## **Candidate Marks Report**

## Series: 6 2018

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No : Assessment Code : H580 Candidate No : Component Code : 01

Candidate Name:

Total Marks: 59 / 90

In the table below 'Total Mark' records the mark scored by this candidate. 'Max Mark' records the Maximum Mark available for the question.

| Paper:          | H580/0          | 1           |                     |
|-----------------|-----------------|-------------|---------------------|
| Paper<br>Total: | 59 / 90         |             |                     |
| Question        | Total /<br>Mark | Max<br>Mark | Used<br>In<br>Total |
| 1AO1            | 2 /             | 2           | V                   |
| 1AO2            | 2 /             | 4           | V                   |
| 2AO1            | 4 /             | 4           |                     |
| 2AO2            | 5 /             | 8           |                     |
| 3AO1            | 6 /             | 8           |                     |
| 3AO2            | 6 /             | 8           | 2222                |
| 3AO3            | 3 /             | 4           |                     |
| 4AO1            | NR /            | 8           |                     |
| 4AO2            | NR /            |             |                     |
| 5AO1            | NR /            |             |                     |
| 5AO2            | NR /            |             |                     |
| 5AO3            | NR /            |             |                     |
| 6AO1            | NR /            |             |                     |
| 6AO2            | NR /            |             |                     |
| 6AO3            | NR /            |             |                     |
| 7AO1            | NR /            |             |                     |
| 7AO2            | NR /            |             |                     |
| 8AO1<br>8AO2    | NR /<br>NR /    |             |                     |
| 8AO3            | NR /            |             |                     |
| 9AO1            | NR /            |             |                     |
| 9AO2            | NR /            |             |                     |
| 9AO3            | NR /            |             |                     |
| 10AO1           | 3 /             |             | 0                   |
| 10AO2           | 2 /             |             | V                   |
| 11AO1           | 8 /             |             | Ž                   |
| 11AO2           | 4 /             |             | V                   |
| 11AO3           | 4 /             | 4           | V                   |

| 12AO1 | 4/8 | <b>✓</b> |
|-------|-----|----------|
| 12AO2 | 4/8 | <b>~</b> |
| 12AO3 | 2/8 | <b>~</b> |

| Question       | Part       |  |
|----------------|------------|--|
| 1              |            | Norms are the ratherns of behaviour that we  |
|                | LKU        | Norms are the patterns of behaviour that we as a society believe to be normal. Norms |
|                |            | are usually associated with the values of  |
|                | DE         | The society, this are parkenter only to  |
|                | •          | the cultie of the one country. For exchaple,   |
|                |            | British values, are being knowled at school,   |
|                |            | 100. Mason south wrote flat History which is   |
| <u> </u>       |            | Unocylor in british schools is ethorocentic and                                      |
|                |            | it only four on British historical events  |
|                |            | even through Britain is thousanget to be   |
|                |            | a musingsome country in where the  |
|                |            | norm shouldn't only focus on what  |
|                |            | British peaple see as a norms.   |
| <u>:</u>       |            | On the other hand, something homes   |
| -              | INC.       | wan awas the world and cultures  |
| <del>,</del> , | DL         | something that can be a hown   |
| -              |            | in UK; may be different in other   |
|                | EC         | Country i.e. Trohamben mile, in where  |
|                |            | the roles are opposed, the female  |
|                |            | 13 the one who provides for the  |
|                |            | family and goes hunterg- when  |
|                | -          | The men are staying believed and   |
|                | •          | Trying their best to Look good so  |
|                |            | they can tottots atheest a formale.  |
|                |            | V.   |
|                | . <u>.</u> | *  |
|                | . <u> </u> |  |
|                |            | <u> </u>   |



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| Question | Part                                  |  |
|----------|---------------------------------------|--|
| 2        |                                       | In source A, if is evident that  |
|          | EV AP                                 | someones desabilely can lead to can  |
|          |                                       | do draw a gop between people, Hus  |
|          |                                       | can lead to stigma where the   |
|          | <del></del>                           | person is being themed for ther  |
|          |                                       | ousability, as if it was their fault.  |
|          | · · · · · · · · · · · · · · · · · · · | Dome sovialogists pluere high some   |
|          |                                       | disabilets are socially constructed  |
|          | <u></u>                               | meaning heat they are being reinforced   |
| · .      |                                       | for further by the sociles. An example   |
|          |                                       | of this could be the architecture of   |
| ,        | EG                                    | the building in where there are no   |
|          |                                       | lifes by This disadvantages the people   |
| DI       | V KU                                  | 1995 Distaly act was meant to lead to closing the good   |
|          | <u></u>                               | 1993 Dischally act was meant to lead to doing the goo  |
|          |                                       | In Source B to can clearly see that  |
| U        | APP                                   | In Sound & the Gala Charley see Mice   |
|          |                                       | The sections of this En role   |
| ,        |                                       | disabled person identity. Socialogist  |
| DEV      | KU                                    | such as Zola cho also suffer   |
|          | •                                     | polio, stated that words which are used to<br>describe the person who suffers from an  |
|          |                                       | imponent einer mental or physical, presents  |
|          |                                       | Hus person as unable to Penchon  |
|          |                                       | by Klemselies also to She noted  |
|          |                                       | the most common tems were which were   |
|          | <del></del>                           | "adisflenction al", "olisabled" etc. As i's souce  |
|          |                                       | it stelles that the intendence of printent   |
|          | ,                                     | it steels that the inhaduction of equally legislation, was meant to bring about the  |
|          |                                       | Table of the state |



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Question Part

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| 9 |                                       |
|---|---------------------------------------|
| 2 | change, so that disabled people won't |
|   | feel like they do not belong into     |
|   | Hus society.                          |
|   | 1000 000000                           |
|   | Same a second long lead               |
|   | Some soaralogist belver that          |
|   | people can aircome their label        |
|   | as "despendence" and actually work,   |
|   | have kids and take of the house       |
|   | Such as Mundemi said wrote, that      |
|   | district people who Suffer from       |
|   | Olisabilise have a choice. They can   |
|   | ciffer confan to the Capel or         |
|   | Applied if For example of many        |
|   | resist it. For example duals          |
|   | are i'n a society locating seein as   |
| . | small people and flies usually have   |
|   | Gen mæde fein off However, Kiese      |
|   | are couple of their who became        |
|   | RNOWN Orchers and are now             |
|   | making a lot of money.                |
|   |                                       |
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| Question | Part |  |
|----------|------|--|
| 3        |      |  |
|          |      | There has been a stiglet change          |
|          |      | In the was age identify that             |
|          |      | are being seen now compare               |
|          |      | to before.                               |
|          |      | V  |
|          |      | Mus change can be seen when              |
|          |      | Look at modea and Postman suggested      |
| DEV      | KU . | Pleas media entertainment TVs leads to   |
| 02       | PKU  | disopergale of considerate, much to more |
|          |      | Children Know dres similarly to the      |
|          |      | adults, or lesten to the scene musico.   |
|          |      | Which Suggasts Heast childhood now       |
|          |      | may take even shader penso of fine.      |
|          |      | little gorts now one learning much       |
|          |      | earlier than before how to we make-up    |
|          |      | etc. Mus can le due to le fact fliat     |
|          |      | incele up products one widely available  |
|          |      | to do so, as the acces to o'c. Youlane   |
|          |      | make-up tutings and make-up Gunu 15      |
|          |      | quick and cary                           |
|          |      | openes con construction                  |
|          |      |  |
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| Question    | Part          |  |
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| 3           |               | Aratar.  |
|             |               | The change can be also seen regardy  |
|             |               | the cledity. Older people used to  |
| DEV         | KU            | be related as dependent and not unhealy  |
| :           |               | etc. However now, Socialogents like  |
|             |               | Classe and Waters came up with the   |
|             |               | term active aging in where no electrif   |
|             |               | people use ther fee time on  |
|             |               | doing many indepens as well as exceldens   |
|             |               | activities such as sky-durag. There is   |
|             |               | also another lens such as goest pound  |
|             |               | SMUES Sufers, Ba which refers to the   |
|             |               | eledry people who use their free   |
|             |               | time not on complaing but on the Qui   |
|             |               | actévous.  |
|             |               | ·  |
|             |               | I de la companya del companya de la companya del companya de la co |
| ^           | EVAL          | However, the f His change can be argued by Berry and stare hat the   |
|             |               | angend by being who state mat the  |
|             |               | ellary one bene magnative when   |
|             |               | if comes to media, when is one of  |
|             | ,             | souly, where years one He arrole   |
|             |               | dout aladar ore para touly word  |
|             |               | thest electry are beny tonly, and  |
|             |               | ramers.  |
|             |               |  |
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| Question | Part | <u> </u>                                    |
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| ,        | - ~  |   |
|          | ; ,  |   |
|          |      |   |
| 10       |      | One way in which moral panies occur         |
| ,        |      | 15 Ces Interactions would sole through      |
|          | , KU | lebuly. Cohen studied two groups            |
|          |      | "mous" and "noders", www.ch were two groups |
|          |      | who liked to rebell. The media Lablad       |
|          |      | Hern as "dangerous", which escellated       |
|          |      | into famue moral panics, and as             |
| ·        | -    | the medica magnified the figer              |
|          |      | between the two oners, cohen also           |
|          |      | focused on the Cangliage used by            |
|          |      | focused on the Cangliage used by            |
|          |      | was as if they wented to come up will       |
|          |      | another figlit.                             |
|          |      |   |



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| •        |              |   |
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| Question | Part         |   |
| 10       |              | Another way in which moral pariss   |
|          |              | are being famed is astanger, as   |
|          | 3            | Marxist would say, the as a form  |
|          | <u></u>      | of social control that the ruling   |
| ,        |              | Chais is using in order to execute  |
|          |              | make people feel scarred so that  |
|          |              | make people feel scarce so shoet  |
|          | [            | do someting about the anxing  |
|          | <u>S</u>     | 1954e. Such as Frenchi Feundi would   |
|          |              | Say that the moral paints are   |
|          |              | being used to order to to make  |
|          |              | Hee leens that they wanted, the   |
|          | _{}          | moral parits are level as a justification   |
|          |              | and media is wed to manyly the  |
|          |              | Issue thato to larger audience  |
|          |              |   |
|          |              |   |
| M        |              | Hypodemus syninge model in another avoids the incigic butlet theiry is an exchapte of theret effects on audience. Packand suggests their the audience are being injected with the informations that are being |
|          |              | goods the energic bullet theiry   |
|          |              | 15 an example of deal effects on  |
|          |              | audience. Pacliant suggests telest  |
|          | <del> </del> | the andune are being injected will  |
|          |              | the informations that are being   |
|          |              | ISUCION IN IVS AL DELLES MOST   |
|          |              | One a study on the children.  |
|          | KU           | example comes pen banduse, who  |
|          |              | done a study on the children.   |
|          |              | He showed them a clip of the hids withy the Bobo doll. After  |
|          |              | hids hilly the Bobo doll. After   |
|          |              | •   |



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| Question P | 'art |
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|    | 11.      |  |
|----|----------|--|
| 11 | W.       | he placed the Bobo doll in the same  |
|    |          | soom as the Child who that watched   |
|    |          | he clip. The results confirmed to.   |
|    |          | SUPPORT Rue MUDOdenne singer model   |
|    |          | a) the ander sterled to purach and   |
|    |          | Lede flu Bobo doll. This means that  |
| r  |          | the effect of is being almost immaur   |
|    |          |  |
|    | DE       | and what we see in the IV now a muse effect on our behaviour in the  |
|    |          | Dutise   |
|    |          |  |
|    |          | Hypodemic syn'nge model can be also  |
|    |          | used when explained where influere much  |
|    | KU       | inche on & us. Anderso shiares music   |
|    |          | lenics, he found blight the ones who   |
|    | ,        | listened to the would lyncs, have demanded   |
|    |          | more violent behavious compare with  |
|    |          | The ones who bestweed to the non-vulut   |
|    |          | lemis. Another Suggesting hat they the   |
|    |          | limits of the songs are being injected   |
|    |          | INDO OUR Mads, and when we are long  |
|    |          | found in a story situation sheaper situation   |
|    |          | We are more when to not with indiance.   |
|    |          | Hall also studied the lynes but regarded   |
|    |          | to alcohol, what he found was Fliest   |
|    | <u> </u> | the people who when to these limits  |
|    | DE       | Hall also studied the lyncs but regarded to alcard, what he found was their the people who when to these lyncs were more when to consume alcard. |
|    |          | . •  |
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| Question | Part |
|----------|------|
|          |      |

| M          | - Alex                           |
|------------|----------------------------------|
|            |                                  |
| Heat h     | redia have an inducet effect     |
| en lue     | auduna. An example of flu        |
| apuda      | be a Two-step model who          |
|            | & flight the Denson focus on     |
| flu or     | oases ther view on their opinion |
|            | . The first stop is, the opinion |
| Leadys     | taken on anything that the       |
| Rom H      | le media, a pashicula topic      |
| i vo Co dù | ronce, then the second steep     |
| is the     | opinion leads interpret seu      |
| vers b     | ased on the throught and belifs  |
| and A      | uen hour malze a comeiner        |
| about      | how they feel about the          |
| Chivace.   | The andune in the case           |
| + Clkes C  | on wheet the opinion leave       |
| had s      | suid and is more likely to       |
| DEVOELVEUR | 1/8                              |
|            |                                  |
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| Question | Part ·      |  |
|----------|-------------|--|
| 12       |             |  |
|          |             | Media representations as of delpart  |
|          | •           | social oroups is around to reinface  |
|          | ·           | social groups is argued to reinforce   |
|          |             |  |
| -        |             | The policycel of working class in the  |
|          |             | media, such as Munay avoeus say  |
|          | -           | make them seem as if they descre to  |
|          |             | be the at the bottom of the society  |
|          |             | Ces Ries only focus on the   |
|          | KÜ          | benefits etc. Which make the nulling   |
|          |             | class, the people who one atthe  |
|          |             | top of the sach seen better  |
|          |             | and hustisself of the should the   |
|          |             | weeks in while under curs as long  |
| ,        | ·           | Porcepe, ne called it poverty  |
|          | ٨           | pair às lu underlan is making  |
|          | <u>'.</u>   | fun of.  |
|          |             |  |
|          |             | However flus can be argued by  |
| -        | EVAL        | Plyaliots, who believ in choice.   |
|          |             | For exemple Ferges, as she studes  |
|          | - 7         | Hu mag fernce popular in the   |
|          |             |  |
|          |             | la auture wants lo see, so   |
|          |             | He concept of Supply cents demand  |
|          | <del></del> | Seports Stat Middle Class Buckenins  |
|          | U           | sleggests blat Middle class profesionicas<br>who are said to be the rules ches |
|          |             | in our our war of the same   |



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| Question | Part       |  |
|----------|------------|--|
|          | •          | have only do what is being expected                              |
|          |            | Krom Frem 1.e. Indudra picknes of                                |
|          |            | Sum gisle and diets were by                                      |
|          |            | the celetrikes.  |
|          |            |  |
|          |            | The media porhayals of the                                       |
|          |            | the working class people, staggest such                          |
|          | 1211       | las awen Johns Soud is called                                    |
|          | KU         | "Chavelion" in where the working                                 |
|          |            | chas are being presented as not sences                           |
|          |            | but only looking for enleverment.                                |
| ,        |            | MONTEST axould conque that flut pohoual                          |
|          |            | reinforce the inlester of nelig                                  |
|          | ····       | Clus, as the even though the working                             |
| - 1      |            | clas is being Drainwashed into                                   |
| <u> </u> |            | believe that the system is far                                   |
|          |            | So that they won 4 come  |
|          | ^          | together and overcome the nelly                                  |
|          |            | class  |
|          |            |  |
|          |            | Mowene, Nann angus shat pot she<br>Meling Chess Isu's our always |
|          | - 7        | meling Chess Isu I am and always                                 |
|          |            | poneged as the in a respect light                                |
|          |            | the on instance where the noung                                  |
|          |            | clere is being poheyed bady in                                   |
|          | ·          | Charles, show that the good and                                  |
|          | <u>.</u> . | Charles, shows that the good and                                 |
|          | · · ·      | bad policies are being seen wolling the                          |
|          |            | ruling cliss   |



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## Off Page Comments

| Item Name | Comment  |
|-----------|--|
| 1AO1      | This script does not use the word 'acceptable' or 'expected' but as they discuss 'patterns of behaviour' they clearly understand what norms are. This was therefore awarded two marks for definition as it is accurate and explained through wider development. There is a confused attempt at norm by discussing British Values which was not credited, but an example of the norfm of gender roles in the Tchambuli tribe and an an explanation of how this culturally relative. |
| 10AO1     | Slightly confused about the first example, states 'labelling' but 'Mods and Rockers' with Cohen is credited, but it is underdeveloped. The Second paragraph is unrelated Marxist stuff about the function of moral panics so therefore does not state an example and not credited.   |
| 12AO1     | KU 2 underdeveloped points. One confused and the other is inaccurate. Eval - 2 undeveloped as well as the final point about the royal family not explained clearly. Reference to Nairn is inaccurate   |
| 11AO1     | KU detail in Bandura's study is inaccurate e.g no video clip but there is depth in the explanation 2 developed points: 1. Bandura and Packard, 2. Anderson and Hall 1 developed eval. This is enough for full marks.   |
| 2AO1      | Although no study, there is one developed point on social construction and the 1995 Disability Act and a second developed point on Zola so four marks. AO2 Source A is fully developed 'drawing the gao', but the reference to Source B, one is underdeveloped as it is not fully applied to Zola.   |
| 3AO1      | Developed points used of Postman - young people.  Disappearance of childhood and used examples to support point.  Elderly point - clarke and Warren, active ageing and use of silver surfers Eval - Berry not full marks as needs to further develop why media is most powerful  |