

**GCE**

**Sociology**

Unit **G672**: Topics in socialisation, culture and identity

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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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

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
<b>BP</b>	<b>Blank Page</b> – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
<b>?</b>	Unclear/confused/inaccurate
<b>APP</b>	Application/Interpretation
<b>DEV</b>	Development of point
<b>EG</b>	Example
<b>EVAL</b>	Evaluation/Analysis
<b>J</b>	Juxtaposition
<b>KU</b>	Knowledge and understanding
<b>L</b>	Limited
<b>⌋</b>	Inaccurate/irrelevant
<b>REP</b>	Repetition
<b>U</b>	Unsubstantiated/implicit
<b>VG</b>	Very good
<b>P</b>	Partial relevance/Partial explanation

Question	Answer	Mark	Guidance
1	<p data-bbox="224 215 280 247">(a)</p> <p data-bbox="353 215 1064 279"><b>Identify and explain two reasons why cohabitation has become a popular choice.</b></p> <p data-bbox="353 311 1108 406">The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul data-bbox="353 454 1120 1212" style="list-style-type: none"> <li>• Concepts such as secularisation, serial monogamy, confluent love, individualism, plastic sexuality, pure relationship, feminisation of labour market, emancipation of women, diversity and choice, sexual revolution</li> <li>• Changing norms and values</li> <li>• Changing role of women and desire for greater freedom</li> <li>• Rising divorce rates</li> <li>• Legal and social policy changes</li> <li>• Availability of contraception</li> <li>• Seen as a norm in the prelude to marriage or as an alternative to marriage</li> <li>• Reference to evidence from feminism, postmodernism, relevant statistics, Giddens, Sharpe, Wilkinson, Allan &amp; Crow, Bernardes, Chandler, Weeks</li> <li>• Explanations may also refer to increasing choice and diversity, feminisation of labour force giving women greater economic independence, increased individualism</li> <li>• Any other reasonable point.</li> </ul>	17	

Question	Answer	Mark	Guidance
(b)	<p><b>Outline and evaluate the functionalist view that men and women should have separate responsibilities within the family.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as stabilisation of adult personalities, primary socialisation, nurturing, providing for sexual, economic, welfare needs, consensus, biological differences, gender role socialisation, gender role models, expressive role, instrumental role, family as personality factory, segregated conjugal roles, male disciplinarian, social control, warn bath theory, social stability, social status</li> <li>• Studies such as Parsons, Murdock, Fletcher, Chester, Dennis &amp; Erdos, Murray, Morgan, Cheal, Phillips, Edgell</li> <li>• Theories; functionalism, supported by New Right views</li> <li>• Candidates may refer to methodological issues.</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as sexism, dark side of family life, dysfunctional, exploitation, oppression, reproduction of labour power, reserve army of labour, dual systems, patriarchal terrorism, emotion work, invisible work, dual burden, triple shift, sandwich generation, DIALLs hegemonic masculinity, patriarchy, false needs, overloaded circuit, emancipation of women, feminisation of labour market</li> </ul>	33	<p>There are a variety of approaches to achieving level 4 for this question e.g. focusing on key functionalist theorists such as Parsons and Murdock in depth and achieving range in the discussion of various elements of their views. Another approach could be to support functionalist views with other relevant evidence.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• Studies; Barrett &amp; McIntosh, Benston, Ansley, Pahl, Dobash &amp; Dobash, Dunscombe &amp; Marsden, Delphy &amp; Leonard, Oakley, Grundy &amp; Henretta, Gatrell, Warner, Laing, Leach, Cooper, Zaretsky, Marcuse</li> <li>• Theories: Marxism on conflict and change, Marxist feminists on domestic labour, feminist views</li> <li>• Reference to different aspects of responsibilities including emotional factors, decision-making, money management, domestic chores, childcare, violence, children and control</li> <li>• Differences related to class, ethnicity, sexuality, family diversity</li> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response.</li> </ul>		
2	(a)	<p><b>Identify and explain two ways the family supports capitalism.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as macro, structuralist, familial ideology, false needs, false class consciousness, consumerism, reproduction of capitalism, private/public spheres, reserve army of labour, dark side of family life, ideological conditioning device, safety valve, consumer culture, sexual division of labour, work/life balance, reproduction of labour force, anti-social family, brainwashing, socialisation, gender role socialisations, stabilisation of adult personalities, warm bath theory</li> <li>• Role as an agent of social control</li> <li>• Role in controlling sexuality</li> <li>• Studies such as Marx, Engels, Zaretsky, Marcuse, Cooper, Barrett &amp; McIntosh, Ansley, Beechey, Benston, McIntosh, Parsons, Murdock</li> </ul>	17	

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>Theories: Marxism, Marxist feminists views, functionalist views on positive support</li> <li>Candidates may refer to methodological issues</li> <li>Any other reasonable point.</li> </ul>		
2	(b)	<p><b>Outline and evaluate sociological views on the extent of family diversity in the contemporary UK.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to as evidence of increasing diversity but is not prescriptive or exhaustive (depending on approach taken):</p> <ul style="list-style-type: none"> <li>Concepts such as pick and mix, blurred boundaries, cultural, class and sexual diversity, co-parenting, civil partnership, individualisation, consumer culture, feminisation of labour market, diversity and choice, families of choice, confluent love, egalitarian, equality, no fixed ideology, risk society, underclass, maternal deprivation, married to the state, dependency</li> <li>Studies such as Rapoport, Eversley &amp; Bonnerjea, Allan &amp; Crow, Roseneil &amp; Budgeon, Brannen, Grundy &amp; Henretta, Smart, Berthoud &amp; Beishon, Foster, Oakley, Weeks, Beck and Beck-Gernsheim, Stacey, Dunne, Gottman, Murray, Dennis &amp; Erdos, Phillips</li> <li>Theories: postmodernism, supported by liberal feminism on emerging family forms and diversity, New Right on diversity increasing as problematic</li> <li>Reference to the range of diverse types of family life including single parent families, beanpole families, re-constituted families, same-sex families</li> </ul>	33	<p>Debate should focus on extent of diversity. There are a number of approaches to this question. The answer may be framed in terms of a debate discussing diversity as increasing versus diversity as exaggerated. Alternatively, candidates may focus discussion on how different sociologists view the extent of diversity e.g. increasing diversity is positive/negative.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Role of government policy in supporting diversity, New Labour views, current government views</li> <li>• Candidates may refer to methodological issues.</li> </ul> <p>In evaluation (depending on approach taken), evidence that suggests that the extent of diversity has been exaggerated including:</p> <ul style="list-style-type: none"> <li>• Concepts such as golden age, moral decline, neo-conventional family, patriarchy, ideology, hegemony, increased deviance, increased underachievement, functions of nuclear family, warm bath theory, family as cornerstone of society, ideological conditioning device, dark side of family, anomie, biological determinism</li> <li>• Studies such as Chester, Somerville, Ansley, Barrett &amp; McIntosh, Benston, Beechey, Delphy &amp; Leonard</li> <li>• Theories: functionalism on naturalness of nuclear family, New Right views on nuclear family as a core family type and other family types as unnatural and against the norm, Marxist and radical feminists questioning the impact of diversity because of the persistence of more traditional family forms</li> <li>• Role of government policy in recognising traditional forms of family life as beneficial, functionalism and New Right as critical of impact of diversity</li> <li>• Reference to particular family types and ways in which they model traditional family forms</li> <li>• Ideological strength of notions of positive aspects of traditional family life and values</li> </ul>		

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• Persistence of nuclear family, re-marriage rates indicating high regard for traditional family forms</li> <li>• Differences related to ethnicity, social class and sexuality</li> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response.</li> </ul>		
3	(a)	<p><b>Identify and explain two definitions of disability.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as disablism, relativism, stigma, clinical gaze, physical capital, symbolic violence, identity, cultural relativity, master status, learned helplessness</li> <li>• Disability as socially constructed through changing definitions over time</li> <li>• Reference to WHO view on impairment, disability and handicap</li> <li>• Different interpretations of disability; medical model, social model, personal tragedy model</li> <li>• The role of ideology in establishing a hegemonic view</li> <li>• Explanations related to the power of the medical professions in defining disability</li> <li>• Reference to evidence such as Davies, Finkelstein, Oliver, Shakespeare, Hyde, Davies, Barnes, Shearer, Foucault, Bourdieu, Charmaz, Scott, Longmore, Cumberbatch &amp; Negrine</li> <li>• Any other reasonable point.</li> </ul>	17	Definitions may be more implicit and presented within the context of an explanation or evidence.

Question	Answer	Mark	Guidance
(b)	<p><b>Outline and evaluate the view that medical professionals serve the interests of the ruling class.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as gatekeeper role, ideological role, social control, reproduction of labour force, consumerism, false class consciousness, private medicine, medicalisation, proletarianisation</li> <li>• Studies such as Navarro, McKinlay, Renaud, Doyal</li> <li>• Theories: Marxism, Marxist feminist views</li> <li>• Candidates may refer to methodological issues.</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as sick role, rights, obligations, altruism, determinism, patient role, social closure, de-professionalisation, rise of complementary/alternative medicine, care in the community, negotiation between doctors and patients, patriarchy, iatrogenesis</li> <li>• Studies such Parsons, Young, Punamaki &amp; Aschan, Illich, Taylor &amp; Field, Friedson, Millerson, Turner, Abbott &amp; Wallace, Oakley, Doyal, Senior, Foucault, Witz</li> <li>• Theories: Functionalism, Weberianism, Interactionism, feminist views, postmodern views</li> <li>• Reference to evidence of conflictual nature of relationships including the rising number of complaints against medical professionals, Patients Charter, increased profile of managers and administrators</li> <li>• Differentiation between health care professionals</li> <li>• Reference to age, gender, ethnicity and social class</li> </ul>	33	

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response.</li> </ul>		
4	(a)	<p><b>Identify and explain two factors in the social process of becoming ill.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as sick role, social construction, cultural relativity</li> <li>• Stages in the process including labelling, stigmatisation, self-fulfilling prophecy, self-diagnosis, health care provision, social reaction</li> <li>• Reference to the clinical iceberg</li> <li>• Issues related to defining and measuring health and illness</li> <li>• Vulnerability to becoming ill eg related to material deprivation</li> <li>• Role of media in diagnosis and treatment</li> <li>• Role of social policy in diagnosis and treatment</li> <li>• Role of personal experience in diagnosis and treatment eg linked to interactionist views</li> <li>• Evidence drawn from models of health and illness eg social, cultural, material</li> <li>• Functionalist views on the social role of medicine, sick role, social control, doctors as gate-keepers</li> <li>• Reference to social policy, health care.</li> <li>• Reference to differences related to age, gender, ethnicity and social class</li> <li>• Reference to evidence such as Lawson, Senior &amp; Viveash, L'Esperance, Blaxter, Howlett et al, Bloor, Last, Huskinson, Parsons, Szasz, interactionism</li> </ul> <p>Any other reasonable point.</p>	17	

Question	Answer	Mark	Guidance
(b)	<p><b>Outline and evaluate sociological explanations of the relationship between health inequalities and ethnicity.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as racism, marginalisation, exclusion, discrimination, labelling, ethnocentrism, social control, cultural deprivation, consumption, risky lifestyles, postcode lottery, stereotypes</li> <li>• Studies such as Amin, Lissauer, Victor, McNaught, Bowler, Karlsen and Nazroo, Becker, Shaw, Wilkinson, Littlewood &amp; Lipsedge, Nettleton</li> <li>• Theories such as materialist, structuralist, interactionist, cultural-behavioural, social selection, artefact, bio-medical</li> <li>• Reference to specific health issues such as mental health</li> <li>• Factors including employment patterns, housing, income, culture,</li> <li>• Reference to statistical evidence, mortality rates, morbidity rates</li> <li>• Candidates may refer to methodological issues</li> </ul> <p>In evaluation (depending on approach taken):</p> <ul style="list-style-type: none"> <li>• Concepts such absolute improvements in health, postcode lottery related to social class, diversity and choice</li> <li>• Studies such as Black Report, the Health Divide, Le Grand, Davey Smith, Shaw, Joshi</li> <li>• Theories such as Marxism, feminist views, postmodernism</li> </ul>	33	<p>There are a number of approaches to this question. Candidates may go through perspectives/explanations in turn or may construct a debate around a particular issue or view.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Reference to geographical differences, gender, age, social class and the interplay between these factors</li> <li>• Evidence that suggest there is little difference in diseases suffered by different social groups eg Whitehead, Mares</li> <li>• Candidates may refer to methodological issues such as Pearson on difficulties of collecting data on ethnicity and health</li> <li>• Any other reasonable response.</li> </ul>		
5	<p data-bbox="224 563 280 595"><b>(a)</b></p> <p data-bbox="353 563 1086 627"><b>Identify and explain two reasons why it is difficult to measure religiosity.</b></p> <p data-bbox="353 667 1099 762">The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Reference to concepts such as ‘believing without belonging’, ‘belonging without believing’, privatisation, identity, vicarious religion, individualism, spiritual shopping, consumerism, social construction, problems of definition, reliability, validity</li> <li>• Reference to evidence from Durkheim, Weber, Yinger, Bruce, Hamilton, Aldridge, Self &amp; Starbuck, Davie, Day</li> <li>• Explanations concerning issues of private/public belief, practice and belief, attendance figures, complexities involved in discerning discrete religious identity, problems with statistics, methodological problems, postmodern views</li> <li>• Reference to particular forms of religion and related difficulties in measuring religiosity</li> <li>• Any other reasonable point.</li> </ul>	17	

Question	Answer	Mark	Guidance
(b)	<p><b>Outline and evaluate the view that religiosity is related to social class.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as deprivation, privilege, social control, social closure, opium of the people, empowerment, ideological state apparatus, liberation theology, deference</li> <li>• Reference to evidence such as Marx, Weber, Davie, Bruce, Troeltsch, Wilson, Maduro, Hook, Ashworth &amp; Farthing, Halevy, Leach</li> <li>• Theory: Marxist views on the role of the church as an ideological institution that supports capitalism and exercises social control over the proletariat. Neo-Marxist views on the appeal of radical religion to deprived groups eg liberation theology</li> <li>• Differential appeal of particular religious institutions eg traditional appeal of established Church to upper class, appeal of sects/NRMs to marginalised groups, appeal of Pentecostalism to working class</li> <li>• Working class less likely to go to church than middle class, working class 'believe without belonging',</li> <li>• Appeal of some NRMs/New Age movements to middle class women</li> <li>• Candidates may refer to methodological issues.</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as consensus, collective conscience, agent of socialisation, patriarchal oppression, spiritual shopping, secularisation, ethnocentrism, cultural defence, sexism</li> <li>• Studies such as Beckford, Hamilton, Bird, Miller &amp; Hoffmann</li> </ul>	33	

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>Theories such as Functionalism, Weberianism, feminism, post-modern views</li> <li>Reference to data on decline in religious participation indicating the loss of influence of the church on any social group</li> <li>Dimensions of ethnicity, gender, age and the interplay between them</li> <li>Problems in measuring religiosity</li> <li>Candidates may refer to methodological issues</li> <li>Any other reasonable response.</li> </ul>		
6	(a)	<p><b>Identify and explain two reasons for the appeal of New Religious Movements.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>Concepts such as social deprivation, organismic deprivation, marginalisation, spirituality, subjectivity, holistic milieu, spiritual shopping, individualism, assimilation, anomie, identity, shared norms and values, spiritual void, pragmatic motives</li> <li>Reference to evidence from Drane, Aldridge, Heelas, Davie, Wallis, Thompson, Glock &amp; Stark, Bird, Bruce, Weber</li> <li>Rejection of scientific methodology</li> <li>Questioning of professional expertise</li> <li>Rejection of organised religion</li> <li>Commitment to ecology</li> <li>Affirmation of feminine imagery</li> <li>Belief in self-spirituality</li> <li>Reference to appeal of NRMs to particular social groups</li> </ul>	17	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Reference to NRMs as world affirming, accommodating or rejecting</li> <li>• Reference to specific examples such as Pagan Federation, Hare Krishna Sahaja Yoga, Moonies, Zen Buddhism, Transcendental Meditation,</li> <li>• Any other reasonable point.</li> </ul>		
(b)	<p><b>Outline and evaluate sociological views on the strength of religion in society.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive (depending on approach taken):</p> <ul style="list-style-type: none"> <li>• Concepts such as religious pluralism, religious fundamentalism, televangelism, ethnic defence, resacrilization, religious revival, holistic milieu, social solidarity, collective conscience, ideological control, false class consciousness</li> <li>• Research from Giddens, Bauman, Heelas, Drane, Stark &amp; Bainbridge, Greeley, Nelson, Davie on the continuing importance of religion</li> <li>• Theories such as Functionalism, Weberianism, Marxism, neo-Marxism, Postmodernism, feminism on religion as exerting an influence</li> <li>• Reference may be made to the rise of Christian and non-Christian NRMs and relevant examples e.g. Krishna Conscience, Transcendental Meditation, Scientology, Moonies, Children of God, rise in NAMs</li> <li>• Continuing Church and state link</li> <li>• RE in schools</li> <li>• Heightened profile of religion in society, post 9/11</li> <li>• Impact of Britain as a multi-cultural society</li> <li>• Candidates may refer to methodological issues</li> </ul>	33	<p>There are a variety of approaches to answering this question e.g. some candidates may take a traditional secularisation debate approach and others may discuss sociological views on how strong the role of religion in society is.</p>

Question	Answer	Mark	Guidance
	<p>In evaluation (depending on approach taken):</p> <ul style="list-style-type: none"> <li>• Concepts indicating secularisation such as rationalisation, individualism, pick and mix, relativity, diversity, choice, consumerism, hybridity, globalisation, incessant choice, spiritual shopping, religious pluralism, secularisation, disengagement, structural differentiation, societalisation, desacrilisation, disenchantment, belonging without believing</li> <li>• Studies such as Berger, Bruce, Giddens, Bauman, Wilson, Weber, Brierley</li> <li>• Theories: postmodern views</li> <li>• Problems of measurement</li> <li>• Problems of defining secularisation as referred to by Casanova, Bruce, Glock &amp; Stark</li> <li>• Differentiation in terms of ethnicity, gender, class, age, religious organisations</li> <li>• Miliband's view of media as the new opium of the people</li> <li>• Reference to data on decline in religious participation</li> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response.</li> </ul>		
7	<p><b>(a)</b></p> <p><b>Identify and explain two ways that pupils' experience of education is related to gender.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts/issues such as crisis in masculinity, feminisation of labour market, resistance, hidden curriculum, labelling, gender stereotypes, lads, ladettes, girl power, assertive femininity, patriarchy,</li> </ul>	17	

Question	Answer	Mark	Guidance
	<p>genderquake, New Wave Girls, Boffin Girls, role models</p> <ul style="list-style-type: none"> <li>• Studies by Reay, Mac an Ghaill, Spender, Willis, Sharpe, Kehily &amp; Nayak, Blinkenstaff, Blackman, Jackson, Griffin, Griffith, Holland et al, Hey, Lees, Kelly, Colley, Delamont, Wilkinson, Epstein, Browne &amp; Mitsos, Warrington &amp; Younger, Archer &amp; Yamashati, Riddell</li> <li>• Theories: feminist views</li> <li>• Reference to differential socialisation</li> <li>• Evidence related to gender and factors such as subculture, achievement, subject choice, extracurricular opportunities, teacher/pupil relationships, attendance, truancy, expulsion, bullying etc.</li> <li>• Any other reasonable point.</li> </ul>		
(b)	<p><b>Outline and evaluate the importance of ethnicity in youth subcultures.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts/issues such as opposition, resistance, marginalisation, exclusion, labelling, institutional racism, discrimination, cultural navigation, white mask, cultural defence, hybrid subcultures, ethnocentrism</li> <li>• Studies such as Hall, Gilroy, Sivanandan, O'Donnell &amp; Sharpe, Mirza, Sewell, Cashmore, Mac an Ghaill, Shain, Johal, Hebdige</li> <li>• Theories such as Marxism, neo-Marxism, interactionism</li> </ul>	33	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Role of the media in creating moral panics about some ethnic minority groups</li> <li>• Reference to specific subcultures eg Rastafarianism, Rude Boys</li> <li>• Candidates may refer to methodological issues</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Concepts such as status frustration, crisis in masculinity, peer group pressure, patriarchy, hybridity, cultural capital, speech codes, hidden curriculum, reproduction, resistance, labelling, peer pressure, neo-tribes, supermarket of style</li> <li>• Studies such as Willis, Bourdieu, Bernstein, Lees, Hatcher, Aggleton, Sullivan, Archer, Katz, Lyng, Bennett, Cohen, McRobbie</li> <li>• Theories such as Marxism, functionalism, New Right, postmodernism, feminism</li> <li>• Social class as the dominant social division for many ethnic minority groups</li> <li>• Role of gender and/or social class as significant divisions</li> <li>• Age as the dominant social division</li> <li>• Resistance to capitalism as the key underlying motivation</li> <li>• Role of media and markets in constructing youth styles</li> <li>• The over-theorizing of youth subcultures</li> <li>• Candidates may refer to methodological issues</li> <li>• Any other reasonable response</li> </ul>		

Question	Answer	Mark	Guidance
8 (a)	<p><b>Identify and explain two ways that the economy is important in the social construction of youth.</b></p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts such as consumer culture, supermarket of style, false needs, capitalism, media saturation, individualism, incorporation</li> <li>• Reference to Marcuse, Thornton, Polemus, Cohen, Thornton, Abrams</li> <li>• The role of the media in creating youth culture/subculture, shaping youth tastes in relation to promoting consumption among youth</li> <li>• Subcultural capital and the role of media in promoting knowledge of different subcultures</li> <li>• Impact of new forms of media in promoting youth consumption eg social networking sites, online forums etc</li> <li>• Postmodern views on supermarket of style, life as an endless shopping mall</li> <li>• Marxist and Neo-Marxist views on false needs, ideology and hegemony</li> <li>• Functionalist views on contribution to economy</li> <li>• Extended education as an economic strategy prolonging the period of youth, formation of school subcultures</li> <li>• Impact of the economy on education and youth employment, introduction of EMA</li> <li>• Impact of globalisation; Americanisation of youth market, hybrid subcultures as part of global economy</li> <li>• Targeting of youth as consumers eg through advertising</li> </ul>		

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Reference to particular aspects of youth such as music, fashion etc</li> <li>• Any other reasonable point.</li> </ul>		
(b)	<p><b>Outline and evaluate Marxist views on youth deviance.</b></p> <p>The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> <li>• Concepts/issues such as delinquency, social exclusion, opposition, resistance, exaggeration, marginalisation, resistance through style, resistance through ritual, bricolage, magical solution, counterculture</li> <li>• Studies such as CCCS, Hall &amp; Jefferson, Cohen, Hebdige</li> <li>• Theories; Marxism, neo-Marxism</li> <li>• Role of the media in creating moral panics</li> <li>• Role of authorities such as police, courts in supporting ruling class</li> <li>• Values of capitalism promote greed leading to crime and deviance</li> <li>• Issues related to youth deviance and education</li> <li>• Reference to patterns and trends, statistical data on youth deviance</li> <li>• Candidates may refer to methodological issues including a critique of official statistics</li> </ul> <p>In evaluation (depending on the approach taken):</p> <ul style="list-style-type: none"> <li>• Concepts such as labelling, institutional racism, discrimination, status frustration, focal concerns, transitional phase, crisis in masculinity, peer group</li> </ul>		<p>General Marxist views on youth subcultures can be applied to the explanation of youth deviance.</p>

Question	Answer	Mark	Guidance
	<p>pressure, patriarchy, ladettes, peer pressure, edgework, anomie, opportunity structures, master status, stereotyping, self-fulfilling prophecy, moral panics, deviancy amplification, folk devils, deviant career, deviant subculture, societal reaction, deviant norms and values</p> <ul style="list-style-type: none"> <li>• Studies such as Abrams, Eisenstadt, Becker, Cohen, Merton, Miller, Messerschmidt, Muncie, Smart, Alexander, Sewell, Cloward &amp; Ohlin, Hall, Lyng, Katz, Ben-Yehuda, Gillborn, Muncie, Thornton, Young, Lemert, Plummer, Knutssen, Lea &amp; Young, Collison</li> <li>• Theories; functionalism, feminism, interactionism, left realism, postmodern views</li> <li>• Reference to social class, gender and ethnicity and the interplay between them as factors related to youth deviance</li> <li>• Methodological evaluation of patterns and trends, statistical data on youth deviance</li> <li>• Candidates may refer to other methodological issues</li> <li>• Any other reasonable response.</li> </ul>		

## APPENDIX 1

*Part (a) questions**AO1 Knowledge and Understanding*

Mark band	Descriptor
13-17 Level 4	<p>Candidates show a very good knowledge and understanding of sociological theories <b>and/or</b> concepts <b>and/or</b> contemporary evidence/examples. Responses will contain wide ranging <b>and</b> detailed knowledge and understanding. Sociological evidence will be accurate and explicit. At the top of the band there will be sociological evidence outlined in depth for both factors. At the bottom of the band this may be uneven and provided in depth for only one factor or explanations may be less developed.</p> <p>The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p>
9-12 Level 3	<p>Candidates show good knowledge and understanding of sociological theories <b>and/or</b> concepts <b>and/or</b> contemporary evidence/examples. Responses will contain wide ranging <b>or</b> detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. At the bottom of the band evidence will be narrower and less informed.</p> <p>The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p>
5-8 Level 2	<p>Candidates show a basic knowledge and understanding of sociological theories <b>and/or</b> concepts <b>and/or</b> contemporary evidence/examples. Knowledge and understanding is partial / confused / undeveloped. At the top of the band evidence may be more generalised. At the bottom of the band sociological ideas may be marginally related. One factor fully explained can reach the top of this band.</p> <p>The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>
1-4 Level 1	<p>Candidates show a limited knowledge and understanding of sociological theories <b>and/or</b> concepts <b>and/or</b> evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material or material of little relevance. There may be reference to only one factor.</p> <p>The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p>
0	No appropriate sociological knowledge or understanding.

**Part (b) questions****AO1 Knowledge and Understanding (10 marks)**

Mark band	Descriptor
8-10 Level 4	<p>Candidates show a very good knowledge and understanding of appropriate sociological theories <b>and/or</b> concepts; contemporary evidence/examples may also be included. Sociological evidence will be accurate and explicit. Responses will contain wide ranging <b>and</b> detailed knowledge and understanding. At the bottom of the band this may be less detailed, narrower or uneven.</p> <p>The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.</p>
5-7 Level 3	<p>Candidates show a good knowledge and understanding of sociological theories <b>and/or</b> concepts <b>and/or</b> contemporary evidence/examples. Responses will contain wide ranging <b>or</b> detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. Expect to see a narrower, less informed response at the bottom of the band.</p> <p>The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.</p>
3-4 Level 2	<p>Candidates show a basic knowledge and understanding of sociological theories <b>and/or</b> concepts <b>and/or</b> contemporary evidence/examples. Whilst the view may be quite well illustrated, knowledge and understanding is partial / confused / undeveloped.</p> <p>The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>
1-2 Level 1	<p>Candidates show a limited knowledge and understanding of sociological theories <b>and/or</b> concepts <b>and/or</b> evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material.</p> <p>The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.</p>
0	No appropriate sociological knowledge or understanding.

**AO2a Interpretation and Application (13 marks)**

Mark band	Descriptor
10-13 Level 4	Candidates show a very good ability to interpret sociological evidence and apply it to the discussion. Expect to see reasonably accurate interpretation of patterns <b>and/or</b> trends <b>and/or</b> research data applied to the debate. At the top of the band evidence will contain a high level of detail, depth and/or breadth. At the bottom of the band the evidence selected will be less wide ranging or less developed and relevance to the question may be less explicit in parts.
7-9 Level 3	Candidates show a good ability to interpret appropriate sociological evidence and apply it to the discussion. Evidence will be relevant, but may be more implicit. Expect to see some interpretation of patterns <b>and/or</b> trends <b>and/or</b> research data applied to the debate. At this level there may be more unsubstantiated evidence and/or the evidence selected will be narrow or lacking detail.
4-6 Level 2	Candidates show a basic ability to interpret sociological evidence and apply it to the discussion. Evidence will be only partially relevant to the question. Evidence may be superficial <b>and/or</b> contain inaccuracies. More than one dimension to the debate will be applied, for or against the views.
1-3 Level 1	Candidates show a limited ability to interpret sociological evidence and apply it to the discussion. Evidence will have limited relevance. At least one form of data will be applied for or against the view.
0	No appropriate interpretation and application.

**AO2b Analysis and Evaluation (10 marks)**

Mark band	Descriptor
8-10 Level 4	Candidates show a very good ability to analyse and evaluate sociological evidence, using available arguments and alternative explanations. Evaluation will be sustained <b>and/or</b> there may be an evaluative tone to the discussion. Expect to see some explicit evaluation of sociological evidence addressing the debate. There may also be some evaluation of methods. At the bottom of the band analysis and evaluation may be less developed.
5-7 Level 3	Candidates show a good ability to analyse and evaluate sociological evidence. There will be some relevant evaluation but it will be underdeveloped. Responses may contain some juxtaposition but it is likely that sociological evidence presented will be questioned on some level. Expect to see a narrower range of evaluation at a more superficial level. There may be some lack of balance evident. At the bottom of the band some of the evaluation may not fully address the question.
3-4 Level 2	Candidates show a basic ability to analyse <b>and/or</b> evaluate sociological evidence. Evaluation will be partially relevant or narrow in focus or evaluation will be implicit through only juxtaposition. Discursive points may be asserted without explanation. Evaluation may be undeveloped and/or less relevant. Answers here will be more superficial and/or inaccurate and are likely to concentrate on one side entirely at the expense of the other.
1-2 Level 1	Candidates show a limited ability to analyse <b>and/or</b> evaluate sociological evidence. Evaluation will be minimal with one or two largely implicit points and/or mainly irrelevant.
0	No appropriate evaluation.

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