory</li> </ul>
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	<p><b>Level 1: 1 mark</b> The candidate demonstrates a limited knowledge and understanding. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The source material may be simply recycled. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically, there will be one undeveloped point.</i></p> <p><b>0 mark</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b></p> <p><b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question. <i>Typically, there will be two developed points of application or one developed and one underdeveloped.</i></p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally. <i>Typically, there will be one developed and one undeveloped point of application or two underdeveloped points of application.</i></p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question.</p>		<p><b>AO2: Application</b></p> <p>Reference to source A may include:</p> <ul style="list-style-type: none"> <li>• Use of detentions</li> <li>• Encouraging social norms</li> <li>• Punishment for behaviour such as ‘kiss teeth’ and rolling eyes.</li> <li>• Zero tolerance culture</li> </ul> <p>Reference to source B may include:</p> <ul style="list-style-type: none"> <li>• Rewarding good behaviour</li> <li>• Use of prizes such as trophies</li> <li>• Positive sanctions</li> <li>• Any other relevant point.</li> </ul>
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	<p><i>Typically, the candidate has either made use of material from only one source (developed or underdeveloped) or where both sources are referred to, the application is undeveloped for both.</i></p> <p><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance. <i>Typically, the candidate only has one undeveloped point or is just lip service to the source.</i></p> <p><b>0 marks</b> No relevant application.</p>		
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<p><b>3*</b></p>	<p><b>Outline and briefly evaluate the view that disability is viewed as a negative identity.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 7–8 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material which is well developed; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.  <i>Typically, there will be three developed points or two developed and one underdeveloped point.</i></p> <p><b>Level 3: 5–6 marks</b>  The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is accurate but may be underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  <i>Typically, there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point.</i></p> <p><b>Level 2: 3–4 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial, undeveloped and unsubstantiated or generalised knowledge and understanding. The information has some relevance and is presented with basic structure.</p>	<p><b>20</b></p>	<p><b>AO1: Knowledge and understanding</b></p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Medical Model – disabled identities focusing on impairment</li> <li>• Victim blaming mentality - Shakespeare</li> <li>• Social Model – disabled identity formed through social or physical barriers to inclusion</li> <li>• Lack of positive role models</li> <li>• Ridley/Scope – the awkwardness of disability</li> <li>• Interactionism – stigma/master status of disability</li> <li>• Goffman – disability becoming self-fulfilling prophecy</li> <li>• Zola – the very language of disability is negative</li> <li>• Sancho – symbolic annihilation in the media</li> <li>• Philo – mental health portrayed negatively in the media – ‘mad and the bad’</li> <li>• Gill – people feel pity or fear for the disabled – learned helplessness</li> <li>• Any other relevant response</li> </ul>
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	<p><i>Typically, there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points.</i></p> <p><b>Level 1: 1–2 marks</b> The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity there may be a tendency towards common sense. The information is communicated in a confused way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically, there will be one undeveloped point or a vague representation.</i></p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b></p> <p><b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question – whether disability is viewed as a negative identity</p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.</p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question</p>		<p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question - whether disability is viewed as a negative identity</i></p>
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	<p>mainly implicitly and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p><b>0 marks</b> No relevant application.</p> <p><b>AO3: Analysis and evaluation</b></p> <p><b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is at least one developed evaluation point supported by sociological evidence. There may be a critical and reasoned conclusion. <i>Typically there will be one developed point or two underdeveloped points.</i></p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation, but it will be underdeveloped. The candidate may reach an explicit but brief conclusion. <i>Typically there will be one underdeveloped point</i></p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be anecdotal or undeveloped, with little sociological supporting evidence. If present, the conclusion is likely to be summative. <i>Typically there will be one or more undeveloped points.</i></p> <p><b>Level 1: 1 mark</b></p>		<p><b>AO3: Analysis and evaluation</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Murigami – disabled identity as self-constructed with disability just being one of their characteristics</li> <li>• Increase in positive disabled programs in the media – e.g. The Last Leg</li> <li>• Greater awareness of disabled identities e.g. the Paralympics</li> <li>• Greater legal protection and equality through laws e.g. Disability Discrimination Act 1995</li> <li>• Any other relevant response</li> </ul>
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	<p>The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential evaluation is present. There is unlikely to be a conclusion. <i>Typically the evaluation may only be assertive in tone.</i></p> <p><b>0 marks</b> No relevant sociological evaluation or analysis</p>		
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<b>4*</b>	<p><b>OPTION 1 – Families and relationships</b></p> <p><b>Outline two reasons for the increase in reconstituted families.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (For generic mark scheme)</b></p>	<b>12</b>	<p><b>AO1: Knowledge and understanding</b> The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: <b>Accept reference to blended and step-families</b></p> <ul style="list-style-type: none"> <li>• Rise in Divorce and easier to get a divorce</li> <li>• Changing social attitudes</li> <li>• ONS Statistics</li> <li>• Beck and Beck-Gernsheim – Individualisation and the ‘chaos of love’</li> <li>• Secularisation</li> <li>• Different definitions of reconstituted (Parentline Plus – 72 ways)</li> <li>• Grant – more likely for men to bringing up someone else’s children</li> <li>• Economic factors – ensuring financial stability</li> <li>• Increased childcare options</li> <li>• Still a belief in the nuclear family - Parsons</li> <li>• Neo-conventional family – Chester</li> <li>• Giddens – confluent love</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p>
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5*	<p><b>Explain and briefly evaluate the view that roles between partners are changing</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Move to joint conjugal roles</li> <li>• Wilmott and Young – The symmetrical family</li> <li>• Allen and Crowe – changing role of women</li> <li>• Giddens – transformation of intimate relationships</li> <li>• Gershuny – lagged adaptation</li> <li>• Hakim – change across Europe</li> <li>• Sue Sharpe – changing roles of women</li> <li>• Differences in terms of class, ethnicity, sexuality and age</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b></p> <p><i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Functionalist view that role continue to be traditional</li> <li>• Feminist view that housework is still women's work – Oakley</li> <li>• Marxist view of housework as unpaid work – Benston</li> <li>• Hardhill – decision making still favours men</li> <li>• Dual burden and triple shift</li> <li>• Any other relevant response</li> </ul>
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6*	<p><b>Assess the view that ethnicity has the greatest influence on family diversity.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible evidence / arguments</p> <ul style="list-style-type: none"> <li>• Relevant studies: Modood, Ballard (South Asian families) Bhatti (Asian children at home) Singh, Bose, Berthoud &amp; Beishon (PSI studies), Archer &amp; Francis (Chinese Asian families), Driver, Barrow, Chamberlain (West Indian families in Britain), Dench, Gavron and Young (the new Bethnal Green study - Bangladeshi families), Rappoport and Rappoport (cultural and regional diversity).</li> <li>• Explanations may refer to cultural differences, role of religion, influence on education, gender role socialisation, diversity and choice, individualism, changing role of women in society, employment patterns.</li> <li>• Variations / examples according to family structure e.g. size, family type, marriage, divorce, cohabitation.</li> <li>• Variations according to roles in the family e.g. role of women in the family, role of women in the labour market, conjugal roles, role of children, socialisation.</li> <li>• Reference to variations according to particular ethnic groups – may include examples such as white working class.</li> <li>• Concepts such as multicultural families, arranged marriages, feminisation of labour market, patriarchy, secularisation, individualism.</li> <li>• Reference to evidence from Social Trends / General Household surveys, Labour Force Surveys, Policy Studies Institute (PSI) reports.</li> <li>• Relevant theories: feminism, postmodernism</li> <li>• Any other relevant point</li> </ul> <p><b>AO2: Application</b></p>
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			<p><i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  In evaluation</p> <ul style="list-style-type: none"> <li>• Minority ethnic families remaining traditional</li> <li>• Class has the greatest influence – Bourdieu, Katz, Gillies, Crompton</li> <li>• Sexuality has the greatest influence – Giddens, Donovan, Weeks, Heaphy, Calhoun</li> <li>• Family diversity in terms of regions instead of ethnicity e.g. Rappoport</li> <li>• Less differences in family diversity as society becomes more hybridised</li> <li>• Changes in society affect all ethnicities e.g. parental concerns (paranoid parenting – Furedi), Children as consumers – pester power, Toxic childhood</li> <li>• Laws still the same for all families</li> <li>• Modern familiar life is similar in terms of childhood, schooling, roles and responsibilities</li> <li>• Differences in class and gender for family experiences</li> <li>• Any other relevant response</li> </ul>
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7*	<p><b>OPTION 2 – Youth subcultures</b></p> <p><b>Outline two examples of delinquent subcultures.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Delinquency is a term used to refer to deviant behaviour therefore any deviant or criminal behaviour will be accepted.</li> <li>• Anti-school subcultures: Willis – the Lads, Jackson – Ladettes, Archer and Yamishta – Harkton Boys, Mac an Ghail – the macho lads, Blackman – New Wave Girls</li> <li>• Criminal subcultures – Cloward and Ohlin</li> <li>• Joyriding – Katz and Lyng</li> <li>• Rave culture – Thornton</li> <li>• Mods and Rockers – Cohen</li> <li>• Violence – Patrick and the Glasgow Gang</li> <li>• Drug taking - Bourgois</li> <li>• CCCS, Clarke – Skinheads, Hebdige – Punks, Hall and Jefferson – Teddy boys, Young – Hippies</li> <li>• Ragga girls – resistance against patriarchy</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p>
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8*	<p><b>Explain and briefly evaluate the view that youth culture is a bridge between childhood and adulthood.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b> Candidates may make reference to a variety of studies providing they relate to the question.</p> <ul style="list-style-type: none"> <li>• Functionalist view of youth culture</li> <li>• Parsons – transition from childhood to adulthood as a rite of passage</li> <li>• Eisenstadt – youth as a period of rebellion to let of steam and test boundaries</li> <li>• Abrams – The teenage consumer created by the media</li> <li>• Brake – magical solutions – being in a subculture gives collective power but eventually they will conform</li> <li>• School playing a role in the bridge between childhood and adulthood – Willis – the lads, Cohen – status frustration</li> <li>• Mead – childhood as storm and stress</li> <li>• Concepts/issues such as social exclusion, opposition, resistance, the myth of black criminality, moral panic, marginalisation, labelling, institutional racism, discrimination, stereotypes, master status, scapegoating, divide and rule, role models, crisis in masculinity, over-representation</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b> The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p>
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			<ul style="list-style-type: none"> <li>• Functionalist view based on white, male middle class Americans</li> <li>• Neo- Marxist view that youth culture is about resistance</li> <li>• Postmodern view that your culture is fluid and changeable</li> <li>• Aries – ideas of age and stage are social constructed</li> <li>• Brake – magical solution – not a bridge as does make a difference</li> <li>• Any other relevant response</li> </ul>
9*	<p><b>Assess the view that all subcultures are now hybrid.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding:</b> The following may be used:</p> <ul style="list-style-type: none"> <li>• White- wannabes – Nayak</li> <li>• Modern Primitives – Vale and Juno</li> <li>• Hutnyk – cultural exchange and cultural appropriation</li> <li>• Cashmore – rap music as hybrid</li> <li>• Johal – BrAsian culture</li> <li>• Post-modern perspective of pick and mix and supermarket of style</li> <li>• Polemus – supermarket of style</li> <li>• Back – Neighbourhood nationalism</li> <li>• Brah – Code-switching</li> <li>• Skinheads – influence of ska</li> <li>• Any other relevant response.</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b></p>

			<p>The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Hybridity is not the success it is portrayed, and issues of racism and prejudice deeply divide society e.g. reasons for the Black Lives Matter movement.</li> <li>• Sociology has been slow to research hybridity and has been ethnocentric</li> <li>• Still a lot of subcultures based on traditional ethnicity, social class or gender lines e.g. Hebdige, Nightingale, Bourgois, Sewell, Archer, Strand and Wilson, McRobbie, Cohen,</li> <li>• Any other relevant response</li> </ul>
10*	<p><b>OPTION 3 – Media</b></p> <p><b>Outline two examples of the two step flow model.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Katz and Lazarsfeld – people experience the media directly depending on the interaction with others</li> <li>• Opinion Leader influences the views of others</li> <li>• Examples include Politics, Climate change, 'viral success'</li> <li>• Studies: Kony – Ugandan war criminal, Gore – An Inconvenient truth, Brett Lamb - Twitter</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b></p> <p><i>The selected knowledge should be directly related to the specific question.</i></p>

11*	<p><b>Explain and briefly evaluate the view that the media gives what the audience wants.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Pluralist perspective focusing on:</li> <li>• Diversity and choice</li> <li>• Supply and demand</li> <li>• Media professionals (professional values)</li> <li>• The media as the fourth estate of democracy</li> <li>• Contemporary examples of diversity of media representations of social groups.</li> <li>• Media effects models which support pluralist theory – indirect media effects. E.g; uses and gratifications (Mcquail), active audience approach.</li> <li>• Links with Postmodern theory.</li> <li>• Male gaze - Mulvey</li> <li>• Any other relevant response.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Marxist critique (e.g. Milliband)</li> <li>• Neo-Marxist critique (e.g. Hall)</li> <li>• Feminist critique</li> <li>• Any other relevant response</li> </ul>
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12*	<p><b>Assess the view that representations of ethnicity within the media are increasingly positive.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	<p><b>24</b></p> <p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Malik – change is getting better in reality TV</li> <li>• Barker – Eastenders reflects changes in society</li> <li>• Hall - a move from overt to inferential racism in the media.</li> <li>• Development of hybrid identities has contributed to changing media representations - more complex picture</li> <li>• Postmodern view (increased number of media available with variations in representations)</li> <li>• Pluralist view and the deterministic nature of some Marxist beliefs</li> <li>• evidence of improvements in the representation of some minority ethnic groups</li> <li>• the widening participation of members of minority groups in the media</li> <li>• the development of new technologies and media products</li> <li>• accessible to wider audiences</li> <li>• Uses and gratifications approach, through diverse media all types of representation are available, but people choose the type they want to see</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p>
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			<ul style="list-style-type: none"><li>• Van Dijk – media represents minority ethnic groups in 5 ways: criminal, abnormal, threat, dependent and unimportant.</li><li>• Malik – contemporary media does not represent the ethnic reality</li><li>• Barker – Eastenders can still be considered as stereotypical</li><li>• Hall – black and Asian actors are never the stars</li><li>• Media representations of asylum seekers and refugees as negative (GMG research)</li><li>• Dominant hegemony</li><li>• Neo-Marxism</li><li>• Tokenism</li><li>• Ghettoisation</li><li>• Hall – ghettoization through diverse / pluralist means preventing mainstream from looking at the issues</li><li>• Poole – ethnocentric reporting</li><li>• Akinti: simplistic stereotyping, stigmatising or criminal</li><li>• Any other relevant response</li></ul>
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## APPENDIX 1

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10

## AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the response is well developed and substantiated with sociological evidence.</p> <p><i>Typically there will be two developed or one developed and one underdeveloped point</i></p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. There is some sociological material but it is likely to be underdeveloped for both ways or the response is likely to be uneven. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><i>Typically, there will be two underdeveloped/one developed and one undeveloped or one developed point.</i></p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised. The information has some relevance and is presented with basic structure. The information is supported by basic evidence.</p> <p><i>Typically, there will be one underdeveloped and one undeveloped point/way or one underdeveloped/two undeveloped points.</i></p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><i>Typically there will be one undeveloped point/two ways identified only or vague representation with only one way identified.</i></p>
0		No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application.

## APPENDIX 2

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

## AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range sociological material; the response is well developed and substantiated with sociological evidence. There is a well-developed line of reasoning which is clear and logically structured.</p> <p><i>Typically there will be two developed or one developed and one underdeveloped points.</i></p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped. Responses may lack precise sociological knowledge. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><i>Typically there will be two underdeveloped/one developed and one undeveloped or one developed point.</i></p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised. The information has some relevance and is presented with basic structure. The information is supported by limited evidence.</p> <p><i>Typically there will be one underdeveloped and one undeveloped or one underdeveloped/two undeveloped points.</i></p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity but does have vague representations of the topic area. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><i>Typically there will be one undeveloped point/two ways identified only or vague representation with only one way identified.</i></p>
0		No relevant sociological knowledge or understanding.



**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

**AO3: Analysis and Evaluation (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There will be at least one developed evaluation point or two underdeveloped points, supported with sociological evidence. The candidate may reach a critical and reasoned conclusion. <i>Typically there will be one developed point or two underdeveloped points.</i>
3	3	The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation points but these may be one underdeveloped point. The candidate may reach a critical but brief conclusion. <i>Typically there will be one underdeveloped point.</i>
2	2	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal with little supporting sociological evidence. If present, the conclusion is likely to be summative. <i>Typically there will be one or more underdeveloped points.</i>
1	1	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion. <i>Typically it may be only assertive in tone.</i>
0		No relevant analysis or evaluation.

## APPENDIX 3

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12

## AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; which is well developed and substantiated. There is a well-developed line of reasoning which is clear and logically structured.</p> <p><i>Typically there will be three developed points or two developed and one underdeveloped point.</i></p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><i>Typically there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point.</i></p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity and contain some inaccuracies / confusion. The response may be partial and undeveloped and / or generalised. The information has some relevance and is presented with basic structure. The information is supported by limited evidence.</p> <p><i>Typically there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points.</i></p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><i>Typically there will be one undeveloped point or a vague representation.</i></p>
0		No relevant sociological knowledge or understanding.

**AO2: Application (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5–6	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3–4	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1–2	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

**AO3: Analysis and Evaluation (8 marks)**

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed and substantiated. The candidate may reach a critical and reasoned conclusion. <i>Typically, there will be three developed points or two developed and one underdeveloped point</i>
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points but these may be underdeveloped. There may be a tendency towards juxtaposition of other theories without specific links made to the question. The candidate may reach a critical but brief conclusion. <i>Typically, there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point</i>
2	3–4	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, unsubstantiated and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies / confusion. If present, the conclusion is likely to be summative. <i>Typically, there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points</i>
1	1–2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion. <i>Typically, there will be one undeveloped point or a vague representation</i>

0	No relevant analysis or evaluation.
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