

**General Certificate of Secondary Education**  
**Sociology**  
**B672 Socialisation, Culture and Identity**  
**Specimen Paper**

**J696**

Time: 1 hours 30 minutes

Candidates answer on a separate answer booklet.  
**Additional materials:** 8 Page Answer booklet

## INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each **question** carefully and make sure you know what you have to do before starting your answer.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Answer **any** three sections.
- Answer **all** of the questions in each of the three sections that you choose.

## INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 120.
- You will be awarded marks in questions 3, 4, 7, 8, 11, 12, 15, 16, 19, 20, 23 and 24 for the quality of written communication of your answer.

This document consists of **8** printed pages.

### Section A - Family

Answer **all** questions.

Quote from a year 11 student taken from an interview for Sociology coursework

"I feel that my family are there to give me a place to live and food to eat. I do not feel it is their job to tell me where to go and what to do. Families can be too controlling".

- 1 (a) **From the source**, identify **one** reason the student felt her family was there. [1]  
 (b) Give **one** other example of a function of the family. [1]  
 (c) **From the source**, identify **one** example of what the student felt was wrong with the family. [1]  
 (d) Give **one** other example of a possible problem with the family. [1]

2 Concepts:

- (a) Role models  
 (b) Social control  
 (c) Economic function  
 (d) Emotional function

Match each of the four concepts above to the correct statement below. Write down in your answer booklet each concept and the statement which matches it correctly.

Statements:

- (i) Providing a place to live. [1]  
 (ii) Providing examples of how to live. [1]  
 (iii) Providing discipline. [1]  
 (iv) Providing love. [1]
- 3 Identify and explain **two** ways families can act as an agent of social control. [8]  
 4 "Nuclear families are always the best". Evaluate the arguments for and against this claim. [24]

**Section A Total [40]**

## Section B - Education

Answer **all** questions.

Gender and subject choice – percentage of boys and girls who chose the following subjects at GCSE

	Food Technology	Design and Technology
<b>Girls</b>	98%	2%
<b>Boys</b>	4%	96%

- 5 (a) **From the source**, identify which subject more girls than boys chose at GCSE. [1]  
 (b) Give another example of a subject that is popular with girls at GCSE. [1]  
 (c) **From the source**, identify which subject more boys than girls chose at GCSE. [1]  
 (d) Give another example of a subject that is popular with boys at GCSE. [1]
- 6 Concepts:
- (a) Gender role socialisation  
 (b) Gender role models  
 (c) Gender segregation  
 (d) Gender labelling
- Match each of the four concepts above to the correct statement below. Write down in your answer booklet each concept and the statement which matches it correctly.
- Statements:
- (i) All girls are labelled as quiet. [1]  
 (ii) The process of learning gender norms and values. [1]  
 (iii) The separation of boys and girls in P.E. [1]  
 (iv) Girls wanting to be mothers to copy their mothers. [1]
- 7 Identify and explain **two** reasons why schools are important. [8]
- 8 "Schools are the greatest influence on whether a student achieves". Evaluate the arguments for and against this claim. [24]

Section B Total [40]

### Section C – Mass Media

Answer **all** questions.

Survey of 100 people randomly chosen and asked about the effects of the media

32 people stated that they copy their favourite celebrity's clothing.  
 48 people stated they had bought something they had seen in an advert in the last week.  
 20 people stated they never believe what they hear in Party Political broadcasts.

- 9 (a) From the source**, identify **two** ways the mass media effects people's behaviour. [2]  
**(b)** Give another example of how the mass media could affect someone's behaviour. [1]  
**(c)** Identify **one** way the mass media does **not** affect people. [1]

**10** Concepts:

- (a)** Hypodermic syringe model  
**(b)** Uses and gratifications model  
**(c)** Moral panic  
**(d)** Cultural effects model

Match each of the four concepts above to the correct statement below. Write down in your answer booklet each concept and the statement which matches it correctly.

Statements:

- (i)** People who continually watch an image or idea, will over time believe it. [1]  
**(ii)** The mass media directly affects its audience. [1]  
**(iii)** The mass media sometimes exaggerates a situation, which may result in the public worrying unnecessarily about this issue. [1]  
**(iv)** The belief that the audience picks programmes they wish to watch and so their view is mirrored, not taught to them. [1]
- 11** Identify and explain **two** ways the mass media can affect people's view of women. [8]  
**12** "The news is controlled by its audience". Evaluate the arguments for and against this claim. [24]

**Section C Total [40]**

**Section D – Work**Answer **all** questions.Extract from a diary of a call centre worker

“I got to work at 9am then worked without a break till lunch. I hate this job, it is so boring and time goes so slowly. But then it has allowed me to save enough to go to Australia. The other good thing is that I can take half an hour for lunch and leave half an hour early, which leaves me time to go to the gym before it gets busy.”

- 13 (a)** From the source, identify **one** feature of their job the worker liked. [1]
- (b)** Give another example of why a worker may enjoy a job. [1]
- (c)** From the source, identify **one** feature of their job the worker disliked. [1]
- (d)** Give another example of why a worker may dislike their job. [1]
- 14** Concepts:
- (a)** Intrinsic satisfaction
- (b)** Extrinsic satisfaction
- (c)** Monetary satisfaction
- (d)** Status satisfaction
- Match each of the four concepts above to the correct statement below. Write down in your answer booklet each concept and the statement which matches it correctly.
- Statements:
- (i)** Doing a job purely for the money. [1]
- (ii)** Doing a job purely for the money and benefits. [1]
- (iii)** Doing a job because you love the actual job. [1]
- (iv)** Doing a job because of the respect you get for the position. [1]
- 15** Identify and explain **two** new technological developments that have changed working conditions for workers. [8]
- 16** “Bosses have all the control at work”. Evaluate the arguments for and against this claim. [24]

**Section D Total [40]**

### Section E - Crime and Deviance

Answer **all** questions.

Quote from an interview with a 70 year old man about crime and punishment

“I was scared of prison in my day. I thought I would never come out of there alive. If I lived I thought no one would give me a job afterwards.”

**17 (a)** From the source, identify **two** reasons the man did not want to go to prison. [2]

**(b)** Give another **two** examples of punishment for a crime. [2]

**18** Concepts:

- (a)** Historical deviance
- (b)** Deviant
- (c)** Cross cultural deviance
- (d)** Crime

Match each of the four concepts above to the correct statement below. Write down in your answer booklet each concept and the statement which matches it correctly.

Statements:

- (i)** Behaviour that is deviant in one country, but not in another e.g. eating with your hands. [1]
- (ii)** Behaviour that is against the law. [1]
- (iii)** Behaviour that used to be seen as deviant i.e. drinking alcohol. [1]
- (iv)** Behaviour that goes against society’s norms and values. [1]

**19** Identify and explain **two** types of social control. [8]

**20** “All crime would be solved by introducing longer prison sentences”. Evaluate the arguments for and against this claim. [24]

**Section E Total [40]**

## Section F - Youth

Answer **all** questions.**Survey results on main interest for 20 young females aged between 10 and 18 years old.**

Age	Main Interest
10	Clothes and dolls
15	Clothes and make up
18	Boys, clothes and make up

- 21 (a)** From the source, identify **one** main interest for 15 year old girls. [1]
- (b)** From the source, identify **one** main interest for 10 year old girls. [1]
- (c)** Give another example of a 'female' interest for young girls of today. [1]
- (d)** Give an example of a 'male' interest for young boys of today. [1]

**22** Concepts:

- (a)** Territory
- (b)** Gang
- (c)** Delinquent
- (d)** Subculture

Match each of the four concepts above to the correct statement below. Write down in your answer booklet each concept and the statement which matches it correctly.

Statements:

- (i)** A group with members, that usually commit crime together. [1]
- (ii)** A group with their own norms and values. [1]
- (iii)** An area often seen as owned by a gang. [1]
- (iv)** A young criminal. [1]

**23** Identify and explain **two** reasons why young people join gangs. [8]

**24** "Youth subculture only exists because young people today have money to spend." Evaluate the arguments for and against this claim. [24]

**Section F Total [40]**

SPECIMEN

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Unit B672: Socialisation, Culture and Identity

**Specimen Mark Scheme**

The maximum mark for this paper is 120.

SPECIMEN

Section A - Family		
Question Number	Answer	Max Mark
1(a)	<p><b>From the source identify <u>one</u> reason the student felt her family was there.</b></p> <p><b>One mark</b> for the correct identification Place to live or food to eat</p>	[1]
1(b)	<p><b>Give <u>one</u> other example of a function of the family.</b></p> <p><b>One mark</b> for the correct function recalled Any reasonable sociological response e.g. Love; Role models; Socialisation</p>	[1]
1(c)	<p><b>From the source identify one idea of what the student felt could be wrong with the family.</b></p> <p><b>One mark</b> for the correct identification Telling you where to go or what to do. Being too controlling.</p>	[1]
1(d)	<p><b>Give one other example of possible problems with the family.</b></p> <p><b>One mark</b> for the correct problem recalled Any reasonable sociological response e.g. Abuse; Neglect etc</p>	[1]
2	<p><b>One mark for matching the key sociological concept with the correct statement.</b></p> <p><b>a) Role models</b> (ii) Providing examples of how to live</p> <p><b>b) Social control</b> (iii) Providing discipline</p> <p><b>c) Economic function</b> (i) Providing a place to live</p> <p><b>d) Emotional function</b> (iv) Providing love</p>	[1]  [1]  [1]  [1]

<b>Section A - Family</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>3</b>	<p><b>Identify and explain <u>two</u> ways families can act as an agent of social control.</b></p> <p><b>Answers may discuss any two of the following:</b></p> <ul style="list-style-type: none"> <li>• Role models: show good behaviour</li> <li>• Provide consequences for good behaviour / rewards</li> <li>• Provide consequences for poor behaviour / punishments</li> <li>• Disapproval / approval</li> <li>• Gender roles may be defined within the family</li> <li>• Any other reasonable sociological response</li> </ul> <p><b>See generic mark scheme</b></p>	<b>[8]</b>
<b>4</b>	<p><b>“Nuclear families are always the best”. Evaluate the arguments for and against this claim.</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Any of the functions of the family (i.e. economic/ emotional etc)</li> <li>• Functionalist or new right ideas i.e. warm bath theory</li> <li>• Practical ideas i.e. look after the vulnerable (elderly and young)</li> <li>• Any other relevant theoretical discussion</li> <li>• Any other reasonable sociological response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Marxist view</li> <li>• Feminist view</li> <li>• Benefits of other types of family e.g. extended family</li> </ul> <p>Dark side of the family:</p> <ul style="list-style-type: none"> <li>• Abuse</li> <li>• Any other relevant theoretical discussion</li> <li>• Any other reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	<b>[24]</b>
<b>Section A Total</b>		<b>[40]</b>

Section B - Education		
Question Number	Answer	Max Mark
5(a)	<p><b><u>From the source</u> identify which subject more girls chose at GCSE.</b></p> <p>One mark for the correct identification Food technology</p>	[1]
5(b)	<p><b>Give another example of a subject in schools that is popular with girls at GCSE.</b></p> <p>One mark for the correct subject recalled Any reasonable sociological response e.g. Child Care</p>	[1]
5(c)	<p><b>From the source identify which subject more boys chose at GCSE.</b></p> <p>One mark for the correct identification Design and Technology</p>	[1]
5(d)	<p><b>Give another example of a subject in schools that is popular with boys at GCSE.</b></p> <p>One mark for the correct subject recalled Any reasonable sociological response e.g. Physics</p>	[1]
6	<p><b>One mark for matching the key sociological concept with the correct statement.</b></p> <p><b>a) Gender role socialisation</b> ii) The process of learning gender norms and values</p> <p><b>b) Gender role models</b> iv) Girls wanting to be mothers to copy their mothers</p> <p><b>c) Gender segregation</b> iii) The separation of boys and girls in P.E.</p> <p><b>d) Gender labelling</b> i) All girls are labelled as quiet</p>	[1] [1] [1] [1]

Section B - Education		
Question Number	Answer	Max Mark
7	<p><b>Identify and explain <u>two</u> reasons why schools are important</b>  <b>Answers may discuss any two of the following:</b></p> <ul style="list-style-type: none"> <li>• Economic</li> <li>• Socialisation</li> <li>• Gender role socialisation</li> <li>• Social control</li> <li>• Any reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	[8]
8	<p><b>“Schools are the greatest influence on whether a student achieves”. Evaluate the arguments for and against this claim.</b>  Candidates may discuss and evaluate some of the following aspects of the statement  For the claim:</p> <ul style="list-style-type: none"> <li>• Self-fulfilling prophecy</li> <li>• Private schooling vs. state schooling</li> <li>• Setting, streaming etc</li> <li>• Any reasonable sociological response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Effect of family</li> <li>• Effect of peer group</li> <li>• Effect of material deprivation</li> <li>• Effect of cultural deprivation</li> <li>• Any reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	[24]
	<b>Section B Total</b>	<b>[40]</b>

Section C – Mass Media		
Question Number	Answer	Max Mark
9(a)	<p><b>From the source identify <u>two</u> ways the mass media effects people's behaviour.</b></p> <p><b>One mark</b> for each of two correct identifications.  <b>2 marks maximum</b>            Copying celebrity clothing; buying advertised products</p>	[2]
9(b)	<p><b>Give another example of how the mass media could affect someone's behaviour.</b></p> <p><b>One mark</b> for the correct behaviour recalled            Any reasonable sociological response e.g. sending money in to a charity, copy cat murders</p>	[1]
9(c)	<p><b>Identify <u>one</u> way the mass media does not affect people.</b></p> <p><b>One mark</b> for the correct identification            Not believing what is in the media, uses and gratifications idea etc</p>	[1]
10	<p><b>One mark for matching the key sociological concept with the correct statement.</b></p> <p><b>a) Hypodermic syringe model</b>            ii) The mass media directly affects its audience</p> <p><b>b) Uses and gratifications model</b>            iv) The belief that the audience picks programmes they wish to watch and so their view is mirrored, not taught to them</p> <p><b>c) Moral panic</b>            iii) The mass media sometimes exaggerates a situation, which may result in the public worrying unnecessarily about this issue</p> <p><b>d) Cultural effects model</b>            i) People who continually watch an image or idea, will over time believe it</p>	[1]  [1]  [1]  [1]

<b>Section C – Mass Media</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
11	<p><b>Identify and explain <u>two</u> ways the mass media can affect people’s view of women.</b></p> <p><b>Answers may discuss any 2 of the following:</b></p> <ul style="list-style-type: none"> <li>• Invisibility of women in charge leads to believing women are second class</li> <li>• Distortion of the real view of women by showing them to be meek housewives leads to a stereotypical view of what women can be</li> <li>• Repetitive images of women as vulnerable lead to people believing women should be vulnerable</li> <li>• Reflection of changing views of women shown by strong women shows that women are gaining equality which may show women they can do it</li> <li>• Any other reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	[8]
12	<p><b>“The news is controlled by its audience”. Evaluate the arguments for and against this claim.</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Not purchase the paper / switch over</li> <li>• Will buy a paper and keep stories going</li> <li>• Audience interest will keep items on the agenda</li> <li>• Any other reasonable sociological response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Editor’s role</li> <li>• Owners’ role</li> <li>• Government censorship</li> <li>• Journalist’s role</li> <li>• Any other reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	[24]
<b>Section C Total</b>		<b>[40]</b>

Section D - Work		
Question Number	Answer	Max Mark
13(a)	<p><b>From the source identify one feature of their job the worker liked.</b></p> <p>One mark for the correct identification Money to go to Australia; Flexi time to go home early</p>	[1]
13(b)	<p><b>Give another example of why a worker may enjoy a job.</b></p> <p>One mark for the correct example recalled Any reasonable sociological response e.g. Have fun, make friends</p>	[1]
13(c)	<p><b>From the source identify one feature of their job the worker disliked.</b></p> <p>One mark for the correct identification Boring; times goes slowly</p>	[1]
13(d)	<p><b>Give another example of why a worker may dislike their job.</b></p> <p>One mark for the correct example recalled Any reasonable sociological response e.g. Discriminated against</p>	[1]
14	<p><b>One mark for matching the key sociological concept with the correct statement.</b></p> <p><b>(a) Intrinsic satisfaction</b> (iii) Doing a job because you love the actual job</p> <p><b>(b) Extrinsic satisfaction</b> (ii) Doing a job purely for the money and benefits</p> <p><b>(c) Monetary satisfaction</b> (i) Doing a job purely for the money</p> <p><b>(d) Status satisfaction</b> (iv) Doing a job because of the respect you get for the position</p>	[1] [1] [1] [1]

<b>Section D - Work</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>15</b>	<p><b>Identify and explain <u>two</u> new technological developments that have changed working conditions for workers.</b></p> <p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• Convergence i.e. Blackberry allows you to work from home</li> <li>• ICT developments making jobs easier to do</li> <li>• Mechanisation / Automation made jobs safer – also leads to globalisation – jobs can be moved to other countries - cheaper</li> <li>• ICT development led to re skilling making jobs interesting</li> <li>• Any other reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	<b>[8]</b>
<b>16</b>	<p><b>“Bosses have all the control at work”. Evaluate the arguments for and against this claim.</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Can sack you</li> <li>• Can decide on pay</li> <li>• Control promotions</li> <li>• Control working conditions</li> <li>• Any other reasonable sociological response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Union action</li> <li>• Sabotage</li> <li>• Striking</li> <li>• Collective bargaining</li> <li>• Marxist ideas of collective action</li> <li>• Shareholders</li> <li>• The law e.g. health and safety</li> <li>• Consumers</li> <li>• Any other reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	<b>[24]</b>
<b>Section D Total</b>		<b>[40]</b>

Section E - Crime and Deviance		
Question Number	Answer	Max Mark
17(a)	<p><b>From the source identify <u>two</u> reasons the man did not want to go to prison.</b></p> <p><b>One mark</b> for each of two correct identifications,  <b>2 marks maximum</b></p> <p>Fear you would not come out alive            Fear you would not get a job afterwards</p>	[2]
17(b)	<p><b>Give another <u>two</u> examples of punishment for a crime.</b></p> <p><b>One mark</b> for each of the two correct examples recalled,  <b>2 marks maximum</b></p> <p>Any other reasonable sociological responses e.g. community service, tagging, ASBO etc</p>	[2]
18	<p><b>One mark for matching the key sociological concept with the correct statement.</b></p> <p><b>(a) Historical deviance</b>            (iii) Behaviour that used to be seen as deviant i.e. drinking alcohol.</p> <p><b>(b) Deviant</b>            (iv) Behaviour against society's norms and values</p> <p><b>(c) Cross cultural deviance</b>            (i) Behaviour that is deviant in one country, but not in another i.e. eating with your hands.</p> <p><b>(d) Crime</b>            (ii) Behaviour against the law.</p>	[1]  [1]  [1]  [1]
19	<p><b>Identify and explain <u>two</u> types of social control.</b></p> <ul style="list-style-type: none"> <li>• Formal social control e.g. courts/ prisons etc explaining their role</li> <li>• Informal social control e.g. family etc explaining why they are informal</li> <li>• Any other reasonable sociological response e.g. only focussing on an example, not a type (which will probably limit the mark)</li> </ul> <p><b>See generic Mark scheme</b></p>	[8]

<b>Section E - Crime and Deviance</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>20</b>	<p><b>“All crime would be solved by introducing longer prison sentences”. Evaluate the arguments for and against this claim.</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Lack of freedom</li> <li>• Given education</li> <li>• Punish</li> <li>• Deter</li> <li>• May reform</li> <li>• Any other reasonable sociological response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Other punishments may suit the crime better</li> <li>• High rate of re-offending</li> <li>• Institutionalises individual</li> <li>• Re socialises individuals</li> <li>• Any other reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	<b>[24]</b>
	<b>Section E Total</b>	<b>[40]</b>

Section F - Youth		
Question Number	Answer	Max Mark
21(a)	<p><b>From the source identify <u>one</u> main interest for 15 year old girls.</b>  <b>One mark</b> for the correct identification            Clothes or make up</p>	[1]
21(b)	<p><b>From the source identify <u>one</u> main interest for 10 year old girls.</b>  <b>One mark</b> for the correct identification            Clothes or Dolls</p>	[1]
21(c)	<p><b>Give another example of a 'female' interest for young girls of today.</b>  <b>One mark</b> for the correct example recalled            Any other reasonable sociological response e.g. Magazines, boys etc</p>	[1]
21(d)	<p><b>Give an example of a 'male' interest for young boys of today.</b>  <b>One mark</b> for the correct example recalled            Any other reasonable sociological response e.g. Playing with cars, bikes etc</p>	[1]
22	<p><b>One mark for matching the key sociological concept with the correct statement.</b></p> <p><b>(a) Territory</b>            (iii) An area often seen as owned by a gang</p> <p><b>(b) Gang</b>            (i) A group with members, that usually commit crime together.</p> <p><b>(c) Delinquent</b>            (iv) A young criminal</p> <p><b>(d) Subculture</b>            (ii) A group with their own norms and values</p>	[1]  [1]  [1]  [1]

Section F - Youth		
Question Number	Answer	Max Mark
23	<p><b>Identify and explain <u>two</u> reasons why young people join gangs. Answers may discuss any two of the following</b></p> <ul style="list-style-type: none"> <li>• Status frustration</li> <li>• Form of resistance</li> <li>• Boredom</li> <li>• Social Network</li> <li>• Sense of belonging</li> <li>• Sense of identity</li> <li>• Any other reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	[8]
24	<p><b>“Youth subculture only exists because young people today have money to spend.” Evaluate the arguments for and against this claim</b></p> <p>Candidates may discuss and evaluate some of the following aspects of the statement</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Rise of youth culture paralleled a time where post war working class youth were affluent</li> <li>• Commercial groups cashed in on this new found money creating youth culture i.e. music, clothes etc</li> <li>• Manipulation of media</li> <li>• Any other reasonable sociological response</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Generation gap</li> <li>• Peer group pressure</li> <li>• Solution to problems</li> <li>• Sense of belonging</li> <li>• Reaction against the establishment</li> <li>• Any other reasonable sociological response</li> </ul> <p><b>See generic Mark scheme</b></p>	[24]
<b>Section F Total</b>		<b>[40]</b>
<b>Paper Total</b>		<b>[120]</b>

Generic Mark scheme		
	Answer	Max Mark
<b>8 mark question</b>	<p><b>Zero marks</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]</b> Knowledge and understanding limited. Application and explanation is limited. May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive.</p> <p><i>Typically answers will be based on common sense with a lack of sociological understanding and only offer one way/ idea.</i> <i>Typically answers are not focussed on the actual question.</i></p> <p><b>Level 2 [3-4 marks]</b> Basic knowledge and understanding. Application and explanation is basic. Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><i>Typically answers will either be based on common sense with a lack of sociological understanding of two ideas/ ways OR only one idea is used with full knowledge and understanding and including sociological terminology/ evidence.</i> <i>Typically answers partly focus on the actual question for both ideas, or only focus on the question for one idea.</i></p> <p><b>Level 3 [5-6 marks]</b> Good knowledge and understanding. Application and explanation is good. Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p><i>Answers will include <b>two</b> correct ideas. Typically one idea will include some sociological terminology/ evidence.</i> <i>Answers will fully focus on the question for both ideas.</i></p> <p><b>Level 4 [7-8 marks]</b> Wide ranging knowledge and understanding. Application and explanation is very good and wide ranging. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p><i>Answers will include <b>two</b> correct ideas both including some sociological terminology / evidence. Answers will be wide ranging in both their application and explanation.</i></p>	

Generic Mark scheme		
	Answer	Max Mark
<b>24 mark question</b>	<p><b>Assessment objectives: AO1</b></p> <p>No relevant points</p>	[0]
	<p>Limited knowledge and understanding. May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive.</p> <p><i>Typically answers will be based on common sense only.</i></p>	[1-2]
	<p>Basic knowledge and understanding Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><i>Typically answers will be based on sociological ideas but lacking in accuracy or sociological language/evidence/ examples</i></p>	[3-4]
	<p>Good knowledge and understanding Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p><i>Typically answers will show the ability to recall some sociological knowledge. Answers will either still contain some errors in knowledge or understanding or rely on a narrow body of knowledge.</i></p>	[5-6]
	<p>Wide ranging knowledge and understanding Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p> <p><i>Typically answers will contain wide ranging and accurate sociological evidence.</i></p>	[7-8]

Generic Mark scheme			
	Answer	Max Mark	
<b>24 mark question</b>	<p><b>Assessment objectives: AO2</b></p> <p>No relevant points</p> <p>Application and explanation is limited.</p> <p>May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive.</p> <p><i>Typically answers are not focussed on the actual question and any examples are anecdotal or not relevant.</i></p>	[0]	
	<p>Application and explanation is basic</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><i>Typically answers either will vaguely focus on the actual question, examples/ evidence may be irrelevant or confused showing unclear understanding.</i></p>	[1-2]	
	<p>Application and explanation is good.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p><i>Typically will in part answer the question asked. Either the answer draws on some evidence that is not relevant, or the evidence will be relevant, but not applied to the actual debate.</i></p>	[3-4]	
	<p>Application and explanation is wide ranging</p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p> <p><i>Answers will focus fully on the task, offering relevant examples that show clear understanding of the claim.</i></p>	[5-6]	
			[7-8]

Generic Mark scheme			
	Answer	Max Mark	
24 mark question	<p><b>Assessment objectives: AO3</b></p> <p><b>No relevant points</b></p> <p>Limited evaluation. May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive.</p> <p><i>Typically the response may misunderstand the actual debate. It may, at the top of the level show a vague understanding with a mere yes no response. Sometimes answers will still be reliant on subtitles.</i></p>	[0]	
	<p>Basic evaluation. Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><i>Typically the response is narrow (only one idea for and one idea against) or lacks sense and / or sociology.</i></p>	[1-2]	
	<p>Good evaluation. Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p><i>Typically there will be a clear debate which is either narrowly based or there will still be some lack of clarity to the debate.</i></p>	[3-4]	
	<p>Wide ranging evaluation. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p> <p><i>Answers will fully address the debate with a wide ranging discussion of different views. To gain full marks the essay must have a form of a conclusion.</i></p>	[5-6]	
			[7-8]

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)	1	0	0	1
1(b)	0	0	1	1
1(c)	1	0	0	1
1(d)	0	0	1	1
2(a)	1	0	0	1
2(b)	1	0	0	1
2(c)	1	0	0	1
2(d)	1	0	0	1
3	4	4	0	8
4	8	8	8	24
5(a)	1	0	0	1
5(b)	0	0	1	1
5(c)	1	0	0	1
5(d)	0	0	1	1
6(a)	1	0	0	1
6(b)	1	0	0	1
6(c)	1	0	0	1
6(d)	1	0	0	1
7	4	4	0	8
8	8	8	8	24
9(a)	2	0	0	2
9(b)	0	0	1	1
9(c)	0	0	1	1
10(a)	1	0	0	1
10(b)	1	0	0	1
10(c)	1	0	0	1
10(d)	1	0	0	1
11	4	4	0	8
12	8	8	8	24
13(a)	1	0	0	1
13(b)	0	0	1	1
13(c)	1	0	0	1
13(d)	0	0	1	1
14(a)	1	0	0	1
14(b)	1	0	0	1
14(c)	1	0	0	1
14(d)	1	0	0	1
15	4	4	0	8
16	8	8	8	24
17(a)	2	0	0	2

<b>17(b)</b>	0	0	2	<b>2</b>
<b>18(a)</b>	1	0	0	<b>1</b>
<b>18(b)</b>	1	0	0	<b>1</b>
<b>18(c)</b>	1	0	0	<b>1</b>
<b>18(d)</b>	1	0	0	<b>1</b>
<b>19</b>	4	4	0	<b>8</b>
<b>20</b>	8	8	8	<b>24</b>
<b>21(a)</b>	1	0	0	<b>1</b>
<b>21(b)</b>	1	0	0	<b>1</b>
<b>21(c)</b>	0	0	1	<b>1</b>
<b>21(d)</b>	0	0	1	<b>1</b>
<b>22(a)</b>	1	0	0	<b>1</b>
<b>22(b)</b>	1	0	0	<b>1</b>
<b>22(c)</b>	1	0	0	<b>1</b>
<b>22(d)</b>	1	0	0	<b>1</b>
<b>23</b>	4	4	0	<b>8</b>
<b>24</b>	8	8	8	<b>24</b>
<b>Total per Section</b>	<b>18</b>	<b>12</b>	<b>10</b>	<b>40</b>
<b>Paper Total</b>	<b>54</b>	<b>36</b>	<b>30</b>	<b>120</b>

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