Oxford Cambridge and RSA

A Level Sociology
H580/01 Socialisation, culture and identity

Sample Question Paper

Time allowed: 1 hour 30 minutes

You must have:
- The OCR 12-page Answer Booklet (OCR12 sent with general stationery)

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INSTRUCTIONS
- Use black ink.
- Section A: Answer **all** the questions in this section.
  Section B: Choose **one** option and answer **all** the questions in the option you have chosen.
- Write your answers in the Answer Booklet. The question numbers must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION
- The total mark for this paper is **90.**
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **4** pages.

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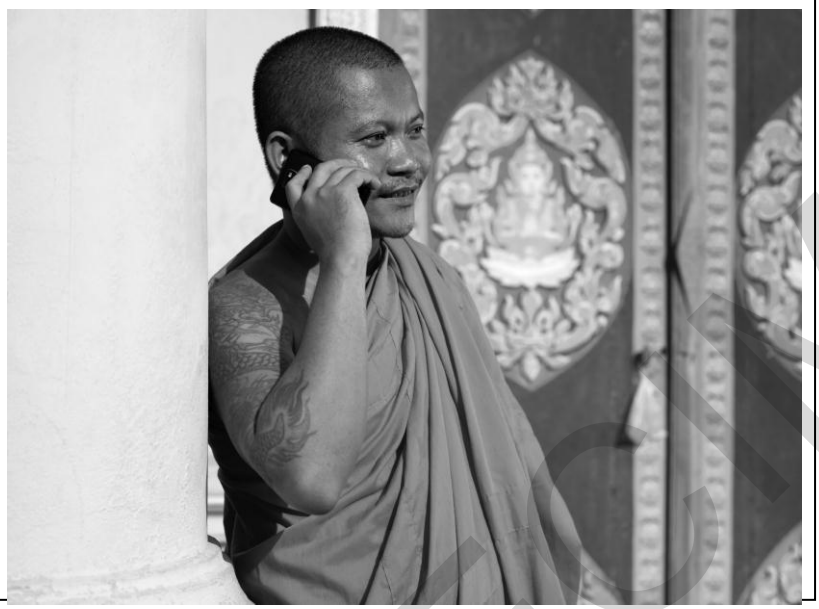
SECTION A

Answer **all** the questions in Section A.

1 Explain, using examples, the concept of formal social control. **[6]**

Source A



Source B
Some sociologists believe that the media have changed the way that people experience culture. They argue that the media have a strong influence on spreading ideas across the world and that this can change a society's norms and values.

2 Using Sources A and B and your wider sociological knowledge, explain the concept of global culture. **[12]***

3 Outline and briefly evaluate the view that social class is a strong influence on an individual's identity. **[20]***

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SECTION B

Choose **one** option from Section B and answer **all** the questions for that option.

OPTION 1

Families and relationships

4 Outline **two** reasons for the increase in non-family households and illustrate your answer with examples. **[12]***

5 Explain and briefly evaluate the view that relationships between parents and children are changing. **[16]***

6 Assess the view that the roles of men and women in the family have changed. **[24]***

OPTION 2

Youth subcultures

7 Outline **two** characteristics of moral panics and illustrate your answer with examples. **[12]***

8 Explain and briefly evaluate the view that youth subcultures are related to gender. **[16]***

9 Assess functionalist explanations of youth deviance. **[24]***

OPTION 3

Media

10 Outline **two** ways that the media represent females and illustrate your answer with examples. **[12]***

11 Explain and briefly evaluate the view that media representations of age are changing. **[16]***

12 Assess the view that audiences are active in their use of the media. **[24]***

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…day June 20XX – Morning/Afternoon

A Level Sociology

H580/01 Socialisation, culture and identity

SAMPLE MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 90

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This document consists of 36 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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.

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5. Work crossed out:

   a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks

   b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

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. There is a NR (No Response) option. Award NR (No Response)

   - if there is nothing written at all in the answer space

   - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')

   - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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:

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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

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12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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Question			Answer	Marks	Guidance
1			**Explain, using examples, the concept of formal social control.** **AO1: Knowledge and understanding** Up to **two marks** may be awarded for an accurate explanation. **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. Evidence/examples will be explicitly relevant to the explanation. **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. **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. **Level 1: 1 mark** Candidates show a limited ability to apply sociological evidence/examples. The answer has marginal relevance. **0 marks** No relevant application.	**6** **2 AO1 1a/1b** **4 AO2 1a**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Explanation may include reference to written rules, laws or codes to be followed, system of sanctions for those deviating/praise for those conforming, formal agencies of social control • Examples related to police such as detention, cautions, arrest and charging with an offence • Examples related to legal system such as administration of different kinds of laws and rulings • Examples related to courts such as fines, asbos, crasbos, ipnas, and imprisonment • Examples related to government such as role in passing laws, by-laws, statutes, policies, taxation • Examples related to military such as policing powers in times of emergencies and war • Examples related to workplace such as policies, procedures, employment law, disciplinary action • Examples related to education such as disciplinary procedures and uniform regulations • Any other reasonable point **AO2: Application** *The selected knowledge/examples should be directly related to the specific question.*

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Question			Answer	Marks	Guidance
2		*	**Using Sources A and B and your wider sociological knowledge, explain the concept of global culture.** **AO1: Knowledge and understanding** **Level 4: 4 marks** The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. Candidates draw fully upon information from the source material and their wider knowledge. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 3: 3 marks** 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. Candidates draw upon information from the source material and their wider 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. **Level 2: 2 marks** 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. Candidates may draw upon some information from the source material and/or wider knowledge. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	**12** **4 AO1 1a/1b**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Social, political and/or economic interconnectedness • Societies across the globe sharing a similar way of life • Homogenous culture • Globalisation of culture • Erosion of ethnic and/or national differences • The world as a global village • Americanisation • McDonaldisation • Reference may be made to studies such as Giddens, Featherstone, Marsh & Keating • Reference to postmodernism • Influence of factors such as media, global economy, global citizens, international organisations, electronic communication • 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 • Any other reasonable point

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Question			Answer	Marks	Guidance
			Level 1: 1 mark 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 candidate may/may not draw upon information from the source material and/or wider knowledge, or the source material is simply recycled. 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. **0 marks** No relevant sociological knowledge or understanding.		
			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. The candidate has explicitly applied material both from the source and from elsewhere. **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. The candidate has applied some material from both the source and elsewhere. **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.	8 AO2 1a	**AO2: Application** *The selected knowledge should be directly related to the specific question.*

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Question			Answer	Marks	Guidance
			The response may be generalised. The candidate has **either** made use of material from the source **or** from elsewhere. **Level 1: 1–2 marks** Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance. **0 marks** No relevant application.		

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Question			Answer	Marks	Guidance
3		*	**Outline and briefly evaluate the view that social class is a strong influence on an individual's identity.**	20	
			AO1: Knowledge and understanding **Level 4: 7–8 marks** The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; 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. **Level 3: 5–6 marks** 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. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 2: 3–4 marks** 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. **Level 1: 1–2 marks** The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains	8 AO1 1a/1b	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Reference to influence of agencies of socialisation in shaping class identity • Reference may be made to studies such as: Skeggs, Roker, Reay, Savage, Roberts, MacDonald & Marsh, McIntosh & Mooney, Willis, Mac an Ghaill, Medhurst, Brundson, Brah, Murray, Cooper • Concepts such as: social disadvantage, marginalisation, labelling, self-fulfilling prophecy, underclass, old boys' network, social closure, cultural capital, crisis of masculinity, cultural comfort zones, ascribed/achieved status, family as an ideological conditioning device, hidden curriculum, false class consciousness • Theory – reference to Marxist views on class in relation to class identity • Any other reasonable point

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Question			Answer	Marks	Guidance
			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. **0 marks** No relevant sociological knowledge or understanding. **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. **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. **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. **Level 1: 1–2 marks** Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance. **0 marks** No relevant application.	8 AO2 1a	**AO2: Application** *The selected knowledge should be directly related to the specific question.*

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Question			Answer	Marks	Guidance
			AO3: Analysis and evaluation **Level 4: 4 marks** The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion. **Level 3: 3 marks** The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation and some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported. **Level 2: 2 marks** The candidate demonstrates a basic ability to analyse and evaluate sociological material. A few generalised analytic and/or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. If present, the conclusion is likely to be summative. **Level 1: 1 mark** The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported. **0 marks** No relevant sociological evaluation or analysis.	4 AO3 1/2/3	**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: • Responses may focus on the ways in which gender, age and ethnicity may have a stronger influence on an individual's identity than their class • Reference to the implied passivity of individuals being socialised into their identity • Reference to the problematic nature of the concept of social class • Postmodern views on a 'pick and mix' identity and the blurring of boundaries between social groups • The intersection of different aspects of an individual's identity including gender, age and ethnicity • Reference to the changing nature of the social class system • Any other reasonable point of evaluation

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Question			Answer	Marks	Guidance
4		*	**OPTION 1 – Families and relationships**	**12**	
			Outline TWO reasons for the increase in non-family households and illustrate your answer with examples. **PLEASE REFER TO APPENDIX 1**	**8 AO1 1a/1b**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Increased life expectancy • Later age of marriage • Extended period of education • Postmodern outlook • Friends as the new family • Changing labour market • Changing gender roles • Changing norms and values • Economic factors • Impact of cultural diversity • Changing attitudes to sexuality • Concepts such as individualism, geographical mobility, secularisation, ageing population, diversity and choice • Examples including student accommodation, care homes, one-person households, peer-shared households • Any other reasonable point
				4 AO2 1a	**AO2: Application** *The selected knowledge should be directly related to the specific question.*

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Question			Answer	Marks	Guidance
5		*	**Explain and briefly evaluate the view that relationships between parents and children are changing.** **PLEASE REFER TO APPENDIX 2**	**16** **8 AO1 1a/1b**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • More child-centred • Effects of diversity in family types e.g. more single parent families • Effects of changes in gender roles • Effects of changes in social policy • Greater dependence with extended time in education • Greater affluence, more independence • Concepts such as: egalitarian, toxic childhood, ageing population, new grand-parenting, helicopter parents, sandwich generation, boomerang generation, blurred boundaries, paranoid parents, sibling society, consumer culture, pester power • Evidence from Stainton & Rogers, Lee, Postman, Palmer, Henretta & Grundy, Brannen, Furedi, Children Act and other social policies • Reference to theories such as: postmodernism, feminism, New Right • Any other reasonable response
				4 AO2 1a	**AO2: Application** *The selected knowledge should be directly related to the specific question.*
				4 AO3 1/2/3	**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:

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Question			Answer	Marks	Guidance
					• Continuing importance of traditional parent-child relationships • Discussion of change as positive vs negative • Impact of cultural diversity on differential socialisation e.g. related to social class, ethnicity and sexuality • Evaluation of extent of influence of other agencies of socialisation such as media, peer groups etc. • Concepts such as: primary socialisation, role models, ideological conditioning device, social control, expressive role, instrumental role • Evidence from Parsons, Murdock, Cooper, Feeley • Reference to theories such as: functionalism, Marxism, Marxist feminists, New Right • Any other reasonable evaluation

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<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>6</td><td></td><td>*</td><td>Assess the view that the roles of men and women in the family have changed.

PLEASE REFER TO APPENDIX 3</td><td>24

8 AO1 1a/1b

8 AO2 1a

8 AO3 1/2/3</td><td>AO1: Knowledge and understanding
The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

• Reference to diverse ways of operationalising roles including emotional factors, decision-making, household chores, non-decision making, child-care, financial management
• Changes related to the development of different types of masculinity and femininity
• Reference to the range of diverse types of family life which bring changes to roles e.g. structure, cultural diversity, sexuality
• Impact of ageing population
• Impact of government policy e.g. paternity leave
• Impact of wider social changes such as rise of feminism, changes in labour market, increased divorce, secularisation
• Concepts such as: new man, feminisation of labour market, ageing population, sandwich generation, individualisation, confluent love, egalitarian families, crisis in masculinity, complicit masculinity, superdads, lagged adaptation, shift parenting
• Studies such as: Hakim, Giddens, Pahl, Gershuny, Willmott & Young, Warin, Beck, Dermott, Thompson et al, Hatter et al, Hardill et al, Brannen, Grundy & Henretta, Dunne, Allan & Crow
• Theories such as: postmodernism, liberal feminism
• Any other reasonable response

AO2: Application
The selected knowledge should be directly related to the specific question.

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:</td></tr>
</table>

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Question			Answer	Marks	Guidance
					• Concepts such as: sexism, dark side of family life, dysfunctional, exploitation, oppression, reproduction of labour power, reserve army of labour, dual systems, patriarchal terrorism, emotion work, invisible work, dual burden, triple shift, sandwich generation, DIALLs, hegemonic masculinity, patriarchy, false needs, overloaded circuit, lagged adaptation, domestic division of labour, reproduction of labour power, stabilisation of adult personalities, primary socialisation, nurturing, providing for sexual, economic, welfare needs, consensus, biological differences, gender role socialisation, gender role models, expressive role, instrumental role, family as personality factory, segregated conjugal roles, male disciplinarian, social control, warm bath theory, social stability • Studies such as: Barrett & McIntosh, Benston, Ansley, Pahl, Dobash & Dobash, Dunscombe & Marsden, DeVault, Delphy & Leonard, Oakley, Grundy & Henretta, Gatrell, Warner, Laing, Leach, Cooper, Zaretsky, Marcuse, Parsons, Murdock, Chester, Dennis & Erdos, Murray, Morgan, Cheal, Phillips • Theories such as: Marxism, Marxist feminism, radical feminist views, functionalism, New Right views • Reference to different aspects of division of labour including emotional factors, decision-making, money management, domestic chores, childcare, violence, children and control • Differences related to class, ethnicity, sexuality, family diversity • Role of government policy in supporting traditional gender roles • Ideological strength of notions of traditional family life and related roles • Analysis and evaluation of impact of changing roles • Any other reasonable response

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Question			Answer	Marks	Guidance
7		*	**OPTION 2 – Youth subcultures** **Outline TWO characteristics of moral panics and illustrate your answer with examples.** **PLEASE REFER TO APPENDIX 1**	**12** **8 AO1 1a/1b** **4 AO2 1a**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Media's role in creating an exaggerated fear of crime • Reference to impact of media on social policy • Aspects identified by Cohen • Any two of Goode and Ben-Yehuda's five elements of moral panics; concern, hostility, consensus, disproportionality and volatility • Concepts such as: deviance amplification, labelling, stereotypes, 'folk devils', over-reporting, sensationalised reporting • Reference to accurate examples with a moral dimension such as mods and rockers, punks in the 1970s, involvement of youth in gun crime, recent riots in the UK, binge drinking, hoodies etc • Any other reasonable point **AO2: Application** *The selected knowledge should be directly related to the specific question.*

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Question			Answer	Marks	Guidance
8		*	**Explain and briefly evaluate the view that youth subcultures are related to gender.** **PLEASE REFER TO APPENDIX 2**	**16** **8 AO1 1a/1b** **4 AO2 1a**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Girls' subordinate role • Changing masculinities and femininities • Reference to issues related to school subcultures, delinquent subcultures • Extent of female involvement in delinquent subcultures, rise in girl gangs, ladettes, new femininities • Girls' greater social control including socialisation by family, school, media, peers • Girls and boys participation in separate subcultures with different norms and values e.g. sexual double standards • Reference to particular examples that neglect girls' experience such as the work of functionalists, CCCS • Ways in which female delinquency is handled differently e.g. chivalry factor • Concepts such as: crisis in masculinity, patriarchy, bedroom culture, malestream, gender stereotypes, marginalisation, invisibility, pillion passenger, ladettes, girl subcultures, girl gangs, riot grrrls, New Wave Girls, girl power • Studies such as: Heidensohn, Sharpe, McRobbie & Garber, Jackson, Smart, Shain, Mirza, Osgerby, Katz, Lees, Blackman, Lincoln, Hollands • Theories such as: feminist views including liberal, radical and Marxist feminist • Any other reasonable response **AO2: Application** *The selected knowledge should be directly related to the specific question.*

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Question			Answer	Marks	Guidance
				4 AO3 1/2/3	**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: • Analysis and evaluation of the role of the media in shaping attitudes on gender and youth subcultures • Girls' deviance as under-studied by sociologists • Problems of access related to social control of girls • Analysis and evaluation of the importance of issues related to ethnicity and/or social class and/or the intersection between them • Concepts such as: blurring of gender identities, changing masculinities and femininities, anomie, opportunity structures, status frustration, transitional phase, social integration, resistance, opposition, exaggeration, magical solutions, incorporation, marginalisation, peer pressure, racism, discrimination, status frustration, edgework, hybrid subcultures, ethnocentrism, neo-tribes, fluidity, supermarket of style, individualism • Studies such as: Hebdige, Hall & Jefferson, Clarke, Brake, Muggleton, Hall, Thornton, Lyng, Bennett, Polemus, Furlong and Cartmel, Sewell, CCCS, Connell • Theories such as: Marxism, functionalism, postmodern views • Any other reasonable response

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Question			Answer	Marks	Guidance
9		*	**Assess functionalist explanations of youth deviance.** **PLEASE REFER TO APPENDIX 3**	**24** **8 AO1 1a/1b** **8 AO2 1a** **8 AO3 1/2/3**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Functional role of deviance • Provides a solution to certain problems • Gives a sense of belonging • Response to differential opportunities to achieve cultural goals • Concepts/issues such as: status frustration, transitional phase, anomie, focal concerns of masculinity, values, norms, culture status, defence, delinquent solution, cultural deprivation, illegitimate opportunity structure, delinquent subculture • Evidence such as: Abrams, Eisenstadt, Durkheim, Merton, Cloward & Ohlin, Miller, A.Cohen • Theories: functionalism • Any other reasonable response **AO2: Application** *The selected knowledge should be directly related to the specific question.* **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: • Conformity of 'ordinary' youth • Issues of temporal validity concerning much functionalist evidence • Youth deviance as resistance • Role of media in portrayal of youth deviance • Differences in youth deviance in terms of gender, ethnicity and social class and the interplay between them • Concepts such as: dysfunctional, delinquent subcultures, social exclusion, opposition, resistance, exaggeration,

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Question			Answer	Marks	Guidance
					marginalisation, labelling, institutional racism, discrimination, crisis in masculinity, patriarchy, ladettes, peer pressure, edgework, racism, sexism, folk devils, deviancy amplification, scapegoating, moral panics • Studies such as: CCCS, Becker, S.Cohen, Messerschmidt, Muncie, Smart, Campbell, Alexander, Sewell, Cicourel, Willis • Theories such as: Marxist views, feminism, interactionism, postmodern views • Any other reasonable response

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Question			Answer	Marks	Guidance
10		*	**OPTION 3 – Media** **Outline TWO ways that the media represent females and illustrate your answer with examples.** **PLEASE REFER TO APPENDIX 1**	**12** **8 AO1 1a/1b** **4 AO2 1a**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Positive and/or negative representations • Use of traditional stereotypes such as housewife and mother • Women as sex objects • Women as victims • Women represented in a limited range of roles • Under-representation • More contemporary representations showing change • Concepts such as male gaze, cult of femininity, slimblondeness, sexual objectification, patriarchy • Reference to examples from traditional and/or new forms of media • Any other reasonable point **AO2: Application** *The selected knowledge should be directly related to the specific question.*

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Question			Answer	Marks	Guidance
11		*	**Explain and briefly evaluate the view that media representations of age are changing.** **PLEASE REFER TO APPENDIX 2**	**16** **8 AO1 1a/1b** **4 AO2 1a** **4 AO3 1/2/3**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Reference to age relating to children, youth, middle age and older age groups. • More positive representations • Changes related to consumer culture • Concepts such as: blurred boundaries, active ageing, pester power, tweenagers • Studies such as: Osgerby, Biggs, Lee et al, Evans & Chandler • Theories such as: postmodernism, pluralism • Any other reasonable response **AO2: Application** *The selected knowledge should be directly related to the specific question.* **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: • Analysis and evaluation of the importance of issues related to ethnicity and/or social class and/or gender and/or the intersection between them • Persistence of traditional stereotypes • Stereotypes as functional for society • Differences in representations related to gender, ethnicity and social class and their interplay • Concepts such as: youth as trouble, moral panic, deviancy amplification, hoodies, scape-goats, folk devils, under-representation, economic burden, divide and rule, stereotypes • Studies such as: Wayne, Cohen, Age Concern, Landis, Milner, Newman, Victor • Theories such as: functionalism, Marxism • Any other reasonable response

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Question			Answer	Marks	Guidance
12		*	**Assess the view that audiences are active in their use of the media.** **PLEASE REFER TO APPENDIX 3**	**24** **8 AO1 1a/1b** **8 AO2 1a** **8 AO3 1/2/3**	**AO1: Knowledge and understanding** The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive: • Uses and gratifications model • Reception analysis model • Selective filter model • Concepts such as: terror as pleasure, selective exposure, selective perception, selective retention, diversion, identity, surveillance, relational, affiliation, avoidance, social learning, competence dominance, oppositional reading • Studies such as: Wood, Trend, Jensen, Klapper, Blumler & McQuail, Lull, Watson, Morley, Strinati • Theories such as: pluralism, some postmodern views • Any other reasonable response **AO2: Application** *The selected knowledge should be directly related to the specific question.* **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: • Media as having a direct effect such as hypodermic syringe model • Media as having an indirect effect such as cultural effects theory • Differential effects related to gender, age, ethnicity • Reference to examples of links made between particular media products and effects on their audience including video games, films, pornography • Concepts such as: copycat effect, desensitisation, sensitisation, catharsis, moral panics, scape-goats, folk devils, labelling,

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Question			Answer	Marks	Guidance
					patriarchy, false class consciousness, false needs, opium of the people, divide and rule, racism, sexism, ageism, the Juno Effect, disinhibition effect, ideology, preferred reading, hyper-reality, cultural domination, globalisation of culture • Studies such as: Packard, Bandura, Katz & Lazarsfeld, Gerbner, Dworkin, Morgan, Orbach, Wolf, Miliband, Marcuse, McCabe & Martin, Newson, Feshbach & Singer, Baudrillard • Theories such as: Marxism, feminism, some postmodern views • Any other reasonable response

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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 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.
3	**5–6**	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. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
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.
0		No relevant sociological knowledge or understanding.

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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.

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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 of sociological material; 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.
3	**5–6**	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. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
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.
0		No relevant sociological knowledge or understanding.

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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. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	**3**	The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation and some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	**2**	The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and/or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. 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. If present, the conclusion is likely to be asserted and unsupported.
0		No relevant analysis or evaluation.

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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; 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.
3	**5–6**	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. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
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.
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. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	**5–6**	The candidate demonstrates a good ability to analyse and evaluate sociological material. Some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	**3–4**	The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and/or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. 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. If present, the conclusion is likely to be asserted and unsupported.
0		No relevant analysis or evaluation.

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APPENDIX 4

ASSESSMENT OBJECTIVES GRID

(**includes quality of extended responses*)

Question	AO1	AO2	AO3	Total
1	2	4		6
2*	4	8		12
3*	8	8	4	20
4*, 7 & 10	8	4		12
5*, 8 & 11	8	4	4	16
6*, 9 & 12	8	8	8	24
Totals	38	36	16	90

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