



GCE

Sociology

H580/01: Socialisation, culture and identity

Advanced GCE

Mark Scheme for November 2020

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

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

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

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Annotations

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

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

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

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

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

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

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

					<p><i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Studies which demonstrate direct effects e.g. violence is caused by watching violence in the media. Bandura – media could make children more violent. • Newson – drip drip -= children are desensitised to violence in the media (this could be used to support AO1, depending on how it is explained). • Music and lyrics have direct effects; e.g. Anderson, Hall and Hardcastle’s studies. • Violence has an effect, but actually as a catharsis (e.g. Feshback and Singe). • Violence sensitises the audience (e.g. Young). • Power of advertising (e.g. Packard). • Any other relevant 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	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the response is well developed and substantiated with sociological evidence. <i>There will typically be two developed points supported with evidence; or one developed and one underdeveloped points</i></p> <p>There is a well-developed line of reasoning which is clear and logically structured.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. There is some sociological material but it is likely to be underdeveloped for both ways or the response is likely to be uneven. <i>There will typically be two underdeveloped points supported with evidence or one developed and one undeveloped point; or one developed point with evidence</i></p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised. <i>There will typically be one underdeveloped and one undeveloped point; or one underdeveloped point or two or more undeveloped points.</i></p> <p>The information has some relevance and is presented with basic structure. The information is supported by basic evidence.</p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy. <i>There will probably be one undeveloped points or two examples with no evidence; or one example with no evidence.</i></p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the</p>

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

AO2: Application (4 marks)

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

APPENDIX 2

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

AO1: Knowledge and understanding (8 marks)

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

		<i>There will typically be one undeveloped point; or a vague representation</i>
		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.

AO2: Application (4 marks)

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

AO3: Analysis and Evaluation (4 marks)

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

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

APPENDIX 3

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12

AO1: Knowledge and understanding (8 marks)

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

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

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

AO3: Analysis and Evaluation (8 marks)

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

2	3–4	<p>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.</p> <p><i>There will typically be two underdeveloped points, or one underdeveloped and a range of developed points; or one underdeveloped and one underdeveloped point, or more than one undeveloped points</i></p>
1	1–2	<p>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.</p> <p><i>There will typically be one undeveloped point; or a vague representation</i></p>
0		No relevant analysis or evaluation.

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