GCE

Sociology

H180/01: Socialisation, culture and identity

Advanced Subsidiary GCE

Mark Scheme for June 2019

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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
KU	Knowledge and Understanding: studies, theories, policies, methods
CON	Sociological evidence / concepts/theory
DEV	Developed Point: fully explained in a relevant way
^	Underdeveloped: Partially explained, but requiring more depth
APP	Application/Interpretation.
L	Lip service:
EVAL	Evaluation
U	Unsubstantiated/ undeveloped/ implicit: accurate without explanation/ support
?	Unclear/confused/lacks sense not creditable
IRRL	Irrelevant: not related to the topic area and/or non-sociological
REP	Repetition

	Answer	Mark	Guidance
Section A			
1.	**Define the concept of ethnic identity** **AO1 Knowledge and Understanding** **Level 4: 4 marks** Excellent knowledge and understanding of the concept of ethnic identity. Responses will use precise sociological knowledge and will demonstrate a detailed understanding. Candidates may use examples to illustrate understanding of definition. **Level 3: 3 marks** Good knowledge and understanding is displayed. There will be an accurate definition but it may be underdeveloped. **Level 2: 2 marks** Basic knowledge and understanding. The definition may only be partial or the answer may rely totally on examples, without a core definition. **Level 1: 1 mark** Limited knowledge which is likely to be very confused. **0 marks** No relevant sociological knowledge or understanding.	**4** A01 1/2	Definitions may refer to the following: • The cultural characteristics which defines an ethnic group. • The distinction between "race" and "ethnicity" (biological/skin colour differences as opposed to cultural differences, such as heritage, religion, language). • The UK official ethnic classifications taken from the Census (White British, Asian etc). • There may be a focus on the identity aspect - who we are; how we define ourselves; and how others define and perceive us. Possible studies (not compulsory for full marks): • Ghumann – importance of families socialising their culture in Asian families. • Modood – ethnic identity is complex Examples may refer to the following: • Language • Religion • Geographical origins and common descent • History • Customs and traditions.

	Answer	Mark	Guidance

2	**With reference to the source, identify and briefly explain two examples of informal social control**
	
	AO1 Knowledge and Understanding
	
	2 marks
	Candidates correctly identify 2 examples of informal social control.
	
	1 mark
	Candidates correctly identify only 1 example.
	
	AO2 Application
	
	Level 4: 4 marks
	The response interprets two accurate examples and applies them to informal social control and the source in an explicit way.
	
	Level 3: 3 marks
	The response interprets two accurate examples and applies them to informal social control and the source in an implicit way.
	
	Level 2: 2 marks
	The response only interprets one accurate example and applies it to informal social control and the source in an explicit way.
	
	Level 1: 1 mark
	Repeat of Level 3 with 1 example only. (One example applied in an implicit way).
	
	0 marks
	No relevant interpretation or application.
		6
		
		2 A01 1/2
		
		4 A02 1a
			Informal social control refers to the unwritten, more informal, ways of controlling people that we learn during everyday interactions; the absence of formal rules / written codes of conduct.
			
			Examples may include any of the following:
			• Informal agencies of social control:
			  ○ The family
			  ○ The media
			  ○ The peer group
			  ○ Workplace
			  ○ Religion
			  ○ Education
			• Informal sanctions which reflect informal social control:
			  ○ Positive sanctions (clapping, smiling)
			  ○ Negative sanctions (peer group pressure; being ignored; being grounded, shouted at etc.)
			
			Application of source:
			
			• Informal control by the family as an agency of social control
			• Parents enforce informal control as parental control is not based on formal rules / codes of conduct.
			• Parental control differs between families and individuals.
			• Verbal control rather than written.
			• Informal control by peers – verbal responses; bullying.
			• Informal negative sanction by peers (social isolation; rumour spreading; looks; ostracising).

	Answer	Mark	Guidance
3	**Using the source and your wider sociological knowledge, explain the difference between primary and secondary socialisation.** **AO1 Knowledge and Understanding** **Level 4: 4 marks** Candidates display an excellent knowledge and understanding of the difference between primary and secondary socialisation. The answer will be wide ranging, detailed, accurate and conceptual. **Level 3: 3 marks** Candidates display good knowledge and understanding. The answer may be underdeveloped and superficial, or detailed but narrow. **Level 2: 2 marks** Candidates display basic knowledge and understanding of the difference. Typically answers will be undeveloped, unsubstantiated, partial and confused. **Level 1: 1 mark** Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense. **0 marks** No relevant sociological knowledge or understanding. **AO2 Application**	**8** 4 A01 1a/b 4 A02.a	The following ideas may be discussed: • Primary socialisation - the earliest stage of life; begins at birth; usually takes place within the family; involves the learning of the basic culture of a society (link to feral children who have gone without human primary socialisation); usually associated with informal social control; it occurs between the individual and those people with whom they have primary (close, personal, intimate, face-to-face) relationships. • Secondary Socialisation - the phase of socialisation after the primary phase; mainly associated with entry into the education system. This is the socialisation which occurs between the individual and those people with whom the have secondary relationships (e.g. teachers; peers; colleagues and bosses at work). Secondary socialisation builds on primary; developing a knowledge of the wider society's culture. Relevant studies and theories: • Functionalism and the importance of primary socialisation/ the family • Parsons (transition from particularistic to generalistic/ universalistic values - secondary socialisation functions to liberate the individual from the family group/or strengthen value consensus). • Other studies/ theories relating to any of the agents of socialisation, e.g. Harris (peers), postmodernists (media) The source may be discussed in the following way: • Primary socialisation – by the family, such as socialising children into the appropriate ways of behaving and teaching norms and values such as obedience; authority. • Secondary socialisation – source shows socialisation by peers / school, which either reaffirm norms or re socialise into new ones (e.g. development of subcultures/ the difference may be shown

	Level 4: 4 marks Candidates display an excellent ability to apply evidence from this source and wider sociological knowledge to this question, focusing specifically on the difference between the two types of socialisation. There will be an application of the source to the question. **Level 3: 3 marks** Candidates show a good ability to apply evidence from the source and their wider sociological knowledge to this question. The response will interpret evidence from the source but the link to the different types of socialisation may be more implicit. **Level 2: 2 marks** Candidates display a basic ability to apply evidence from either the source or their wider sociological knowledge to the question. The response may be generalised without explicit reference to the source. Alternatively, the response may only refer to the source without any wider sociological knowledge. **Level 1: 1 mark** There will be a limited ability to apply evidence from the source or wider sociological knowledge to the question. The response will be marginally relevant. **0 marks** No relevant application.	4	in just comparing or juxtaposing primary with secondary socialisation).

	Answer	Mark	Guidance
4.	**Outline and briefly evaluate the view that individuals with disabilities find it very difficult to create a positive disabled identity.** **AO1 Knowledge and Understanding** **Level 4: 4 marks** Candidates display good knowledge and understanding. There will be wide ranging, detailed, explicit and frequent use of sociological concepts and evidence. **Level 3: 3 marks** Candidates will display some knowledge and understanding. Responses will be wide ranging **or** detailed. There will be some use of sociological concepts / evidence but it may be underdeveloped. **Level 2: 2 marks** Candidates show a basic knowledge and understanding. Knowledge will be narrow, but will have some coherence or responses may be undeveloped and partial. Responses may be generalised. **Level 1: 1 mark** Candidates display a limited knowledge and understanding. There may be one or two ideas and these may be confused in places. **AO2: Application** **Level 4: 4 marks** Candidates display an excellent ability to apply relevant sociological material to the question. The material is consistently related to the question. **Level 3:3 marks** Candidates display a good ability to apply relevant	**12** 4xA01	Evidence in support of the view: Responses may include the following: • The social model of disability - discrimination and social barriers turn disability into a negative identity; • Research and action by Scope to eradicate negative attitudes around disability; • Shakespeare - disabled people often socialised into seeing themselves as victims; also, lack of a collective identity (leading to isolation). • Oliver - research tends to disempower people with disabilities. • Barnes - the built environment is disabling for people with disabilities. • Stigma, shame and labelling, and master-status. • Learned helplessness. • Language socialises the disabled into a negative identity (dis-abled; dis-eased; in-valid) For example, Zola • Gill – disability and pity in later life. Evidence against the view: • Murugami (2009) - a disabled person has the ability to construct a self-identity that accepts their impairment but is independent of it. • Profile of people with disabilities has improved in recent years (along with more media exposure) e.g. Paralympics; programmes such as "The last leg; positive role models. • The government/law has forced a more positive inclusive disability agenda; e.g. Disability Discrimination Act 1995/ Equality Act 2010. • Use of technology such as prosthetic limbs changing perceptions.

	sociological material to the question in an implicit way. The material is generally related to the question. **Level 2: 2 marks** Candidates display a basic ability to apply relevant sociological material to the question. The response may be partially relevant. **Level1: 1 mark** There will be a limited ability to apply sociological material to the question. Responses are likely to be marginally relevant. **0 marks** No relevant application. **AO3 Analysis and Evaluation** **Level 4: 4 marks** Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points, both for and against the view which are accurate and developed. **Level 3: 3 marks** Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be underdeveloped. **Level 2: 2 marks** Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points and responses are likely to be partial, confused and undeveloped. Or answers will not give both arguments for and against the view **Level 1: 1 mark** Candidates display a limited ability to analyse and		

	evaluate the view. Typically, the response will be minimal, assertive, and / or tangential to the question. **0 marks**		

	Answer	Mark	Guidance
SECTION B: OPTION 1 – Families and Relationships			
5	**Define and briefly explain family diversity in terms of social class** **PLEASE REFER TO APPENDIX 1**	**5**	Responses may include the following: • Diversity from the nuclear norm; or no family type is dominant / the norm. • References may be made to social class subcultures and how these may affect family life, such as working class - extended families (because of their positive attitude towards collectivism), middle class more child-centred (promoting achievement of children). • References may be made to studies such as Reid (1999) - differences between working class and middle class families. • References may be made to Murray - single parent families and the underclass. (New Right theory) • Wilmott and Young - extended kinship networks in working class communities; more geographical mobility among middle class families. • Bourdieu - differences in cultural capital according to class.
6	**Identify and briefly explain TWO ways in which families have become more child-centred.** **PLEASE REFER TO APPENDIX 2**	**8**	References may be made to: • Needs of children taking priority over the needs of adults (Jenks - postmodern childhood). • Increasing regulation of children leads to child-centredness; e.g. laws around part time work (Jenks.) and rise in child experts. • Dermott - intimate fathering. • Gershuny - time-use studies show parents spending more time reading to or playing with their children. • Advertising industry / pester power. Cost of raising children.
7	**Explain the impact of the ageing population on families** **PLEASE REFER TO APPENDIX 3**	**12**	References maybe made to: • Definition of ageing population (the average age of the population is increasing, and the proportion of elderly is

			increasing whilst there is a decline in the proportion of those young) • Increased grandparent role in childcare - strengthening of extended kinship networks. (For example Statham) • Strong intergenerational links in the increasingly important "beanpole family" (Brannen). • increased burden on women - the "sandwich generation" (Henretta and Grundy) • Looking after the elderly - care in the community = care by women (Janet Finch) • Feelings of isolation of the elderly (Jerrome) • Grandparenting roles are very gendered (feminist view) (Chambers) • Increased dependency ratio in the family • Increased feelings of loneliness (e.g. Victor) • Can be a positive help financially to wider family - helping family get on property ladder. (WRVS Gold Age Pensioners 2010) References may be made to: • New Right views • Functionalist views (neo-conventional family) • Feminist views (increased burden on women)
8	**Evaluate the view that the ideology of the nuclear family remains strong** **PLEASE REFER TO APPENDIX 4**	**20**	The ideology of the nuclear family refers to the idea that the nuclear family is the best family type. References may be made to: • Functionalism - positive functions of the nuclear family (Parsons) • 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. • 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.

			• The influence of the ideology of the nuclear family on government policy - e.g. on education policy and housing policy. • Marxism/Zaretsky Evaluation: • Feminist critique (e.g. Barrett and McIntosh) - the nuclear family ideology devalues other family relationships • Postmodern critique - the nuclear family is not dominant in an era of diversity and choice. (May depend on how candidates argue e.g. Feminism could argue that Patriarchy encourages the nuclear family or feminists could argue that it is this ideology that is holding women back)
Answer/Indicative content		**Mark**	**Guidance**
SECTION B: OPTION 2 – Youth subcultures			
9	**Define and briefly explain the concept of criminal subcultures.** **PLEASE REFER TO APPENDIX 1**	**5**	Responses may include the following: • Organised criminal gangs / subcultures • Defined usually with a hierarchy and a 'leader' • Subcultures that are actively involved in criminal behaviour, which may be quite organised, such as drug-dealing, protection rackets or dealing in stolen goods. Candidates may refer to specific examples and/or studies of criminal sub-cultures to illustrate the concept such as: • Cloward and Ohlin - criminal subcultures is one of three types of subcultures by opportunity. • Bourgeois - drug dealing gangs in New York • Harding - violent street gangs in south London • James Patrick - the criminal Glasgow gang • Ventakesh - gang leader for a day

10	**Identify and briefly explain two ways in which youth subcultures are related to hybridity.** **PLEASE REFER TO APPENDIX 2**	**8**	Responses may include the following: • Postmodernism - pick and mix identities • White wannabes (Nayak) • Modern Primitives (Vale and Juno) • Young Brasian subcultures (Johal) • Blasians (Gill) • Rap culture (Cashmore) • Back and neighbourhood nationalism • Cultural exchange vs cultural appropriation (Hutnyk / Donovan) • Hybrid styles in terms of music/ fashion/ language e.g. mods, skinheads, punks, 'Jafaican' (multi-cultural London English)
11	**Explain the idea that youth subcultures are formed as an expression of masculine identity.** **PLEASE REFER TO APPENDIX 3**	**12**	Responses may include the following: • Willis - the lads (anti-school; anti-education) • Mac an Ghaill - macho lads • Reay - anti-education as an expression of masculinity • Archer & Yamashita – hyperheterosexuality • Frosh – education not seen as masculine • Messerschmidt - gangs as a way of "accomplishing masculinity" • Miller - focal concerns. • Leisure subcultures e.g. football (Hebdige) (CCCS) • Male dominated/malestream subcultures e.g. Teddy Boys Hall and Jefferson • Sewell school subcultures and hypermasculinity 2
12	**Evaluate the view that the media causes an increase in youth deviance.** **PLEASE REFER TO APPENDIX 4**	**20**	Responses may include the following: Theories: • Interactionism / labelling theory Studies / concepts: • Moral panic studies (media labelling - e.g. S. Cohen Mods and Rockers, J. Fawbert Hoodies; Jock Young – hippies, Brown - rave)

			• Deviancy amplification (stages, spiral) – Cohen, Young, Wilkins • Stages in the development of a moral panic (Goode and Yehuda) • Folk devils • Furedi - moral panics and risk • Hall (Neo-Marxism) - mugging as a moral panic • Rave culture and ecstasy media coverage led to amplification Fantazia • Impact of media on deviance: Alexander – The Art of Being Black, The Asian Gang, Sewell – gangsta rap Evaluation: • It's subcultures which develop from poor socialisation which causes an increase in youth deviance (functionalist / New Right); • It's capitalism that causes an increase in youth deviance (Marxist / Neo-Marxist). • Criticisms of moral panics from a postmodern view of media saturation (McRobbie, Thornton - lost their ability to panic). • It's not media that causes an increase in deviance it's resistance against racism (Nightingale; Bourgeois) / expression of masculinity (e.g. Messerschmidt)
	Answer	**Mark**	**Guidance**
SECTION B: OPTION 3 – Media			
13	**Define and briefly explain the two-step flow model of media effects.** **PLEASE REFER TO APPENDIX 1**	**5**	• The effects of the media comes through the interaction between people. • Katz and Lazarsfeld - the role of opinion leaders in influencing the views of others. • The audience is not totally passive • Indirect model of media effects.
14	**Identify and briefly explain two ways in which old age is represented in the media.** **PLEASE REFER TO APPENDIX 2**	**8**	Responses may include: • Represented as 'one-dimensional' and based on stereotypes (Landis)

			• Largely invisible in the media (Cuddy and Fiske) • Lack of balanced portrayal of ageing (Milner, Van Norman and Milner). • Increase is positive portrayals linked to the increase of the "grey pound" (Carrigan and Szmigin) • Contrasting trends in representations of ageing (Biggs) • Victor: 4 stereotypes: lonely, unable to learn, ill health and dependency • Positive representations - Active ageing Clarke and Warren and Oldest old (McKinsey) • Changing representations – Featherstone & Hepworth
15	**Explain how representations of ethnicity in the media are changing.** **PLEASE REFER TO APPENDIX 3**	**12**	Responses may include the following: • Malik (changing representations in reality TV and alternative media) • Hall (a shift from a type of overt racism in the portrayal of minority ethnic groups towards a type of 'inferential' racism) • Barker Soap operas reflect changes as has a range of Asian and black characters. • Increasing representations of hybrid identities • Development of satellite and digital channels targeted at specific minority groups (such as Asian music; Asian TV) • Postmodern view about increasing diversity and choice. • Postmodernism Globalisation of the media is changing ethnic stereotypes, Digital communication and globalisation allows a far more varied understanding of other cultures/races making old stereotypes questionable. • McLuhan Global village • Pluralism Supply and demand reflect a more multi-cultural audience now. More diversity and choice now.

16	**Evaluate the sociological view that the media merely represents and reflects reality.** **PLEASE REFER TO APPENDIX 4**	**20**	Candidates are expected to demonstrate knowledge and understanding of direct effects media models and may include the following: • Pluralist view – window of the world (Whale); diversity and choice • Supply and demand • The fourth estate (Williams) In evaluation: • Neo-Marxist view the media reflects the interests of the dominant ruling class. • Feminist view - the media is gender biased and represents the interests of men. • Postmodern view - diversity and choice

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