

**GCSE**

**Sociology**

Unit **B672**: Socialisation, Culture and Identity

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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

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

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

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**Annotations** used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Inaccurate
	Application/Explanation
	Cross (Incorrect answer on 1 or 2 mark Qs ONLY)
	Development
	Evaluation for 24 mark Q only
	Justification for 24 mark Q only
	Knowledge and Understanding (Concepts/studies/theories/statistics/Legal Acts)
^	Generic concepts
	Repetition
	Tick (Correct answers 1 & 2 mark Qs/Use for ideas for 8 mark Qs) 24 mark Q: Used to identify assertion
	Not relevant/creditable for Q
BP	Blank Page
U 	24 mark Q- shows implicit evaluation
U 	24 mark Q- shows implicit justification

## Section A – Family

Question		Answer	Marks	Guidance
1	(ai)	<b>One mark</b> for correct identification of 160,000	1	
	(aii)	<b>One mark</b> for the correct identification of : it has increased (or any similar identification)	1	
	(b)	<b>One mark</b> for the correct identification of : Singlehood, Reconstituted families, Lone/single parent families, cohabitation, serial monogamy, boomerang any other reasonable response	2	
2	(a)	Marriage	1	
	(b)	Conjugal roles	1	
	(c)	Norms	1	
	(d)	Identity	1	
3		<p>Answer may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>Primary socialisation</li> <li>Gender identity</li> <li>Age identity</li> <li>Ethnic identity</li> <li>Social class identity</li> <li>Positive sanctions</li> <li>Negative sanctions</li> <li>Informal social control</li> <li>Role Models</li> <li>Canalisation (Oakley)</li> <li>Manipulation (Oakley)</li> <li>Imitation</li> <li>Verbal appellations (Oakley)</li> <li>Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	8	<p>Canalise: to channel behaviour (usually explained through purchasing gendered toys)</p> <p>Manipulate: to steer through gendered activities (e.g. sons taken to football, daughters to ballet)</p> <p>A candidate can gain full marks for focussing on one strata as long as there is wide ranging knowledge and developed application shown</p> <p>A candidate cannot be awarded full marks if reliant on repetition e.g. both ideas focussing on positive sanctions</p>

Question	Answer	Marks	Guidance
4	<p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Increased availability of divorce (legal changes)</li> <li>• Increase in diverse types of families (E.g. cohabitation, beanpole family, extended family, reconstituted family, voluntary childlessness, singlehood, civil partnerships)</li> <li>• Increase in changing conjugal roles (E.g. Symmetrical roles: Wilmott and Young, shared decision making about money: Pahl, shared decision making: Edgell, Lagged adaptation: Gershuny- roles changing but men have not caught up)</li> <li>• Statistical evidence of change</li> <li>• Contribution of ethnic diversity to family change (arranged marriages/patrilocal residence/ matriloc)</li> <li>• Changing roles of children/ grandparents e.g. child centred</li> <li>• Less stigma for diverse family types e.g. reconstituted</li> <li>• New Right view: welfare enables the breakdown of the traditional family</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Traditional families are still in existence (evidence of marriage statistics)</li> <li>• Contemporary examples of nuclear families</li> <li>• Modern adapted versions of traditional families e.g. civil partnerships could be explained as “traditional” in some ways</li> <li>• Serial monogamy shows that people still want a traditional family</li> <li>• Traditional roles still exist: breadwinner male, female housewife Oakley</li> <li>• Continued importance of extended/nuclear families</li> <li>• Continued existence of traditional problems e.g. domestic violence</li> <li>• Family largely still maintains all traditional functions</li> <li>• Ethnic diversity has often reinforced the traditional family (i.e.Higher marriage rates in Asian families and lower divorce.)</li> <li>• Continued expectation of a cereal packet family (Leech)</li> <li>• Continued socialisation of the expected norm of traditional family (norms and values)</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	24	<p>This could be debated in many ways: Traditional structure (nuclear) or traditional roles: breadwinner male and housewife female and all are creditable.</p> <p>Some points could be presented for or against dependent on the discussion and will be credited if accurately applied.</p> <p>Evidence can be statistical or based on studies or based on key concepts/laws. All are equally creditable.</p> <p>Candidates may be awarded knowledge marks for laws that are accurately named OR accurately dated OR accurately described in precision e.g. Can divorce after 1 year instead of 3. ‘Divorce became easier’ would not be awarded knowledge marks.</p>
	<b>Total</b>	<b>40</b>	

## Section B – Education

Question		Answer	Marks	Guidance
5	(a)	<b>One mark</b> for each correct identification of due to being bullied or their religious beliefs.	2	
	(b)	<b>Two marks</b> for the correct identification of: Raising the school leaving age. Abolishing Corporal Punishment. National curriculum, changes to key stages, National testing (SATS), New types of schools e.g. academies, Free schools. Competition and choice e.g. through league tables, more Faith Schools. Greater inspection with changes to OFSTED and public reporting, reduction of local government management and any other reasonable response.	2	
6	(a)	subculture	1	
	(b)	streaming	1	
	(c)	Setting	1	
	(d)	Segregation	1	
7		<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• To educate – formal curriculum, formal learning</li> <li>• To socialise – teach norms and values – formal or informal curriculum (informal learning)</li> <li>• To teach roles – gender/age/ethnic/ class</li> <li>• To control – formal or / and informal control eg detentions / rewards</li> <li>• Hidden curriculum : teach to accept boredom, to accept authority and hierarchy, punctuality, preparation for the workplace, competition, to accept inequality</li> <li>• Economic role : preparation for the workplace skills and values</li> <li>• Selective role: functionalist sorting ground for meritocracy and roles in life</li> <li>• Functionalist: to enable consensus</li> <li>• Marxist : tool of oppression</li> <li>• Feminist: tool of patriarchy</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	8	

Question	Answer	Marks	Guidance
8	<p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim: Economic/material factors:</p> <ul style="list-style-type: none"> <li>• Afford tutors</li> <li>• Afford private school</li> <li>• Environmental factors e.g. live in a good area with good schools or moving into a good catchment.</li> <li>• Space and peace to work</li> <li>• Poverty could lead to ill health, which leads to non attendance</li> <li>• Money for trips etc</li> <li>• Money for equipment such as computers/books</li> <li>• Cost of further education/university.</li> </ul> <p>Against the claim: Cultural factors matter more:</p> <ul style="list-style-type: none"> <li>• Values and attitudes eg middle class parents putting more value on education, working class parents perhaps having a negative set of norms and values (cultural deprivation)</li> <li>• Attitudes to teachers eg if working class parent they may have a fear/negative attitude to teachers and meetings</li> <li>• Cultural capital eg middle class parents are more likely to take children to museums and spend leisure time supporting their education</li> <li>• Any other reasonable arguments.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gender affects academic achievement more due to school/home/society factors</li> <li>• Ethnicity affects academic achievement more due to school/home/society factors.</li> </ul> <p>OR</p> <p>In school factors matter more:</p> <ul style="list-style-type: none"> <li>• Labelling/self fulfilling prophecy</li> <li>• Setting/streaming</li> </ul>	24	<p>Candidates may be awarded knowledge marks for laws that are accurately named OR accurately dated OR accurately described in precision e.g. Schools receiving extra money for students on benefits' (Pupil Premium). 'More money for poor kids' would not be awarded knowledge marks.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Curriculum factors</li> <li>• Teacher's attitudes</li> <li>• Anti school subcultures.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Comprehensive education is free</li> <li>• Financial/political aids eg EMA</li> <li>• Any other reasonable arguments.</li> </ul> <p><b>See generic mark scheme</b></p>		
	<b>Total</b>	<b>40</b>	

## Section C – Mass Media

Question		Answer	Marks	Guidance
9	(a)	<b>Two marks</b> for the correct identification of: Information that is not true on Wikipedia, blogs from people who are not experts, digital junk created by people with limited skills and knowledge	2	
	(b)	One mark for each correct idea: interactive voting, audience complaints commissions, You tube or any other e.g. of audience creating media on the internet, reality shows, consumer power (ratings, choosing not to watch), social media, citizen journalism (sending in own video footage to the news e.g. 9/11). Any other reasonable response.	2	
10	(a)	Bias	1	
	(b)	Stereotyping	1	
	(c)	Communication	1	
	(d)	Roles	1	

Question	Answer	Marks	Guidance
11	<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• Concentration : a small number of large media corporations owning all the media e.g. News International (Moore)/ Closure of media e.g. Print media closing down/merging. Growth of digital mass media ownership</li> <li>• Globalisation: a few large media corporations are now transnational (Moore)</li> <li>• Diversification often due to convergence the large media corporations own all different types of media e.g. News international own film companies and magazine companies</li> <li>• Marxist view of concentration putting power in the hands of the bourgeoisie</li> <li>• Pluralist view despite trends towards concentration and globalisation power is still in the hands of the audience due to increased interactivity and ratings</li> <li>• Media barons such as Rupert Murdoch leading the concentration</li> <li>• Move to audience ownership e.g. own YouTube channel</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	8	
12	<p>Candidates may discuss and evaluate <b>some</b> of the following aspects of the claim.</p> <p>For:</p> <ul style="list-style-type: none"> <li>• Prevention of young people gaining adult norms and values</li> <li>• Prevention of young people watching sexually graphic material</li> <li>• Prevention of state security being breached</li> <li>• Prevention of government confidential information being spread</li> <li>• Controlling information to prevent moral panic/ people being scared</li> <li>• Prevention of media which can incite extremism based often on racism, sexism, homophobia and other factors</li> <li>• Prevention of offensive material</li> <li>• Allows audience to control media (self censorship)</li> <li>• Prevents hypodermic syringe (audience copying negative behaviour)</li> <li>• Role of the Advertising Standards Authority: Consumer law (e.g. Trade description of products)</li> <li>• Preserving privacy e.g. anonymity of those accused of crime</li> </ul>	24	<p>When marking it is likely the A01 marks will be awarded for knowing the different types of censorship:</p> <p>D notice  Official secrets act  Libel and slander laws  Certification  Watershed  Discrimination laws  Self censorship</p>

Question			Answer	Marks	Guidance
			<p>Against:</p> <ul style="list-style-type: none"> <li>• No one should prevent freedom of speech</li> <li>• No one should limit freedom of information even about the government</li> <li>• The media should report the whole truth</li> <li>• The public should decide what needs censoring in a democracy</li> <li>• Parents should decide what their children can and cannot watch</li> <li>• The media should follow due impartiality (remain as impartial as possible.)</li> </ul> <p><b>See generic mark scheme</b></p>		
			<b>Total</b>	<b>40</b>	

## Section D – Workplace

Question		Answer	Marks	Guidance
13	(ai)	<b>One mark</b> for the correct identification of: 56% or 56	1	
	(aii)	<b>One mark</b> for the correct identification of: men	1	
	(b)	<b>One mark</b> for each correct explanation: Feminisation of the workplace, changes from manufacturing (primary sector) to service sector, Increased Women's Rights, changes in legislation e.g. Sex Discrimination Act 1975 / Equal Pay Act 1970, Changes in social attitudes accepting women as workers, Better education, Increasing divorce rates, Increase in singlehood, Increase in voluntary childlessness, Rising cost of living, increase in househusbands MAX 2 MARKS	2	
14	(a)	Socialisation	1	
	(b)	Racism	1	
	(c)	Leisure	1	
	(d)	Work	1	
15		<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• Positive effects: Older and more experienced, Age Discrimination Act 2006 stopped forced retirement before 65, options to work beyond 65</li> <li>• Positive effects: Age discrimination legislation protects young people ie an employer has to justify setting a minimum age for a vacancy</li> <li>• Positive effects: Companies keen to employ over 50's due to flexible work arrangements e.g. part-time work. Contemporary eg Asda introduced grandparent leave</li> <li>• Positive effects: Legal changes to aid discrimination and equal opportunities</li> <li>• Positive effects: Physical capability of the young</li> <li>• Negative effects: Ageism of young, minimum wage, lack of experience</li> <li>• Negative effects: Ageism of elderly, forced retirement, higher chance of redundancy</li> <li>• Negative effects: Discrimination and unequal opportunities</li> <li>• Negative: Physical incapability of the elderly</li> <li>• Any other reasonable response.</li> </ul> <p>Candidates may interpret this question in varying ways. <b>See generic mark scheme</b></p>	8	Candidates can be awarded full marks if they choose to focus on one age group if they still show wide ranging knowledge and developed application.

Question	Answer	Marks	Guidance
16	<p>Discussion is likely to operationalize the term everyone. Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim: Employers</p> <ul style="list-style-type: none"> <li>• Fewer geographical barriers: online shopping/ work from home (teleworking)</li> <li>• Due to fewer geographical barriers: global employees to cheaper or skilled staff from other countries</li> <li>• Lower staff costs and overheads</li> <li>• Higher productivity</li> <li>• More surveillance : IT checks on logging on and work done (call centres)</li> <li>• More flexibility :faster reactions to market changes</li> <li>• Any other reasonable response.</li> </ul> <p>For the claim: Employees</p> <ul style="list-style-type: none"> <li>• Fewer geographical barriers allowing different work patterns e.g. working from home/ work flexible hours (kids in bed)</li> <li>• Made some tasks less physically demanding, and got rid of some unpleasant jobs</li> <li>• Positive aspects of re skilling (new interesting jobs)</li> </ul> <p>Against the claim: Employers</p> <ul style="list-style-type: none"> <li>• Cost: Can cause a digital divide</li> <li>• Risk: Vulnerable to digital crime / fraud</li> <li>• Customer resistance: prefer real people to talk to</li> <li>• Employee resistance: Following some research that claims alienation due to computerisation</li> <li>• Cost: Reskilling staff, purchasing technology</li> <li>• Computers are not appropriate e.g. haridressing</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim: Employees</p> <ul style="list-style-type: none"> <li>• Can lead to deskilling</li> <li>• Can lead to a need for reskilling</li> <li>• Some believe led to alienation Blauner 1964 / Marx 1800's (ideas pre computerisation here can be applied to modern issues)</li> <li>• Possibly less intrinsic satisfaction if deskilled</li> <li>• Unemployment due to less need for workforce or not enough skills</li> </ul>	24	

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"><li>• Discrimination against the elderly</li><li>• Increased surveillance e.g. call centres</li><li>• Health and safety issues e.g. Bad back</li></ul> <p><b>See generic mark scheme</b></p>		
			<b>Total</b>	<b>40</b>	

## Section E – Crime and Deviance

Question		Answer	Marks	Guidance
17	(ai)	<b>One mark the correct identification of:</b> Their friends get them involved OR they do it to look good (peers/peer pressure is acceptable). OR Some have nothing better to do. (boredom is acceptable), they do not care	1	
	(aii)	<b>One mark for the correct identification of:</b> graffiti (could accept petty crime/ vandalism, but not acceptable to use twice i.e. in aii and bii)	1	
	B(i)	<b>One mark for a correct reason:</b> opportunity, stereotyping, labelling, self-fulfilling prophecy, risk taking behaviour/excitement/ edge work, material causes, structurally caused, status frustration, peer pressure, boredom, poor role models/socialisation, lack of social control. Or any other reasonable response	1	Be careful not to award for any ideas from the source or to allow repetition from answers in (a)i
	(bii)	<b>One mark for a correct example:</b> criminal damage, examples of delinquent acts, underage drinking/sexual activity, drug-related crime, gang-related crime, shoplifting, TWOC (Taken without consent) or car related crime, street crime, assault, knife crime, cyberbullying. Or any other reasonable response	1	There must be a clear link to age so answers such as murder/ rape/theft with no age connection will not be acceptable. Be careful not to award for any ideas from the source.
18	(a)	Informal control	1	
	(b)	Crime	1	
	(c)	Labelling	1	
	(d)	Deviance	1	
19		<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• Official Statistics</li> <li>• British Crime Survey/ CSEW (Crime Survey for England and Wales)</li> <li>• Victim surveys</li> <li>• Self-report study</li> <li>• Practical answers: Counting how many arrests, interviewing police</li> </ul> <p>Any other reasonable response.</p> <p><b>See generic mark scheme</b></p>	8	Candidates will be awarded for either crediting BCS as an alternative to official statistics (as is still in some text books) or for knowing it is an official statistic.

Question	Answer	Marks	Guidance
20	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Embarrassment could lead to prevention / deterrence</li> <li>• Public nature could lead to prevention / deterrence</li> <li>• Reform some criminals e.g. cleaning graffiti may make some stop doing graffiti</li> <li>• Reform – restorative justice e.g. helping victims</li> <li>• Embarrassment could be a good punishment</li> <li>• Prevents petty criminals socialising with worse criminals</li> <li>• Practical and cheaper than prison</li> <li>• Reoffending rates post-prison are high</li> <li>• Reinforcing the correct norms and values in society/negative sanction</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• General reoffending rates unable to reform or prevent crime</li> <li>• Lack of punishment/retribution e.g. community service is too easy</li> <li>• Do not deter criminals</li> <li>• Does not keep public safe</li> <li>• Crime that continues to go on</li> <li>• Community service not suiting all crime e.g. not severe enough for murder</li> <li>• Any other reasonable response.</li> <li>• Other solutions are better at keeping the public safe e.g. prison</li> <li>• Other solutions are better at reform e.g. Within prisons programmes to reform i.e. education and work programmes</li> <li>• Other solutions are better at punishing e.g. Changes to prisons to make them more of a punishment 2013 earn privileges</li> <li>• Suitability of various solutions to the crime e.g. Mental health order is more appropriate than community service if the crime is caused by a mental health issue</li> <li>• Other punishments are more specifically suited to an individual e.g. Curfews/ASBOS specific so treat the problem</li> <li>• Tagging: good for delinquency and juvenile crime</li> <li>• CCTV: able to catch criminals to ensure prevention and thus no need for solutions</li> <li>• Practical examples of prevention e.g. strategy to reduce fare dodging on trains include barriers, fines and enforcement officers</li> </ul>	24	<p>Candidates can discuss this in many ways. It is likely the argument will be imbalanced towards the evaluation and they can be awarded full marks as it states on the mark scheme for a variety of ideas debated even if imbalanced.</p> <p>It is also likely they will look at the different solutions to crime individually to assess their use. They may gain marks for knowing the functions of punishment or for a comprehensive assessment of the different types of solutions. Both are creditable.</p> <p>Solutions count as A01  Prison, Tagging, Community service, Penal system, ASBO (even though changed still acceptable), Corporal punishment, Curfews, Death penalty / capital punishment, Electronic tagging, fines, Mental Health Orders, Probation, CCTV  Functions count as AO1  Prevention  Deterrence  Reform  Punish  Keep public safe</p>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"><li>• Informal agents of social control e.g. family may have a far greater influence</li><li>• Revolving door of community service before receiving a custodial sentence</li><li>• Any other reasonable response</li></ul> <p><b>See generic mark scheme</b></p>		
			<b>Total</b>	<b>40</b>	

## Section F – Youth

Question		Answer	Marks	Guidance
21	(a)i	<b>One mark</b> for the correct identification of: postcode tags (sign our postcode) or graffiti/tag	1	
	(a)ii	<b>One mark</b> for the correct identification: we fight them or tag wars or graffiti their territory	1	
	(b)	One mark for each correct aspect: Different socialisation (different norms and values or examples of delinquent acts e.g. drug selling, violence, risk taking activities; deviant role models) Material deprivation (poverty)/ Status frustration, increased single parent families lead to a need for family, Lack of opportunities/education, discrimination in workplace / society (Marxist views), Howard Williams Milltown boys for a social network, boredom due to lack of stuff to do in their area and lack of money, solution to problems, digital divide MAX TWO MARKS Any other reasonable response	2	Candidates will be credited for answers that consider why middle and upper class children do not join gangs.
22	(a)	Agents of social control	1	
	(b)	Rites of passage	1	
	(c)	Peer group pressure	1	
	(d)	Transition	1	
23		Answers may discuss any two of the following. <ul style="list-style-type: none"> <li>• Legal changes: Education policy: 1870 Education Act all 5 to 10 year olds compulsory schooling/ 1944 Butler Act stay in school until 15/ 1973 raised to 16/ 1988 Education Act National curriculum changes</li> <li>• Lengthening of childhood- Raising school leaving age from 17 to 18 (Education and Schools Act 2015)</li> <li>• Legal changes to discipline: Children’s Act 2004 cannot hit a child and leave bruises</li> <li>• Legal changes: Employment 1870 no under 8’s working in dangerous work e.g. mining, up chimneys and in factories</li> <li>• Disappearance of childhood: Postman due to adult messages in media “confused little adults” growing up too early</li> <li>• Aries: Invention of childhood</li> </ul>	8	A01 marks are likely to be awarded for knowing changes in law, but can be given for using concepts to describe the effects of change  Candidates may be awarded knowledge marks for laws that are accurately named OR accurately dated OR accurately described in precision e.g. Students have to stay in education until 18. ‘Students stay at school longer’ would not be awarded knowledge marks.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Changes to media and censorship: Watershed/ certification</li><li>• Growth of child centredness</li><li>• Limiting number of children</li><li>• Extended dependence</li><li>• Blurring lines between adulthood and childhood</li><li>• Improved health/health care</li><li>• Any other reasonable response.</li></ul> <p><b>See generic mark scheme</b></p>		

Question	Answer	Marks	Guidance
24	<p>Candidates may discuss and evaluate some of the following aspects of the claim. For the claim:</p> <ul style="list-style-type: none"> <li>• Bedroom subculture/culture McRobbie and Garber</li> <li>• Boys have less social control and more opportunity to join subcultures (Smart)</li> <li>• Examples of male dominated subcultures e.g. Skinheads Clarke</li> <li>• Male gangs or female gangs e.g. Anne Widdecombe Versus Girl Gangs</li> <li>• Boys school subcultures e.g. Jackson lads, Willis' Lads</li> <li>• Examples of female school subcultures e.g. New Wave Girls Blackman/ Riot Girls / Ladettes Caroline Jackson</li> <li>• Any other reasonable arguments.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Ethnicity matters more e.g. Rastafarian</li> <li>• Class matters more e.g. Skinheads Clarke/ Punks Frith/ Gangs Williams Milltown boys</li> <li>• Postmodern view: it is all about style not class race or gender</li> <li>• Hybrid cultures: Ska not gender that matters</li> <li>• Subcultures that include both genders e.g. Goths Hebdidge/ Hodgkinson</li> <li>• Sense of belonging (Miller) is more important</li> <li>• Family</li> <li>• Status frustration (Cohen)</li> <li>• Boredom (Downes)</li> <li>• Peer group pressure</li> <li>• Social Networks e.g. Milltown boys Williamson</li> <li>• Shared interests</li> <li>• Rite of passage (Parsons)</li> <li>• Moral Panics (Cohen)</li> <li>• Solution to problems</li> <li>• Any other reasonable arguments.</li> </ul> <p><b>See generic mark scheme</b></p>	24	<p>Evidence could be used interchangeably and must be credited. Whilst studies may be used A01 will be credited for knowledge of the different types of subculture: anti-school/pro school/ gang subculture/ leisure subcultures</p> <p>Candidates may be awarded generic knowledge marks for subcultures that are accurately named. If they describe the subculture with accuracy OR precision, they will be awarded knowledge marks.</p>
	<b>Total</b>	<b>40</b>	
	<b>Paper Total</b>	<b>120</b>	

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