



**GCE**

**Sociology**

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

Advanced GCE

**Mark Scheme for June 2019**

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
This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

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

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## Annotations

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

Question	Answer	Marks	Guidance
1	<p><b>Explain, using examples, the concept of high culture.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>2 marks</b>  The definition of the concept is accurate AND explained/ developed.  <b>1 mark</b>  There is a core and accurate definition of the concept of high culture OR the definition is only implicit through wider explanation.</p> <p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  Candidates show an excellent ability to apply sociological evidence. Evidence/examples will be explicit and consistently related to the question and the explanation.  <i>2 examples and 2 explanations can reach this level.</i></p> <p><b>Level 3: 3 marks</b>  Candidates show a good ability to apply sociological evidence. Evidence/examples may be implicitly relevant to the question or related to the question occasionally. Evidence may be more implicitly relevant to the explanation.  <i>2 examples but only one explanation can reach this level. Or one example with two explanations</i></p> <p><b>Level 2: 2 marks</b>  Candidates show a basic ability to apply sociological evidence. There will be generalised application to question, lacking focus. Connection and application to the explanation may be vague and confused.  <i>2 examples with no explanation or one example with one full explanation can reach this level.</i></p>	6	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>● Definition should include reference to the cultural practices that are associated with the powerful and wealthy elite or upper social classes.</li> <li>● Further explanation may refer to contrast with popular culture or culture of the masses; a representation of cultural heritage; high culture as superior; Marxist views of the relationship between high culture and the ruling class.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge/examples should be directly related to the specific question.</i>  Award 1 mark for each example and 1 mark for any relevant explanation of norms (<b>NB – the explanation doesn't have to link directly to the example(s) provided</b>).  Examples and explanations may include:</p> <ul style="list-style-type: none"> <li>● Entertainment (such as opera, theatre, intellectual films)</li> <li>● Classic literature</li> <li>● Fine art</li> <li>● Private education</li> </ul>

		<p><b>Level 1: 1 mark</b> Candidates show a limited ability to apply sociological evidence/examples. The answer has marginal relevance. <i>One example only without explanation can reach this level.</i></p> <p><b>0 marks</b> No relevant application.</p>		
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2	<p><b>Using Sources A and B and your wider sociological knowledge, explain how the police act as agents of social control.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 4 marks</b>  The candidate demonstrates an excellent knowledge and understanding which is fully developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is accurate and fully substantiated.  <i>There will be at least two developed points of knowledge (concepts, studies, theories, examples)</i></p> <p><b>Level 3: 3 marks</b>  The candidate demonstrates a good knowledge and understanding but it may be underdeveloped and/or implicit. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  <i>There will be at least one developed point of knowledge, or two underdeveloped points.</i></p> <p><b>Level 2: 2 marks</b>  The candidate demonstrates a basic knowledge and understanding. The response lacks depth and clarity and is only partially explained. The response may be generalised and undeveloped. The information has some relevance and is presented with a basic structure. The information is supported by little evidence.  <i>Knowledge will be partial / undeveloped.</i></p> <p><b>Level 1: 1 mark</b>  The candidate demonstrates a limited knowledge and understanding. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The</p>	<p><b>12</b></p> <p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>● <b>Concepts such as:</b> <ul style="list-style-type: none"> <li>○ Formal social control</li> <li>○ Formal negative sanctions</li> </ul> </li> <li>● <b>Studies referred to may include:</b></li> <li>● <b>Theories:</b> <ul style="list-style-type: none"> <li>○ Functionalist view of the importance of social control in reinforcing value consensus;</li> <li>○ Marxist view of social control in supporting the dominant ruling class (repressive state apparatus)</li> </ul> </li> <li>● <b>Contemporary examples:</b> <ul style="list-style-type: none"> <li>○ Urban riots</li> <li>○ Community policing - on patrol</li> </ul> </li> </ul> <p><b>AO2: Application</b>  Reference to source A may include: <ul style="list-style-type: none"> <li>● Formal social control as a deterrence</li> <li>● Police officers on patrol - visible formal social control</li> </ul> </p> <ul style="list-style-type: none"> <li>● Reference to source B may include: <ul style="list-style-type: none"> <li>○ Riot police - using force to control</li> <li>○ Riot police - a united and visible police presence</li> <li>○ creation of "us" and "them" divide</li> </ul> </li> <li>● Any other relevant point.</li> </ul> <p><b>NB: The answer must refer to both sources to get into the top level, as well as relevant developed application of wider sociological knowledge to the question.</b></p>
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source material may be simply recycled. The information is supported by limited evidence and the relationship to the evidence may not be clear.

**0 mark**

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 from both of the sources and from elsewhere both in a developed way.*

**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 may have applied some material from only one of the sources (developed) and elsewhere or material from both sources in an underdeveloped way.*

**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 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,*

**Level 1: 1–2 marks**

Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.

		<p><b>0 marks</b> No relevant application.</p>		
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3	*	<p><b>Outline and briefly evaluate the view that traditional femininity is rapidly declining as a type of identity.</b></p> <p><b>AO1: Knowledge and understanding</b>  <b>Level 4: 7–8 marks</b>  The candidate demonstrates an excellent knowledge and understanding of a range of sociological material which is well developed; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3: 5–6 marks</b>  The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is accurate but may be underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2: 3–4 marks</b>  The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial, undeveloped and unsubstantiated or generalised knowledge and understanding. The information has some relevance and is presented with basic structure.</p> <p><b>Level 1: 1–2 marks</b>  The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks</p>	20	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Sue Sharpe - changing priorities of females - focus on work</li> <li>• Wilkinson - genderquake</li> <li>• Jackson / Denscome - Ladettes</li> <li>• Burrell and Brinkworth - anti-social 'yobettes'</li> <li>• Postmodern view – gender as fluid</li> <li>• New types of femininity - e.g. assertive.</li> <li>• Feminism (equality feminism; liberal feminism)</li> <li>• Any other relevant point.</li> </ul>
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	<p>clarity there may be a tendency towards common sense. The information is communicated in a confused way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question – whether traditional femininity is rapidly declining.</p> <p><b>Level 3: 5–6 marks</b> The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.</p> <p><b>Level 2: 3–4 marks</b> The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.</p> <p><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p><b>0 marks</b> No relevant application.</p> <p><b>AO3: Analysis and evaluation</b> <b>Level 4: 4 marks</b> The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is at least one developed</p>	<p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question - <b>whether traditional femininity is declining</b></i></p> <p><b>AO3: Analysis and evaluation</b> The following list is indicative of possible factors/evidence that</p>
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		<p>evaluation point supported by sociological evidence. There may be a critical and reasoned conclusion.</p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation but it will be underdeveloped. The candidate may reach an explicit but brief conclusion.</p> <p><b>Level 2: 2 marks</b> The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be anecdotal, with little sociological supporting evidence. If present, the conclusion is likely to be summative.</p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential evaluation is present. There is unlikely to be a conclusion.</p> <p><b>0 marks</b> No relevant sociological evaluation or analysis</p>	<p>candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>● Evidence that traditional femininity remains (e.g. division of labour in the household; lack of females in higher positions at work; lack of variety of female role models in the media - expect to see sources of evidence; e.g. Pahl; Duncombe &amp; Marsden)</li> <li>● Radical feminism - patriarchal ideas remain regarding passive femininity.</li> <li>● Socialisation into traditional femininity (e.g. Oakley)</li> <li>● Traditional femininity represented in the media (e.g. Tuchman; Ferguson).</li> <li>● Functionalism (Parsons, Murdock)</li> <li>● Wilson – Women nurturing children</li> <li>● Hey – Female peer groups</li> <li>● New Right perspective</li> <li>● Marxist feminism</li> <li>● Any other relevant point of evaluation</li> </ul>
4	*	<p><b>OPTION 1 – Families and relationships</b></p> <p>Outline <b>two</b> ways in which families are becoming more "child</p>	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p>

		centred" Illustrate your answer with examples.  <b>PLEASE REFER TO APPENDIX 1 (For generic mark scheme)</b>		<ul style="list-style-type: none"> <li>● The social construction of childhood</li> <li>● The emergence of "modern" childhood</li> <li>● Increased proportion of adult income spent on children</li> <li>● Pester power</li> <li>● Furedi - perceived risks to children</li> <li>● King and Raynor – Middle class becoming evermore child-centred</li> <li>● Intimate fathering (e.g. Dermott)</li> <li>● Social changes leading to increased child centeredness (smaller families; reduction in working hours; greater affluence; extension of education)</li> <li>● Social policy examples - greater emphasis to child welfare.</li> <li>● Emergence of children's rights legislation</li> <li>● Increase of child "experts".</li> <li>● Children as consumers (link to Marxism or Postmodernism)</li> <li>● Any other relevant point.</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p>
5	*	<b>Explain and briefly evaluate the view that reconstituted families challenge the nuclear family norm.</b>	16	<b>AO1: Knowledge and understanding</b> <b>Note - accept references to "blended" families or "step-families"</b>

	<p><b>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</b></p>	<p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Statistical evidence of the increase in reconstituted families (e.g. ONS).</li> <li>• High proportion of "step fathers" compared to "step mothers" (Grant)</li> <li>• Greater risk of poverty in step-families</li> <li>• New Right view that step-families are a threat to the idea of the nuclear norm (link to divorce rate and instability). Eg. Patricia Morgan.</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• <b>Ferri and Smith (1998)</b> – stepfamilies are very similar to first families in all major respects, and the involvement of step parents in childcare and childrearing is a positive one.</li> <li>• <b>Ribbens McCarthy (2003)</b> conclude that there is diversity among these families and so we should speak of ‘stepfamilies’ plural rather than the ‘stepfamily’. Some have few tensions, while for those that do, the tensions are not so different from those in ‘intact’ families.</li> <li>• Postmodern view - all families are contested, ambivalent and undecided (Stacey)</li> <li>• Chester - neo-conventional family - reconstituted families are still, in effect, nuclear families</li> </ul>
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					<ul style="list-style-type: none"> <li>• Functionalism and how nuclear family is not challenged and remains the best (Parsons, Murdock)</li> </ul>
6	*	<p><b>Assess the view that there is a 'dark side' to all families</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible evidence / arguments in support of the view that there is a dark side to all families:</p> <ul style="list-style-type: none"> <li>• Socio/psychological view of the negative effects of family life (e.g. links with schizophrenia - Leach, Laing; Oliver James - the dysfunctional aspects of family life)</li> <li>• Evidence of domestic violence within families (e.g. Stanko, Dobash and Dobash)</li> <li>• Evidence of abuse within families</li> <li>• Radical feminist view - nuclear families reflect patriarchy and therefore have a "dark side" in terms of oppression and male domination.</li> <li>• Marxist feminist view - the dark side is that women are "slaves of wage slaves" (Benston; Rowbottom) and the "takers of shit" (Ansley).</li> </ul> <p><b>AO2: Application</b></p> <p><i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b></p> <p>A common evaluative strategy may be the engagement of other theories which are in contrast to the view in the questions:</p> <ul style="list-style-type: none"> <li>• The functionalist view that the family is a "warm bath" or "safe haven".</li> <li>• Positive research findings of the functions a family does achieve</li> <li>• The postmodern view that we cannot generalise.</li> <li>• The New Right view that nuclear families don't have a dark side; they contribute to society</li> <li>• Evidence of greater equality within the family</li> </ul>	

				<ul style="list-style-type: none"> <li>Any other relevant response</li> </ul>
7	*	<p><b>OPTION 2 – Youth subcultures</b></p> <p>Outline <b>two</b> ways in which subcultures are related to hybridity.</p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>Fusion of style / fashion (e.g. influence of black culture on mods)</li> <li>Fusion of music (e.g. Bhangra; influence of black rhythm and blues on the Teddy boys and the rockers; rap music - reference Cashmore)</li> <li>The spectacular subcultures (CCCS) as a response to the presence of black people and their subculture within the UK (Hebdige).</li> <li>The influence of black music / fashion on white working class subcultures (e.g. Nayak - white wannabes)</li> <li>Hutnyk – cultural appropriation</li> <li>Brah – cultural code-switching</li> <li>Vale and Juno – modern primitives</li> <li>Brasian sub-culture, Jafaicans (e.g. Johal)</li> <li>Mercer – dreadlocks</li> <li>Cultural exchange</li> <li>Any other relevant point</li> </ul> <p><b>AO2: Application</b></p> <p><i>The selected knowledge should be directly related to the specific question.</i></p>
8	*	<p><b>Explain and briefly evaluate the view that youth culture benefits capitalism.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b></p> <p><b>Note: accept references to youth subculture</b></p> <p>Candidates may make reference to a variety of studies providing they relate to the question.</p> <ul style="list-style-type: none"> <li>Functionalist notions – in particular Abrams and the idea of youth as</li> </ul>

			<p>a consumer, therefore benefitting capitalism.</p> <ul style="list-style-type: none"> <li>● Parsons and Eisenstadt – the idea of youth as a period of transition where youth may ‘rebel’ but come out of the other side as good members of society, contributing to society and ultimately capitalism.</li> <li>● Marxist notions <ul style="list-style-type: none"> <li>– crime as a diversionary tactic</li> <li>– law and law enforcement of youth culture maintaining the status quo</li> <li>– Zero-hour contracts</li> </ul> </li> <li>● Neo-Marxist notions e.g. Hall and Policing the Crisis, Taylor et al and the New Criminology, Brake Magical solutions</li> <li>● Willis – Learning to Labour</li> <li>● Young – Bulimic Society</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>● Marxist view (Neo-Marxism; CCCS)</li> <li>● Hebdige (Punks; Bricolage)</li> <li>● P. Cohen (Skin heads)</li> <li>● Hall and Jefferson (Teddy boys)</li> <li>● Rebellion and resistance</li> <li>● Gramsci - hegemony</li> <li>● Magical solutions (Brake)</li> <li>● Other sociological arguments that youth culture doesn’t benefit</li> </ul>
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				<p>capitalism and benefits other structural perspectives, e.g. patriarchy, society, the State, the individual (Post-modernism)</p> <ul style="list-style-type: none"> <li>Any other relevant response</li> </ul>
9	*	<p><b>Assess Interactionist explanations of youth deviance.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding:</b> The following may be used:</p> <ul style="list-style-type: none"> <li>Becker - labelling</li> <li>Young - hippies (Notting Hill)</li> <li>Cicourel (negotiation of justice)</li> <li>Braithwaite (reintegrative shaming)</li> <li>Accept Chambliss study of the saints and roughnecks as an <i>illustration</i> of labelling.</li> <li>Abbas – Islamaphobia</li> <li>Cohen – Mods and Rockers</li> <li>Fawbert – hoodies</li> <li>Blom-Cooper and Drabble – labelling in the judicial system</li> <li>Hood – sentencing and labelling</li> <li>Wilkins – Deviancy Amplification Spiral</li> <li>Sociological studies which have Interactionist elements e.g. Hall – Policing the Crisis</li> <li>Any other relevant response.</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b> The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>Explicit criticism of Interactionism – e.g. Goode and Ben-Yehuda</li> <li>Marxist view - interactionist theories ignore issues of power.</li> <li>Feminist view - no discussion of young female deviants.</li> </ul>

				<ul style="list-style-type: none"> <li>• Functionalist view - interactionists ignore the reality of youth deviance - that young working class males commit youth deviance because of inadequate socialisation / deviant norms and values.</li> <li>• Postmodern view.</li> <li>• It ignores the victims of crime.</li> <li>• Any other relevant response).</li> </ul>
10	*	<p><b>OPTION 3 – Media</b></p> <p><b>Outline two ways in which minority ethnic groups are represented in the media. Illustrate your answer with examples.</b></p> <p><b>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</b></p>	12	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Traditional view (continuity of negative stereotypical representations in the media / underrepresentation ): <ul style="list-style-type: none"> <li>○ Van Dijk - five stereotypes that are used to portray black people in the media</li> <li>○ Malik - contemporary media does not reflect the ethnic reality of the contemporary UK.</li> <li>○ Barker - stereotypes of black and Asian characters in Eastenders.</li> <li>○ Moore – stereotyping</li> <li>○ Jhally – comedic/tokenism</li> </ul> </li> <li>• New representations of minority ethnic groups (change): <ul style="list-style-type: none"> <li>○ Barker - increased number of black and Asian characters in Eastenders (reflecting more of a multi-cultural society).</li> <li>○ Hall - a move from overt to inferential racism in the media.</li> <li>○ Development of hybrid identities has contributed to changing media representations - more complex picture</li> </ul> </li> </ul> <p><b>AO2: Application</b></p> <p><i>The selected knowledge should be directly related to the specific question.</i></p>

11	*	<p><b>Explain and briefly evaluate the view that violence portrayed in the media creates a more violent society.</b></p> <p><b>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</b></p>	16	<p><b>AO1: Knowledge and understanding</b>  The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>● Direct model of media effects (e.g. Packard)</li> <li>● Bandura - children's imitation of violence – hypodermic syringe model</li> <li>● Belson - the effect of violent TV on children</li> <li>● Newson - desensitisation</li> <li>● The "moral crusader's" concerns of the effects of violent films (e.g. Natural born killers; Rambo; Child's play) and violent video games (e.g. grand theft auto).</li> <li>● Anderson - the negative effects of violent song lyrics</li> <li>● Hall et al - the effects of sexualised and song lyrics in increasing sexual violence.</li> <li>● Any other relevant response.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>● Violence in the media can create a cathartic response (e.g. Fesbach and Singer).</li> <li>● Violence in the media can have a sensitising effect - ref. Young.</li> <li>● Evaluation of lab experiments to measure media effects (validity)</li> <li>● Over simplicity - blame media for causing violent behaviour rather than other factors such as inequality (Gauntlett)</li> <li>● The criticisms of direct media effects models offered by indirect effects (e.g. Gamson et al).</li> </ul>
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				<ul style="list-style-type: none"> <li>• Active audience criticisms eg Uses and gratifications model</li> <li>• Filtering models Klapper</li> <li>• Coding/decoding Hall</li> <li>• Any other relevant response</li> </ul>
12	*	<p><b>Assess sociological views of why female representations are changing in the media.</b></p> <p><b>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</b></p>	24	<p><b>AO1: Knowledge and understanding</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Liberal feminism - increase in female media professionals; increase in variety of roles for women in films and TV</li> <li>• Fourth Wave feminism – new media using digital media to change representations of women e.g. campaigns etc</li> <li>• Pluralist Supply and Demand as women gain power they demand media to reflect that</li> <li>• Postmodernist diversity and choice in the media mean there are no longer one view of female representation</li> <li>• Gauntlett – changing representations</li> <li>• Harraway – not constrained by gender online</li> <li>• Geena Davis Institute – promotion of awareness</li> <li>• Wider societal changes that the media reflects</li> <li>• Any other relevant response</li> </ul> <p><b>AO2: Application</b></p> <p><i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Radical feminism - sceptical as to degree of change; media still reflects patriarchal society (e.g. Mulvey - male gaze); little change in gender representations with traditional stereotypes</li> </ul>

					<p>remaining; Women predominantly portrayed as sex objects (e.g.Naomi Wolf - the beauty myth)</p> <ul style="list-style-type: none"> <li>• Marxist feminism - the media as a capitalist industry controlled by mainly male media owners and dominated by male media professionals so change is optimistic</li> <li>• Despite fourth wave feminists using the media to fight patriarchy new media still objectifies women in their supposed transgressive roles e.g. sexualisation of Lara Croft and other female leads</li> <li>• Marxist view that debating changing female roles still ignores the ruling class hegemony that is the most important coding in media</li> <li>• Neo Marxists focus on all marginalised representation and would argue that change is often a smokescreen</li> <li>• Tunstall – narrow range of representation</li> <li>• Tuchman – symbolic annihilation</li> <li>• Ferguson – cult of femininity</li> <li>• Any other relevant response</li> </ul>
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**APPENDIX 1**

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

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

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

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and

		frequently related to the question.
<b>3</b>	<b>3</b>	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
<b>2</b>	<b>2</b>	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
<b>1</b>	<b>1</b>	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
<b>0</b>		No relevant application.

**APPENDIX 2****GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11*****AO1: Knowledge and understanding (8 marks)***

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

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.



<b>3</b>	<b>3</b>	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
<b>2</b>	<b>2</b>	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
<b>1</b>	<b>1</b>	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
<b>0</b>		No relevant application

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

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

## APPENDIX 3

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

*AO1: Knowledge and understanding (8 marks)*

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

**AO2: Application (8 marks)**

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

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

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

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

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**Education and Learning**

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Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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Facsimile: 01223 552553

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