

OCR

Oxford Cambridge and RSA

AS Level Sociology H180/01 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)



INSTRUCTIONS

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

INFORMATION

- The total number of marks for this paper is **75**.
- 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.

SECTION A

Read the Source material and answer **all** the questions in Section A.

Source



1955



2014

The roles and norms associated with femininity have changed significantly over the last 60 years. In 1955, women's roles were largely limited to that of the housewife, mother and home worker. Very few women went to university or had a career. Changes in society's values and an emphasis on equal opportunities has meant that women today have more choice about their roles.

- 1 Define the concept of 'values'. [4]
- 2 With reference to the Source, identify and briefly explain **two** examples of values. [6]
- 3 Using the Source and your wider sociological knowledge, explain how norms are relative. [8]
- 4 Outline and briefly evaluate the view that individuals learn society's norms through the process of primary socialisation. [12]

SECTION B

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

OPTION 1**Families and relationships**

- 5 Define and briefly explain the idea of 'equal relationships within the family'. [5]
- 6 Identify and briefly describe **two** trends in marriage. [8]*
- 7 Explain reasons for changes in the birth rate in the UK. [12]*
- 8 Evaluate the view that the nuclear family is no longer the dominant family type. [20]*

OPTION 2**Youth subcultures**

- 9 Define and briefly explain the concept of 'deviance amplification'. [5]
- 10 Identify and briefly describe **two** examples of 'spectacular youth subcultures'. [8]*
- 11 Explain reasons for the growth in youth culture. [12]*
- 12 Evaluate functionalist explanations of why young people join gangs. [20]*

OPTION 3**Media**

- 13 Define and briefly explain the 'hypodermic syringe' model. [5]
- 14 Identify and briefly describe **two** ways in which ethnic groups are represented in the media. [8]*
- 15 Explain how the media create moral panics. [12]*
- 16 Evaluate the view that representations of age in the media are no longer stereotypical. [20]*

SPECIMEN

Copyright Information:

Page 2, Source photograph of a woman in an apron © Everett Collection / Shutterstock

Page 2, Source photograph of a woman at a desk © Elena Elisseeva / Shutterstock

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

OCR

Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

AS Level Sociology

H180/01 Socialisation, culture and identity

SAMPLE MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK **75**

This document consists of 32 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.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - 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 email.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level** – consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

Annotation	Meaning

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.

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.

Section A

Question	Answer	Marks	Guidance
1	<p>Define the concept of 'values'.</p> <p>AO1 Knowledge and understanding</p> <p>Level 4: 4 marks</p> <p>Excellent knowledge and understanding of the concept of values. Responses will use precise sociological knowledge and will demonstrate a detailed understanding. Candidates may use examples to illustrate the definition.</p> <p>Level 3: 3 marks</p> <p>Good knowledge and understanding is displayed. There will be an accurate definition but it may be underdeveloped.</p> <p>Level 2: 2 marks</p> <p>Basic knowledge and understanding. The definition may only be partial or the answer may rely totally on examples, without a core definition.</p> <p>Level 1: 1 mark</p> <p>Limited knowledge which is likely to be very confused.</p> <p>0 marks</p> <p>No relevant sociological knowledge or understanding.</p>	<p>4</p> <p>AO1 1a/1b</p>	<p>Definitions may refer to the following:</p> <ul style="list-style-type: none"> · Values refer to things which are seen as desirable or worthwhile in a society · Values are culturally relative · Values provide the foundation for norms · Values are a key part of a society's culture

Question	Answer	Marks	Guidance
2	<p>With reference to the Source, identify and briefly explain TWO examples of values.</p> <p>AO1 Knowledge and understanding 2 marks</p> <p>Candidates correctly identify two values.</p> <p>1 mark</p> <p>Candidates correctly identify only one value.</p> <p>AO2 Application Level 4: 4 marks</p> <p>The response identifies two accurate examples and applies them to the concept of values in an explicit way.</p> <p>Level 3: 3 marks</p> <p>The response identifies two accurate examples and applies them to the concept of values in an implicit way.</p> <p>Level 2: 2 marks</p> <p>The response only identifies one accurate example and applies it to the concept of values in an explicit way.</p> <p>Level 1: 1 mark</p> <p>The response is only marginally relevant to the question.</p> <p>0 marks No relevant application.</p>	<p>6</p> <p>2 AO1 1a/1b</p> <p>4 AO2 1a</p>	<p>Responses may include the following:</p> <ul style="list-style-type: none"> · Housewife / homemaker role · Family life · Equal opportunities · Work · Work / life balance · Money / earnings <p>Explanations may refer to the following:</p> <ul style="list-style-type: none"> · Values as relative or universal · Links between norms and values · Links between values and identity

Question	Answer	Marks	Guidance
<p>3</p>	<p>Using the source and your wider sociological knowledge, explain how norms are relative.</p> <p>AO1 Knowledge and understanding</p> <p>Level 4: 4 marks</p> <p>Candidates display an excellent knowledge and understanding of how norms are relative. The answer will be detailed, accurate and conceptual.</p> <p>Level 3: 3 marks</p> <p>Candidates display good knowledge and understanding. There will be some concepts but typically it may be underdeveloped and superficial.</p> <p>Level 2: 2 marks</p> <p>Candidates display basic knowledge and understanding which will be unable to offer a core meaning of norms as relative. Typically answers will be undeveloped, unsubstantiated, partial and confused.</p> <p>Level 1: 1 mark</p> <p>Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense.</p> <p>0 marks</p> <p>No relevant sociological knowledge or understanding.</p>	<p>8</p> <p>4 AO1 1a/1b</p>	<p>The relativity of norms may be discussed using the following ideas:</p> <ul style="list-style-type: none"> · Norms as culturally relative (between societies) · Norms as historically relative (over time) · Norms as relative within societies (context / subculture) · Norms as socially constructed <p>Source A may be discussed in the following way:</p> <ul style="list-style-type: none"> · Changing norms of femininity · Housewife role as norm, historically · Working women as norm now compared to the past · New technology (computers) becoming the norm

Question	Answer	Marks	Guidance
	<p>AO2 Application</p> <p>Level 4: 4 marks</p> <p>Candidates display an excellent ability to apply the source to this question, focusing specifically on the relativity of social norms. There will be explicit application of the source to the question.</p> <p>Level 3: 3 marks</p> <p>Candidates show good ability to apply the source to this question. The response will apply the source but the link to the relativity of norms may be more implicit.</p> <p>Level 2: 2 marks</p> <p>Candidates display a basic ability to apply the source to the question. The response may be generalised without explicit reference to the source.</p> <p>Level 1: 1 mark</p> <p>There will be a limited ability to apply the source to the question.</p> <p>0 marks</p> <p>No relevant application.</p>	<p>4 AO2 1a</p>	

Question	Answer	Marks	Guidance
4	<p>Outline and briefly evaluate the view that individuals learn society's norms through the process of primary socialisation.</p> <p>AO1 Knowledge and understanding</p> <p>Level 4: 4 marks Candidates display excellent knowledge and understanding of the learning of norms through primary socialisation. There will be detailed, explicit and frequent use of sociological concepts and evidence.</p> <p>Level 3: 3 marks Candidates will display good knowledge and understanding. Responses will be wide ranging or detailed. There will be some use of sociological concepts / evidence but it may be underdeveloped.</p> <p>Level 2: 2 marks Candidates show a basic knowledge and understanding. Knowledge will be narrow, but will have some coherence or responses may be undeveloped and partial. Responses may be very generalised.</p> <p>Level 1: 1 mark Candidates display a limited knowledge and understanding of the process of primary socialisation. There may be one or two ideas and these may be confused in places.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>	<p>12</p> <p>4 AO1 1a/1b</p>	<p>Responses may include the following:</p> <ul style="list-style-type: none"> · The family as the main agent of primary socialisation · Nurture · Examples may relate to: gender norms, ethnic norms, age norms, social class norms · Relevant concepts (manipulation, canalisation, verbal appellations, role models, imitation) · Studies which emphasise the importance of primary socialisation (e.g. Oakley, Ghuman) · Relevant theory: e.g. functionalism, feminism <p>In evaluation:</p> <ul style="list-style-type: none"> · Individuals learn society's norms through other agencies of socialisation, such as education, the media · Criticise the portrayal of individuals as passive in the socialisation process (social action theory critique) · Effects of gender, class, ethnicity and age on the teaching of 'norms'

Question	Answer	Marks	Guidance
	<p>AO2 Application</p> <p>Level 4: 4 marks</p> <p>Candidates display an excellent ability to apply relevant sociological material. The material is consistently related to the question.</p> <p>Level 3: 3 marks</p> <p>Candidates show a good ability to apply sociological material to this question in an implicit way. The material is generally relevant to the question.</p> <p>Level 2: 2 marks</p> <p>Candidates display a basic ability to apply sociological material to the question. The response may be partially relevant.</p> <p>Level 1: 1 marks</p> <p>There will be a limited ability to apply sociological material to the question. Responses are likely to be marginally relevant.</p> <p>0 marks</p> <p>No relevant application.</p>	<p>4 AO2 1a</p>	

Question	Answer	Marks	Guidance
	<p>AO3 Analysis and Evaluation</p> <p>Level 4: 4 marks</p> <p>Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points, both for and against the view which are accurate and developed.</p> <p>Level 3: 3 marks</p> <p>Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be underdeveloped.</p> <p>Level 2: 2 marks</p> <p>Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points and responses are likely to be partial, confused and undeveloped, or answers will not give both arguments for and against the view.</p> <p>Level 1: 1 mark</p> <p>Candidates display a limited ability to analyse and evaluate the view. Typically, the response will be minimal, assertive, and / or tangential to the question.</p> <p>0 marks</p> <p>No relevant analysis or evaluation.</p>	<p>4 AO3 1/2</p>	

SECTION B: OPTION 1 – Families and relationships

Question	Answer	Marks	Guidance
5	<p>Define and briefly explain the idea of ‘equal relationships within the family’.</p> <p>PLEASE REFER TO APPENDIX 1</p>	<p>5</p> <p>AO1 1a/1b</p>	<p>Responses may include the following:</p> <ul style="list-style-type: none"> · Joint conjugal roles · Equal relationships between partners and / or between parents and children · The symmetrical family · Willmott and Young · Shared roles and relationships between husband and wife · Joint decision making, sharing of housework and pooling of finances
6	<p>Identify and briefly describe TWO trends in marriage.</p> <p>PLEASE REFER TO APPENDIX 2</p>	<p>8</p> <p>4 AO1 1a/1b</p> <p>4 AO2 1a</p>	<p>The main trends:</p> <ul style="list-style-type: none"> · Increased age at marriage (marrying later) · Decline in number of marriages · A rise in the proportion of remarriages · A rise in the number of remarriages (serial monogamy) · Changing expectations of marriage

Question	Answer	Marks	Guidance
7	<p>* Explain reasons for changes in the birth rate in the UK.</p> <p>PLEASE REFER TO APPENDIX 3</p>	<p>12</p> <p>8 AO1 1a/1b</p> <p>4 AO2 1a</p>	<p>There has been a general trend towards a declining birth rate. There are several reasons for this:</p> <ul style="list-style-type: none"> · Changes in the position of women · Decline in the infant mortality rate · Children as an increasing economic liability · An increase in child-centredness <p>Relevant evidence (studies):</p> <ul style="list-style-type: none"> · Office for National Statistics evidence (ONS) · Family Policy Studies Centre <p>Responses may also note that since 2001, the birth rate has been slightly increasing. Reasons for this include the effect of immigration.</p>

Question	Answer	Marks	Guidance
8	<p>* Evaluate the view that the nuclear family is no longer the dominant family type.</p> <p>PLEASE REFER TO APPENDIX 4</p>	<p>20</p> <p>6 AO1 1a/1b</p> <p>4 AO2 1a</p> <p>10 AO3 1/2/3</p>	<p>Responses may include the following:</p> <p>Theories:</p> <ul style="list-style-type: none"> · New Right · Functionalism · Feminism · Post modernism <p>Studies</p> <ul style="list-style-type: none"> · Chester · Weeks · Stacey · Beck · Giddens · Morgan · Rapoport <p>Concepts</p> <ul style="list-style-type: none"> · Neo-conventional family · Family diversity · Divorce extended families · Confluent love · Secularisation <p>Candidates may refer to statistical trends and patterns relating to family and household diversity.</p>

SECTION B: OPTION 2 – Youth subcultures

Question	Answer	Marks	Guidance
9	<p>Define and briefly explain the concept of 'deviance amplification'.</p> <p>PLEASE REFER TO APPENDIX 1</p>	<p>5</p> <p>AO1 1a/1b</p>	<p>Responses may include the following:</p> <ul style="list-style-type: none"> · The idea that the media coverage of deviance makes acts of deviance likely to escalate, as well as increasing public fear · Links may be made to interactionism · Links may be made to moral panics, and Stan Cohen · Examples may be included; such as copy-cattng, pressurising police, sensitisation
10	<p>* Identify and briefly describe TWO examples of 'spectacular youth subcultures'.</p> <p>PLEASE REFER TO APPENDIX 2</p>	<p>8</p> <p>4 AO1 1a/1b</p> <p>4 AO2 1a</p>	<p>Spectacular youth subcultures refer to those subcultures which are more successful in commanding the wider loyalties of their followers. Each participant seems to be a dedicated member of a single distinct subculture with its own values, style and 'uniform'. Members of these expressive subcultures express their identities through their dress, music, appearance and behaviour.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> · Teddy boys (Jefferson) · Mods (Cohen) · Rockers (Cohen) · Goths (Hodkinson) · Punks (Hebdidge) · Hippies (Howard Horne) · Skin-heads (P. Cohen)

Question	Answer	Marks	Guidance
11	<p>Explain reasons for the growth in youth culture.</p> <p>PLEASE REFER TO APPENDIX 3</p>	<p>12</p> <p>8 AO1 1a/1b</p> <p>4 AO2 1a</p>	<p>Responses may include the following:</p> <ul style="list-style-type: none"> · Expansion of education · Individual economic situation (spending power / disposable income) · Prosperous economy / post-war affluent society · Expanding leisure and entertainment industries · Rapid social change · Political conflicts · Youth quake · Media and advertising <p>Evidence / theories could include:</p> <ul style="list-style-type: none"> · Abrams · Eisenstadt · Abercrombie · Functionalism · Marxism

Question	Answer	Marks	Guidance
<p>12</p>	<p>* Evaluate functionalist explanations of why young people join gangs. PLEASE REFER TO APPENDIX 4</p>	<p>20 6 AO1 1a/1b 4 AO2 1a 10 AO3 1/2/3</p>	<p>Responses may include the following:</p> <p>Theories:</p> <ul style="list-style-type: none"> · Functionalist sub-cultural theory · New Right <p>Studies:</p> <ul style="list-style-type: none"> · A. Cohen · Miller · Cloward & Ohlin · Murray <p>Concepts:</p> <ul style="list-style-type: none"> · Status frustration · Opportunity structures · Focal concerns · Masculinity · Gang formation <p>Evaluation:</p> <ul style="list-style-type: none"> · Marxist (neo-Marxist) subcultural theory · Interactionism

SECTION B: OPTION 3 – Media

Question	Answer	Marks	Guidance
13	<p>Define and briefly explain the ‘hypodermic syringe’ model.</p> <p>PLEASE REFER TO APPENDIX 1</p>	<p>5</p> <p>AO1 1a/1b</p>	<p>Responses may include the following:</p> <ul style="list-style-type: none"> · Media messages are direct and immediate · Like an injection of a drug, it can change behaviour · Illustrative studies, such as Bandura, Ross and Ross (social learning theory) <p>Examples may be given, eg. Jamie Bulger; Columbine massacre both being linked to watching violence on TV; GTA violence in Thailand.</p>
14	<p>* Identify and briefly describe TWO ways in which ethnic groups are represented in the media.</p> <p>PLEASE REFER TO APPENDIX 2</p>	<p>8</p> <p>4 AO1 1a/1b</p> <p>4 AO2 1a</p>	<p>Responses may include the following:</p> <ul style="list-style-type: none"> · The negative stereotyping of some ethnic minority groups · Awareness that representations may vary across media products, for example satellite as opposed to mainstream channels <p>Candidates may refer to research suggesting that minority ethnic groups are presented in a limited range of stereotypical roles, are marginalised and often seen in roles constructed from a white perspective.</p> <ul style="list-style-type: none"> · Theoretical perspective: <ul style="list-style-type: none"> ○ Neo-Marxism and postmodernism · Concepts: <ul style="list-style-type: none"> ○ Hegemony, diversity and choice and globalisation, ethnocentrism, ghettoisation, hybridity

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> · Studies such as: <ul style="list-style-type: none"> ○ Moore et al, Hall et al, Gilroy, van Dijk, Malik, CRE, Barker, Hartmann and Husband, Akinti, GUMG ○ They could well describe this through processes such as: role-models, repetition, distortion (Trowler)
15	<p>* Explain how the media create moral panics.</p> <p>PLEASE REFER TO APPENDIX 3</p>	<p>12</p> <p>8 AO1 1a/1b</p> <p>4 AO2 1a</p>	<p>Responses may include the following:</p> <ul style="list-style-type: none"> · Deviancy amplification · Folk devils · Silly season · Application of news values · Stirring up public indignation · Identification of subversive minority <p>Candidates may illustrate their answers with examples of moral panics, such as the mods and rockers (Cohen) or Hoodies (Fawbert).</p>
16	<p>* Evaluate the view that representations of age in the media are no longer stereotypical.</p> <p>PLEASE REFER TO APPENDIX 4</p>	<p>20</p> <p>6 AO1 1a/1b</p> <p>4 AO2 1a</p> <p>10 AO3 1/2/3</p>	<p>Candidates are likely to refer to media representations of the young and the old.</p> <p>Responses may include the following:</p> <p>Concepts:</p> <ul style="list-style-type: none"> · Youth as trouble · Stigmatisation · Labelling · Moral panics

Question	Answer	Marks	Guidance
			<p>Studies:</p> <ul style="list-style-type: none"> · Muncie · Hebdige · Victor · Thornton <p>In evaluation:</p> <ul style="list-style-type: none"> · Osgerby · Biggs · Diversity of age and age representations in the media · Postmodernist view e.g. 'active ageing'

SPECIMEN

APPENDIX 1

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 9 and 13

AO1: Knowledge and understanding (5 marks)

Level	Marks	Generic Mark Scheme questions 5, 9 and 13
4	4–5	Candidates display an excellent knowledge and understanding which will be accurate and detailed. There will be explicit and frequent use of sociological concepts and evidence. Expect a core meaning of the definition and a detailed explanation. At the top of this level the candidate will accurately define the concept and offer a detailed explanation. At the bottom of the level the core meaning will be explicit but the explanation may be underdeveloped in parts.
3	3	Candidates will display a good knowledge and understanding of the concept but the explanation and definition may be underdeveloped.
2	2	Candidates display basic knowledge and understanding of the concept. Responses will be lacking range and depth. Typically, responses will be undeveloped / unsubstantiated / partial / confused. There may be an over-reliance on examples rather than concepts and studies.
1	1	Candidates show a limited knowledge and understanding. Evidence will be limited, with vague representations of the topic area and / or with a tendency towards common sense.
0		No relevant sociological knowledge or understanding.

APPENDIX 2

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 10 and 14

AO1: Knowledge and understanding (4 marks)

Level	Marks	Generic Mark Scheme questions 6, 10 and 14
4	4	<p>Candidates display an excellent knowledge and understanding. The answer will be accurate and conceptual.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	3	<p>Candidates display a good knowledge and understanding. There will be some sociological evidence but typically it may be underdeveloped and superficial.</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	2	<p>Candidates display basic knowledge and understanding which will be lacking range and depth. Typically, answers will be undeveloped, unsubstantiated, partial and confused.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
1	1	<p>Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense.</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 6, 10 and 14
4	4	Candidates display an excellent ability to apply knowledge to the specific question.
3	3	Candidates show a good ability to apply knowledge to this question in an implicit way.
2	2	Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant.
1	1	There will be a limited ability to apply knowledge to the question. Responses are likely to be marginally relevant.
0		No relevant application.

APPENDIX 3

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 7, 11 and 15

AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 7, 11 and 15
4	7–8	<p>Candidates display a wide range and excellent knowledge and understanding of the reasons. The reasons given will be accurate with a range of precise sociological evidence.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	5–6	<p>Candidates display a range and good knowledge and understanding of the reasons. There will be some reasons given but typically it may be underdeveloped and superficial.</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>Candidates display basic knowledge and understanding which will be lacking range and depth. Typically, the reasons given will be undeveloped, unsubstantiated, partial and confused.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
1	1–2	<p>Candidates display limited knowledge and understanding. Typically, responses may be very narrow or have a tendency towards anecdote.</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 7, 11 and 15
4	4	Candidates display an excellent ability to apply knowledge to the specific question in an explicit way.
3	3	Candidates show good ability to apply knowledge to this question in an implicit way.
2	2	Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant.
1	1	There will be a limited ability to apply knowledge to the question. Responses are likely to be marginally relevant.
0		No relevant application.

APPENDIX 4

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 8, 12 and 16

AO1: Knowledge and understanding - Elements 1a and 1b (6 marks)

Level	Marks	Generic Mark Scheme questions 8, 12 and 16
3	5–6	<p>Candidates display a wide range and excellent knowledge and understanding. There will be a range of relevant concepts and / or studies and / or theories which are accurately explained and developed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
2	3–4	<p>Candidates display a range and good knowledge and understanding. Candidates display some knowledge and understanding of the view. Knowledge is likely to be underdeveloped, and / or narrow.</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>
1	1–2	<p>Candidates display a basic knowledge and understanding. Knowledge is likely to be lacking in quantity, undeveloped, partial and / or unsubstantiated.</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 - Element 1a (4 marks)

Level	Marks	Generic Mark Scheme questions 8, 12 and 16
4	4	Candidates apply relevant sociological theories / studies / evidence to the question in a wide-ranging and explicit way.
3	3	Candidates apply knowledge to the question in an implicit way.
2	2	Candidates apply knowledge to the question in a basic way. Responses are likely to contain evidence / concepts which are generalised and not directly related to the question.
1	1	Candidates apply a limited level of knowledge.
0		No relevant application.

AO3: Analysis and Evaluation - Strands 1, 2 and 3 (10 marks)

Level	Marks	Generic Mark Scheme questions 8, 12 and 16
4	9–10	Candidates display an excellent ability to analyse and evaluate. There will be a range of explicit evaluative points which are accurate and developed.
3	6–8	Candidates display a good ability to analyse and evaluate. There will be some explicit evaluative points, but these are likely to be underdeveloped.
2	3–5	Candidates display a basic ability to analyse and evaluate. There will be a lack of range of evaluative points and responses are likely to be partial, confused and undeveloped.
1	1–2	Candidates display a limited ability to analyse and evaluate. Typically, the response will be minimal, assertive, and / or tangential to the question.
0		No relevant analysis or evaluation.

APPENDIX 4

ASSESSMENT OBJECTIVES GRID

(*includes quality of extended responses)

Question	AO1	AO2	AO3	Total
1	4			4
2	2	4		6
3	4	4		8
4	4	4	4	12
5, 9, 13	5			5
6*, 10*, 14*	4	4		8
7*, 11*, 15*	8	4		12
8*, 12*, 16*	6	4	10	20
Totals	37	24	14	75

BLANK PAGE

SPECIMEN

BLANK PAGE

SPECIMEN