

A Level Sociology

H580/01 Socialisation, culture and identity

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 90

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 scoris **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 scoris 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
KU	Knowledge and Understanding: for example, studies or theories or concepts
DEV	Developed Point: fully explained in a relevant way / detailed (level 4)
CON	Conclusion
^	Underdeveloped: Partially explained, but requiring more depth (level 3)
EG	Example
APP	Application (to source)
EVAL	Evaluation
U	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ little supporting evidence/knowledge (level 2)
?	Unclear/confused/inaccurate
REP	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 questions 4,7 and 10 to highlight the two ways/reasons/examples that have been identified.

Question	Answer	Marks	Guidance
1	<p>Explain, using examples, the concept of norms.</p> <p>AO1: Knowledge and understanding 2 marks The definition of the concept is accurate AND explained/ developed. 1 mark There is a core and accurate definition of the concept of norms OR the definition is only implicit through wider explanation.</p> <p>AO2: Application Level 4: 4 marks 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>Level 3: 3 marks 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>Level 2: 2 marks 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>AO1: Knowledge and understanding 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"> ● Definition should include reference to the acceptable / expected ways of behaving / generally agreed behaviour / guidelines for behaviour. ● Further explanation may refer to the relative nature of norms: culture / context bound; the relationship between norms and values; norms related to socialisation (e.g. feral children); norms related to sub-culture (e.g. gangs). <p>AO2: Application <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 norms (NB – the explanation doesn't have to link directly to the example(s) provided). Examples and explanations may include:</p> <ul style="list-style-type: none"> ● Norms relating to specific social situations, such as in a classroom, or at a funeral or at a party; ● Norms related to gender ● Norms related to social class ● Norms related to age groups ● Norms related to specific cultures / nationalities; eg British norms. ● Examples may link norms to values. ● Examples of cultural relativity in relation to norms (Eg. Mead). ● Examples may refer to lack of norms / non-acceptable behaviour (e.g. feral children) ● Explanation of examples may make links to theory (e.g. functionalism)

		<p>Level 1: 1 mark 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>0 marks No relevant application.</p>		
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2	<p>Using Sources A and B and your wider sociological knowledge, explain how labelling an individual as disabled may affect their identity.</p> <p>AO1: Knowledge and understanding Level 4: 4 marks 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>Level 3: 3 marks 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>Level 2: 2 marks 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>Level 1: 1 mark The candidate demonstrates a limited knowledge and understanding. Very little relevant sociological material is presented;</p>	<p>12</p> <p>AO1: Knowledge and understanding 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"> • Concepts such as: <ul style="list-style-type: none"> ○ The relationship between impairment and disability surrounding labelling ○ Negative stigma and stereotyping ○ Master status ○ Learned helplessness (Gill) ○ The social model of disability: physical and social barriers to inclusion, disabled by society • Studies referred to may include: <ul style="list-style-type: none"> ○ Shakespeare socialised into a victim mentality ○ Barnes - the social model of disability ○ Becker – application of labelling/ SFP ○ Murugami can refute their master status ○ Gill- people carry a negative label for the disabled, so to become disabled you would then “turn those feelings on yourself” ○ Zola - language is discriminatory ○ Hussain – disabled children in south Asian families. • Theories: Interactionism. • Contemporary examples: e.g. separation of Paralympics from the Olympics; Physical barriers to social identity e.g. may affect workplace identity. • References may be made to agencies of socialisation and their role in contributing to labelling – e.g. family, education, peers, media, workplace.
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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>0 mark No relevant sociological knowledge or understanding.</p> <p>AO2: Application Level 4: 7–8 marks 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>Level 3: 5–6 marks 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>Level 2: 3–4 marks 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 (or where both sources are referred to, the application is very undeveloped). (underdeveloped) or from elsewhere,</i></p> <p>Level 1: 1–2 marks Candidates show a limited ability to apply sociological evidence. The</p>	<p>AO2: Application Reference to source A may include:</p> <ul style="list-style-type: none"> ● The idea that disabled people often feel ostracised; made to feel different; a world apart from the able-bodied population; that there is a deep schism / divide between the able bodied and disabled; that disabled are noticeable for being "different". ● Reference to source B may include: <ul style="list-style-type: none"> ○ impact of negative language on identity ○ impact of negative public attitudes on identity - e.g. belief that people with disabilities are not as productive; ○ impact of public awkwardness about disability - feeling uncomfortable ○ impact of the public having low expectations of people with disabilities ○ How the negative attitudes affect every area of their lives. ● Any other relevant point. <p>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.</p>
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		<p>answer has marginal relevance.</p> <p>0 marks No relevant application.</p>		
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3	*	<p>Outline and briefly evaluate the view that age identities are rapidly changing.</p> <p>AO1: Knowledge and understanding</p> <p>Level 4: 7–8 marks</p> <p>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>Level 3: 5–6 marks</p> <p>The candidate demonstrates a good knowledge and understanding of either a range of sociological material or 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>Level 2: 3–4 marks</p> <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, undeveloped and unsubstantiated or generalised knowledge and understanding. The information has some relevance and is presented with basic structure.</p> <p>Level 1: 1–2 marks</p> <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 there may be a tendency towards common sense. The information is communicated in a confused way. The information is</p>	20	<p>AO1: Knowledge and understanding</p> <p>Allow responses to take a broad approach by focusing on a range of age groups (old age, middle age, youth / childhood) or a narrower but more detailed approach by focusing on only one age group.</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"> ● The social construction of age (Hockey and James) ● The influence of the media in changing age identities (e.g. Featherstone and Hepworth). ● The disappearance of childhood (e.g. Postman) ● Clarke and Warren : active ageing ● McKingsley: oldest old ● Blaikie – 4th age. ● Aries: Childhood is a new invention ● Grundy: birth of sandwich generation ● Youth culture created as society has modernised (Parsons) ● Legal changes: e.g. children no longer have to work/ extended education ● Postmodernism e.g. Polhemus (supermarket of style) ● Engagement of older people (silvers surfers; grey pound) ● Any other relevant point.
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	<p>supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2: Application Level 4: 7–8 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question – whether age identities are rapidly changing.</p> <p>Level 3: 5–6 marks 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>Level 2: 3–4 marks 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>Level 1: 1–2 marks Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p>0 marks No relevant application.</p> <p>AO3: Analysis and evaluation</p>	<p>AO2: Application <i>The selected knowledge should be directly related to the specific question - whether age identities are rapidly changing.</i></p> <p>AO3: Analysis and evaluation</p>
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	<p>Level 4: 4 marks 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>Level 3: 3 marks 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>Level 2: 2 marks 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>Level 1: 1 mark 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>0 marks No relevant sociological evaluation or analysis</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"> ● Legal definitions of age categories - e.g. 18 as an adult. ● Media representations remain stereotypical; e.g. the dependent elderly. (Victor/ Corner; Carrigan & Szmigin;); media pressure leading to cosmeticisation (Itzin) ● Common theme of the young as vulnerable / stereotypes of youth (e.g. Griffin) or old age (e.g. Johnson – institutional ageism in the workplace) ● Functionalist (Abrams) all youth share a culture, one of transition and change and rebellion ● Digital generation divide (Boyle) ● Continued disadvantage e.g. negatively privileged status groups (Parkin). ● Young people as the source of folk devils (labelling / moral panics). ● Any other relevant point of evaluation
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<p>4</p>	<p>*</p>	<p>OPTION 1 – Families and relationships</p> <p>Outline <u>two</u> ways in which the roles of men and women in the family are changing. Illustrate your answer with examples.</p> <p>PLEASE REFER TO APPENDIX 1 (For generic markscheme)</p>	<p>AO1: Knowledge and understanding</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"> ● Increase in dual-earner and dual-career families results in new strategies for family life being adopted (.e.g Cheal) ● Families becoming more symmetrical (e.g. Wilmott and Young) ● Men performing more housework (e.g. Gershuny). ● Rise of divorces (Allan and Crow women changing position) ● The rise of intimate fathering (e.g. Dermott; Hatter et al; Thompson; Seville) ● Marginalised masculinity (Connell, males no longer the breadwinner) ● Women taking on a triple shift (e.g. Dunscombe and Marsden) ● More women opting out of marriage (Radical feminists Greer) ● Rise of individualisation (Beck) higher voluntary childlessness or opting out of families ● Liberal feminism (Sharpe changing aspirations of women; Wilkinson - genderquake) leads to dual career ● Equality feminism - becoming more equal. ● Commercialisation of housework. ● Any other relevant point. <p>AO2: Application</p> <p><i>The selected knowledge should be directly related to the specific question.</i></p>
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5	*	<p>Explain and briefly evaluate the view that same sex families challenge traditional ideas of the family.</p> <p>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</p>	<p>16</p> <p>AO1: Knowledge and understanding 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"> ● Knowledge and understanding of diversity of family life with reference to same sex families. ● New Right views regarding the moral superiority of the nuclear family (e.g. Morgan, Philips) ● Functionalist views regarding the nuclear family as the most functionally fit (Parsons, Murdock). ● Families without fatherhood (Dennis and Erdos) ● Weeks, Donovan – chosen egalitarian relationship, challenges patriarchal nature of families ● Park - British Social attitudes show many now see same sex as an acceptable type of family (could be used for or against) ● Stacey – same sex families more nurturing ● Dunne – more equal as no gender scripts. ● Contemporary examples such as Civil Partnerships and Same Sex Marriage Act (2014). ● Any other relevant response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation 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"> ● Children in same sex families have positive views (e.g. Guasp) ● The breakdown of the hetero-norm (Rosneil and Budgeon). ● 28% still believe sexual relations between two same sex adults was still wrong (Park) ● Stacey – nuclear families are nurturing – similar to nuclear.
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| | | | | | <ul style="list-style-type: none">• Chester neo conventional families: stick to traditional values, but different norms |
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6	*	<p>Assess the view that the nuclear family is no longer the norm in the contemporary UK.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic markscheme)</p>	24	<p>AO1: Knowledge and understanding The following list is indicative of possible evidence / arguments in support of the view that there is no longer a nuclear family:</p> <ul style="list-style-type: none"> ● Different types and extent of diversity (e.g. the Rappaports - 5 types of diversity) to show that the nuclear family is not the norm. ● Sexual diversity; Dunne; Weeks challenge gendered relations in a nuclear family. ● Structural diversity (e.g. increase in single parent families; people living alone; reconstituted families). ● Hart – creative singlehood ● O’Brien and Jones – no dominant family type/ families and social change. ● Weeks – families of choice ● Theories that support the view - Liberal feminism, postmodernism, New Right. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation 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"> ● The radical feminist view that patriarchal relations still exist within a nuclear family context. ● The neo-functionalist view that many so called alternatives to the nuclear family do not challenge the nuclear family - Chester. ● Examples of social policies which support the nuclear family being the norm – e.g. tax breaks for married couples. ● The Marxist view that the nuclear family is dominant in all capitalist societies. ● Media representation of the nuclear family ideology (Cereal packet family – Leach)
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				<ul style="list-style-type: none"> Any other relevant response
7	*	OPTION 2 – Youth subcultures	12	AO1: Knowledge and understanding

		<p>Outline <u>two</u> reasons why young people join gangs. Illustrate your answer with examples.</p> <p>PLEASE REFER TO APPENDIX 1 (for generic markschem)</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"> ● Responses may refer to working class joining gangs as a means of resistance to the capitalist system and against their social deprivation (Marxist view). ● Gangs as an exaggerated expression of working class masculinity (e.g. Clarke's study of skinheads). ● Gangs relates to increased affluence of the working class youth (e.g. Jefferson's study of the Teddy Boys) ● Gangs as a form of class resistance (e.g. Hebdige's study of the mods; P. Cohen's study of Skinheads). ● Working class resistance against mainstream media (e.g. Hebdige study of Punks). ● Anti- school subcultures / gangs linked to social class (e.g. Willis). ● Gangs as a collective reaction to status frustration (Eg. Cohen). ● Gangs as a response to relative deprivation or exclusion / marginalisation or racism (left realism) ● Risk, excitement (Pennell et al; Katz; Lyng) ● Decker and Van Winkle - the pulls and pushes of gang membership ● Harding or Burman – girls in gangs; ● Nightingale – Paradox of inclusion ● Sewell – triple quandary theory; cultural comfort zones ● Any other relevant point <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>
8	*	<p>Explain and briefly evaluate the view that youth culture contributes to social order and consensus within society.</p>	16	<p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that</p>

	<p>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</p>	<p>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"> ● Functionalism - positive role of youth culture as related to social order and consensus. Durkheim ● Parsons (transitional phase; rite of passage) ● Eisenstadt (overcoming isolation, stress, tension; allowing a period of rebellion) ● The move from ascribed to achieved status (Eisenstadt) ● Roszak (youth as the replacement for outdated divisions based on class, gender and race). ● Any other relevant response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation 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"> ● Marxist view that youth culture/ sub-cultures are based on conflict, resistance and rebellion - not consensus ● Functionalist view ignores class, gender, ethnicity and their effect ● Neo Marxist, CCCs, Gramsci hegemony ● The post-modernist view that youth culture is now fluid e.g. club cultures, Polhemus supermarket of style, Neo tribes Maffesoli creation of subcultures and diversity not order/consensus ● The feminist view that the study of youth culture largely ignored females. (McRobbie and Garber reinforces stereotypes e.g. girlfriend pillion) ● Thornton- subcultural capital ● It fails to acknowledge differences within youth culture; e.g. Murray – underclass youth does not contribute to social order.
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				<ul style="list-style-type: none"> Any other relevant response
9	*	Assess the view that most youth subcultures are based on social	24	AO1: Knowledge and understanding: The following may be used:

		<p>class</p> <p>PLEASE REFER TO APPENDIX 3 (for generic markscheme)</p>	<ul style="list-style-type: none"> • The Neo-Marxist view of subcultures based on social class: CCCS; Hall and Jefferson; resistance and rebellion. • Specific examples of class-based sub-cultures may be used: Teddy boys (Hall and Jefferson), Skinheads (p. Cohen), Punk (Hebdige); Brake (magical solutions). • Responses may focus on deviant sub-cultures and how these are linked to social class from a functionalist point of view (e.g. A. Cohen; Cloward & Ohlin, Miller, Murray). • Left Realists (Lea and Young) – subcultures develop from relative deprivation, marginalisation, exclusion. • Any other relevant response. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation 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"> • McRobbie - the CCCS ignores the experience of 'ordinary' youth (not class-based) • Functionalist focus on youth culture not sub-culture • Theorists who argue that sub-cultures are based on other factors; e.g., race. For example, racism could lead to subcultures, not class. (e.g. Gunter) • Studies that argue that sub-cultures are based on gender (e.g. Blackman, Reddington, Jackson, McRobbie). • Postmodernism – subcultures have been replaced by neo-tribes (Mafessoli). Thornton (MIPS) –rave culture is not class based. • Any other relevant response).
<p>10</p>	<p>*</p>	<p>OPTION 3 – Media</p>	<p>12</p> <p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that</p>

		<p>Outline <u>two</u> examples of moral panics in the media. Illustrate your answer with examples.</p> <p>PLEASE REFER TO APPENDIX 1 (for generic markscheme)</p>	<p>candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> ● The mods and rockers (Cohen). ● Hoodies (Fawbert). ● Football hooliganism (Muncie). ● Rave culture / Ecstasy (Thornton) ● Islamophobia / terrorism (Abbas) <p>Development / explanation of the examples may refer to:</p> <ul style="list-style-type: none"> ● Wilkins Social deviance media strengthens and magnifies deviance creating moral panic ● Goode and Ben-Yehuda moral panics go through a series of stages that have a beginning, middle and end ● Furedi – moral panics that arise when society fails to adapt to dramatic social change and have lost control ● McRobbie moral panics challenge older models as they are a means of social control, just part of the different representations of people ● Marxists deviancy amplification and moral panics are smokescreen the real problems in society ● Interactionists moral panics are merely forms of labelling ● Any other relevant point. <p>Expect to see explanation of the example in relation to the characteristics of a moral panic (Folk devils, deviancy amplification; labelling).</p> <p>AO2: Application <i>The selected knowledge should be directly related to the specific question. Responses must explain how the example fits the criteria of a moral panic.</i></p>
11	*	<p>Explain and briefly evaluate the hypodermic syringe model of media effects.</p>	<p>16</p> <p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that</p>

		<p>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</p>		<p>candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> ● Packard - the direct message of media advertising ● Magic bullet theory ● Direct media effects theory ● Examples of the direct effect of exposure to media violence on children (e.g. Bandura; Newsome). ● Contemporary examples of imitation / copycat violence (e.g. video games). ● Research into the effects of music / song lyrics on behaviour (e.g. Anderson, Hall, Hardcastle). ● The direct effect of media messages on health - e.g. eating disorders (e.g. Becker - Fiji) ● Any other relevant response. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation 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"> ● Criticisms of the lab-based experiments of direct media effects. ● Problems of measuring the exact impact of media directly. ● Indirect media effects criticisms - drip drip model, two step flow model (Katz and Lazarsfeld) and cultural effect models (Gramsci/Neo Marxist). ● Uses/gratifications model as a criticism of direct effects ● Active audience models as a criticism of direct effects ● Any other relevant response
<p>12</p>	<p>*</p>	<p>Assess the view that media representations of social groups serve</p>	<p>24</p>	<p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that</p>

	<p>to reinforce the interests of the dominant ruling class.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic markscheme)</p>	<p>candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> ● Marxism - media representation of social class reinforces the dominant ruling class. ● Neo-Marxism - media representation of ethnicity reinforces the ruling class (e.g. Hall, Gilroy) ● Marxist-feminist view that the media representation of women serves the interest of the dominant ruling class. ● Relevant studies: Price (poverty porn), Nairn (positive portrayal of upper class), Jones (demonization of working class), Curran & Seaton (Newspapers simplify stories for the w/c to distract from capitalism). ● Any other relevant response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation 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"> ● Pluralist view - the media representation of social groups is varied and reflects audience interest. ● feminist view - radical - representation of femininity and masculinity benefit men / reflect patriarchy. ● Postmodern view ● Any other relevant response
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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 either a range of sociological material or 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.

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 either a range of sociological material or 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
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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 either a range of sociological material or 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.