

GCE

Sociology

H580/01: Socialisation, culture and identity

A Level

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK PRACTICE AND STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the

candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
















9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

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

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

11. Annotations

Annotation	Meaning
	Knowledge and Understanding: for example, studies or theories or concepts
	Developed Point: fully explained in a relevant way/detailed (L4)
	Underdeveloped: partially explained, but requiring more depth (L3)
	Unsubstantiated/ undeveloped/ implicit/accurate without explanation/little supporting evidence/knowledge (L2)
	Application/Interpretation
	Lip service
	Evaluation
	Example/Reference
	Juxtaposition of theories without direct evaluation
	Unclear/confused/lacks sense/not creditable
	Irrelevant: not related to the topic area and/or non-sociological
	Repetition
	Not clearly focused on question set tangential – sociological but not directly relevant
	Where a page has writing on but it is not worthy of any credit.
	Highlighter tool – use for questions 4,7 and 10 to highlight the two ways/reasons/examples that have been identified.

Section A

Question	Answer	Marks	Guidance
1	<p>Explain, using examples, the concept of cultural hybridity.</p> <p><u>AO1: Knowledge and understanding</u> 2 marks The definition of the concept is accurate AND explained/ developed. 1 mark There is a core and accurate definition of the concept of cultural hybridity OR the definition is only implicit through wider explanation.</p> <p><u>AO2: Application</u> Level 4: 4 marks Candidates show an excellent ability to apply sociological evidence. Evidence/examples will be explicit and consistently related to the question and the explanation. <i>2 examples and 2 explanations can reach this level.</i></p> <p>Level 3: 3 marks Candidates show a good ability to apply sociological evidence. Evidence/examples may be implicitly relevant to the question or related to the question occasionally. Evidence may be more implicitly relevant to the explanation. <i>2 examples but only one explanation can reach this level. Or one example with two explanations</i></p> <p>Level 2: 2 marks Candidates show a basic ability to apply sociological evidence. There will be generalised application to question, lacking focus. Connection and application to the explanation may be vague and confused. <i>2 examples with no explanation or one example with one full explanation can reach this level.</i></p> <p>Level 1: 1 mark Candidates show a limited ability to apply sociological evidence/examples. The answer has marginal relevance. <i>One example only without explanation can reach this level.</i></p> <p>0 marks - No relevant application.</p>	6	<p>AO1: Knowledge and understanding 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"> • Definition should include reference a cross between or merging of two or more cultures/cultural activities • Further explanation may refer to how UK culture has become more hybrid e.g. as a consequence of immigration or how global culture reflects hybridity. Answers may also allude to how hybridity has become an important source of identity and how it has changed over the years <p>AO2: Application <i>The selected knowledge/examples should be directly related to the specific question.</i> Award 1 mark for each example and 1 mark for any relevant explanation (NB – the explanation doesn't have to link directly to the example(s) provided).</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"> • Cultural hybridity in relation to second or third-generation immigration e.g. Brasians (Johal or Modood) as mix of British and Asian culture • Specific examples from music, fashion or food. • Cultural code switching (Brah) • White wannabes – Nayak • Burdsey – British Asian footballers • Asian young people trying out new 'cultural masks' (Les Back) • Family and code switching (Ghuman) • Postmodernism – identity and choice • Any other relevant point.

Question	Answer	Marks	Guidance
2	<p>Using sources A and B and your wider sociological knowledge, explain how the media is an agent of socialisation.</p> <p><u>AO1: Knowledge and understanding</u> Level 4: 4 marks The candidate demonstrates an excellent knowledge and understanding which is fully developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is accurate and fully substantiated. <i>There will be at least two developed points of knowledge (concepts, studies, theories, examples)</i></p> <p>Level 3: 3 marks The candidate demonstrates a good knowledge and understanding but it may be underdeveloped and/or implicit. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>There will be at least one developed point of knowledge, or two underdeveloped points.</i></p> <p>Level 2: 2 marks The candidate demonstrates a basic knowledge and understanding. The response lacks depth and clarity and is only partially explained. The response may be generalised and undeveloped. The information has some relevance and is presented with a basic structure. The information is supported by little evidence. <i>Typically, there will be one underdeveloped or 2 undeveloped points.</i></p> <p>Level 1: 1 mark The candidate demonstrates a limited knowledge and understanding. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The source material may be simply recycled. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically, there will be one undeveloped point.</i></p> <p>0 mark - No relevant sociological knowledge or understanding.</p>	12	<p>AO1: Knowledge and understanding 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"> • Media as a source of secondary socialisation into different norms, values and behaviours. • Media as a form of informal social control • Influence of media in terms of socialisation and identity e.g. gender – Mulvey and male gaze • Consumer Culture – Young and the bulimic society • Leading an online life – e.g. Turkle and Second life • Any other reasonable response <p>AO2: Application Reference to source A may include:</p> <ul style="list-style-type: none"> • Media encouraging aggression/violence • Use of video games linked to decreases in positive behaviour, empathy and sensitivity to aggression • Concerns about playing video games and violence against women <p>Reference to source B may include:</p> <ul style="list-style-type: none"> • Promotion of specific brands • Link with advertising and consumerism • Links with wealth, money, status and success • Reference to Young and the bulimic society <p>Any other relevant point.</p> <p>NB: The answer must refer to both sources to get into the top level, as well as relevant developed application of wider sociological knowledge to the question.</p>

		<p><u>AO2: Application</u></p> <p>Level 4: 7–8 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question. The candidate has explicitly applied material from both of the sources and from elsewhere both in a developed way. <i>Typically, there will be two developed points of application or one developed and one underdeveloped.</i></p> <p>Level 3: 5–6 marks The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally. <i>Typically, there will be one developed and one undeveloped point of application or two underdeveloped points of application.</i></p> <p>Level 2: 3–4 marks The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. <i>Typically, the candidate has either made use of material from only one source (developed or underdeveloped) or where both sources are referred to, the application is undeveloped for both.</i></p> <p>Level 1: 1–2 marks Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance. <i>Typically, the candidate only has one undeveloped point or is just lip service to the source.</i></p> <p>0 marks No relevant application.</p>		
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Question	Answer	Marks	Guidance
3	<p>Outline and briefly evaluate the view that traditional masculinity has declined as a type of identity.</p> <p><u>AO1: Knowledge and understanding</u> Level 4: 7–8 marks The candidate demonstrates an excellent knowledge and understanding of a range of sociological material which is well developed; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. <i>Typically, there will be three developed points or two developed and one underdeveloped point.</i></p> <p>Level 3: 5–6 marks The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is accurate but may be underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically, there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point.</i></p> <p>Level 2: 3–4 marks The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial, undeveloped and unsubstantiated or generalised knowledge and understanding. The information has some relevance and is presented with basic structure. <i>Typically, there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped point/one underdeveloped and one undeveloped.</i></p> <p>Level 1: 1–2 marks The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks</p>	20	<p>AO1: Knowledge and understanding</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Connell – existence of other types of masculinity – complicit, marginalised and subordinate • Decline of traditional masculinity linked to de-industrialisation (Mac An Ghail; Canaan) • Whannel or Mort – rise of the metrosexual • Acceptance of homosexuality e.g. Gay marriage • Links to other forms of masculinity exhibited in the media (Gauntlett) • Changes in different family types (Weeks) • Postmodern ideas of fluid identity (Bauman) • Any other reasonable response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and evaluation The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Traditional (hegemonic) masculinity still persists (Connell) • Continuation of Hyper-masculinity (Messerschmidt) • Traditional dominant masculinity still exists e.g. domestic violence (Dobash and Dobash), #metoo • Oakley – persistence of traditional socialisation • Parsons – instrumental role • Any other reasonable response

		<p>clarity there may be a tendency towards common sense. The information is communicated in a confused way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically, there will be one undeveloped point or a vague representation.</i></p> <p>0 marks - No relevant sociological knowledge or understanding.</p> <p><u>AO2: Application</u> Level 4: 7–8 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question – whether traditional femininity is rapidly declining.</p> <p>Level 3: 5–6 marks The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.</p> <p>Level 2: 3–4 marks The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.</p> <p>Level 1: 1–2 marks Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p>0 marks No relevant application.</p> <p><u>AO3: Analysis and evaluation</u> Level 4: 4 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is at least one developed evaluation point supported by sociological evidence. There may be a critical and reasoned conclusion. <i>Typically there will be one developed point or two underdeveloped points.</i></p>		
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		<p>Level 3: 3 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation but it will be underdeveloped. The candidate may reach an explicit but brief conclusion. <i>Typically there will be one underdeveloped point.</i></p> <p>Level 2: 2 marks The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be anecdotal, with little sociological supporting evidence. If present, the conclusion is likely to be summative. <i>Typically there will be one or more undeveloped points.</i></p> <p>Level 1: 1 mark The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential evaluation is present. There is unlikely to be a conclusion. <i>Typically the evaluation may only be assertive in tone.</i></p> <p>0 marks - No relevant sociological evaluation or analysis</p>		
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Section B
OPTION 1 – Families and relationships

Question			Answer	Marks	Guidance
4	*		<p>Outline two reasons for the increase in lone parent families. Illustrate your answer with examples.</p> <p>PLEASE REFER TO APPENDIX 1 (For generic mark scheme)</p>	12	<p>AO1: Knowledge and understanding 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"> • Changing attitudes and values • Increase in divorce • Increased diversity and choice • Changes in law e.g. divorce laws and employment laws • Change in the position of women • Demographic changes (e.g. migration from the Caribbean has changed population and they are matriarchal and more likely to be one parent families) • Concepts such as individualisation, secularisation, feminisation of labour market, emancipation of women • Reference to evidence from Social Trends, feminism, postmodernism, New Right, Allan & Crow, Giddens, Haskey, • Explanations may refer to changing role of women in society, changes in masculinity, changes in labour market • Any other reasonable point. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>

Question		Answer	Marks	Guidance
5	*	<p>Explain and briefly evaluate the view that family life differs according to social class.</p> <p>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</p>	16	<p>AO1: Knowledge and understanding</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"> • Crompton – family still plays a part in ensuring class reproduction with children following in the (class) footsteps of their parents i.e. cultural capital is inherited . • Difference in parenting styles according to social class (Gillies) • Middle class families possess more cultural, social and economic capital (Bourdieu) • Family life, poverty and disadvantage – Katz • Rappoport – class diversity • Hothschild – middle class more egalitarian paying to do domestic labour • Murray/Dennis and Erdos – single parent families and link to underclass • Any other reasonable point. <p>AO2: Application</p> <p><i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Social class no longer shapes family life – Postmodern perspective • Pakulski and Waters – shift to defining identity through consumption • Alternative perspectives to family life e.g. defined through sexuality or ethnicity • Any other reasonable response

Question			Answer	Marks	Guidance
6	*		<p>Assess Marxist views of the nuclear family.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</p>	24	<p>AO1: Knowledge and understanding The following list is indicative of possible evidence / arguments</p> <ul style="list-style-type: none"> • Inheritance of private property linked to monogamy and patriarchy (Engels). • Ideological functions of the family (e.g. socialisation of children into the belief that hierarchy is inevitable). (Feeley) • The family offers an "apparent haven" from the exploitative world of capitalism (Zaretsky). • The family as a unit of consumption; pester-power (media targeting of children in families). • Marxist - Feminist views that the role of women in families supports capitalism: • Benston – reproduce the next generation of workers and reproduce men's ability to go out to work • Ansley – women soothe the stresses of proletariat men and are the 'takers of shit' • Bruegel – women as reserve army of labour. • Any other relevant response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation</p> <ul style="list-style-type: none"> • The functionalist view of the family benefits (Parsons, Murdock) • The New Right view that the nuclear families prevent social Problems - Schlafly • The radical feminist view that the family supports patriarchy – Johnson – Patriarchal Terrorism • The liberal feminist view citing improvements in the position of Women – Equal Opportunities Act • The postmodern view which questions the dominance of the nuclear family in a diverse society - Stacey • Any other relevant response

OPTION 2 – Youth subcultures

Question			Answer	Marks	Guidance
7	*		<p>Outline two examples of a folk devil. Illustrate your answer with examples.</p> <p>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</p>	12	<p>AO1: Knowledge and understanding 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"> • Cohen – Mods and Rockers • Hall – Black muggers • Abbas – Islamophobia • Brown – Ravers • Fawbert – Hoodies • Young - Hippies • Any Individuals or groups that are labelled by the media in a negative, deviant or stereotyped way - Often perceived as a threat to society, social order or morality • Any other reasonable response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>

Question		Answer	Marks	Guidance
8	*	<p>Explain and briefly evaluate the view that subcultures are formed only by males.</p> <p>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</p>	16	<p>AO1: Knowledge and understanding 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"> • View that females are just seen as pillion passengers • Thornton – girls had less disposable income and married early and did not dominate the teenage market • Joining deviant subcultures as a ‘natural’ progression from desirable masculine traits (e.g. Toughness, aggression). • Refer to Miller’s focal concerns or Messerschmit (gangs are the location for “doing” masculinity). • Anti-school subculture and males e.g. Harkton boys • Harding / Campbell – boys turn to subcultures when they have blocked avenues for legitimately achieving masculinity. • Winlow – masculinity and the night time economy. • Katz – young males commit crime for pleasure / thrill / risk taking. • The relationship between masculinity and ethnicity; e.g. anti-school subcultures; hyper masculinity (e.g. Sewell; Mac an Ghail). • Relationship between masculinity and class e.g. A. Cohen • McRobbie – girls only seen as ‘add-on’s to subcultures and therefore were not studied • Any other relevant response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • McRobbie and Garber – Bedroom culture – girls active in subcultures but in different ways • Hollands – Geordie Girls • Blackman – New Wave Girls

					<ul style="list-style-type: none"> • Changing roles for females e.g. riot grrls, ladettes • Heidensohn – malestream sociology • Extent of female involvement in delinquent subcultures, rise in girl gangs, ladettes, new femininities • Girls' greater social control including socialisation by family, school, media, peers • Girls and boys participation in separate subcultures with different norms and values e.g. sexual double standards • Ways in which female delinquency is handled differently e.g. chivalry factor • Postmodern argument of how gender is changing, becoming fluid and is no longer important • Maffesoli – neo-tribes • Bennet – club cultures based on music not gender • Polemus – Supermarket of style • Any other reasonable response
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Question		Answer	Marks	Guidance
9	*	<p>Assess Marxist views of why young people participate in deviant subcultures.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</p>	24	<p>AO1: Knowledge and understanding: The following may be used:</p> <ul style="list-style-type: none"> • The Marxist/Neo-Marxist view of subcultures based on social class, conflict, resistance and rebellion • Influence of Gramsci and hegemony • CCCS and Spectacular subcultures • Specific examples of sub-cultures may be used: • Teddy boys (Hall and Jefferson) • Skinheads (p. Cohen) • Punks (Hebdige) • Brake (magical solutions) • Lea and Young – marginalisation and deprivation • Any other relevant response. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Neo-Marxists were looking for meanings that did not necessarily exist e.g. some subcultures were about fashion and not about class • The post-modernist view that subculture are now fluid e.g. club cultures, Polhemus supermarket of style, Neo tribes Maffesoli creation of subcultures and diversity • The feminist view that the Marxist/Neo Marxist study of subcultures largely ignored females. (McRobbie and Garber reinforces stereotypes e.g. girlfriend pillion) • Functionalist critique that subcultures are not about conflict and are about consensus and a safe outlet for tensions (Eisenstadt) • Any other relevant response

OPTION 3 – Media

Question			Answer	Marks	Guidance
10	*		<p>Outline two features of the pluralist view of the role of the media. Illustrate your answer with examples.</p> <p>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</p>	12	<p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <p>Pluralist perspective focusing on:</p> <ul style="list-style-type: none"> • Diversity and choice • Supply and demand • Media professionals (professional values) • The media as the fourth estate of democracy • Any other reasonable response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>

Question	Answer	Marks	Guidance
11	<p data-bbox="282 212 1111 268">* Explain and briefly evaluate the view that the media plays an important role in creating moral panics.</p> <p data-bbox="282 331 1111 363">PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</p>	16	<p data-bbox="1256 212 1738 244">AO1: Knowledge and understanding</p> <p data-bbox="1256 244 2112 300">The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul data-bbox="1301 300 2112 722" style="list-style-type: none"> • Role of the media in creating Deviancy amplification Folk Devils and/or Application of news values • Issues relating to labelling and self-fulfilling prophecy • Specific reference to moral panics: • Cohen – Mods and Rockers • Hall – Black muggers • Abbas – Islamophobia • Brown – Ravers • Fawbert - Hoodies • Any Individuals or groups that are labelled by the media in a negative, deviant or stereotyped way - Often perceived as a threat to society, social order or morality • Any other relevant response <p data-bbox="1256 754 1480 786">AO2: Application</p> <p data-bbox="1256 786 2112 842"><i>The selected knowledge should be directly related to the specific question.</i></p> <p data-bbox="1256 874 1648 906">AO3: Analysis and Evaluation</p> <p data-bbox="1256 906 2112 994">The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul data-bbox="1301 994 2112 1315" style="list-style-type: none"> • Cohen's model is outdated and can be modified – Goode and Ben-Yehuda • Furedi – moral panics arise when society fails to adapt to dramatic social change • McRobbie – Moral panics as a means of social control • Neo-marxists are being over conspiratorial about moral panics • Interactionists are criticised for not explaining why only certain people are labelled as deviant and exploring the power dimension • Pluralist argument that the media reflects what the public wants • Any other relevant response

Question			Answer	Marks	Guidance
12	*		<p>Assess the view that the working class are negatively represented in the media.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</p>	24	<p>AO1: Knowledge and understanding 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"> • Dodd & Dodd - representations of traditional working class communities (e.g. in Coronation street and Eastenders) • Newman - the absence of working class from mainstream media • Devereaux - happy/deserving poor versus welfare dependents. • Jones - the deliberate portrayal of the working class in a negative way (Chavs) • Price- poverty porn • Marxists/Neo- Marxist positions that Negative stereotypes reinforce the existing hegemony (Gramsci) • Any other relevant response. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Working class representations are changing e.g. Eastenders is less nostalgic and more real (Dodd and Dodd) • Some realistic portrayals of working class life exist e.g. The Royle Family • Working class are not as demonized as representations of the underclass – Golding and Middleton • Pluralist view that due to supply and demand, the audience controls the content and they value negative stories as well as positive. • Postmodern view of diversity and citizen journalism allows working class to have their own media that they create • Any other relevant response.

APPENDIX 1

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10

AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	7–8	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the response is well developed and substantiated with sociological evidence. There is a well-developed line of reasoning which is clear and logically structured. <i>Typically there will be two developed or one developed and one underdeveloped point</i>
3	5–6	The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. There is some sociological material but it is likely to be underdeveloped for both ways or the response is likely to be uneven. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically, there will be two underdeveloped/one developed and one undeveloped or one developed point.</i>
2	3–4	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised. The information has some relevance and is presented with basic structure. The information is supported by basic evidence. <i>Typically, there will be one underdeveloped and one undeveloped point/way or one underdeveloped/two undeveloped points</i>
1	1–2	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically there will be one undeveloped point/two ways identified only or vague representation with only one way identified</i>
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application.

APPENDIX 2

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range sociological material; the response is well developed and substantiated with sociological evidence.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. <i>Typically there will be two developed or one developed and one underdeveloped points.</i></p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped. Responses may lack precise sociological knowledge.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically there will be two underdeveloped/one developed and one undeveloped or one developed point</i></p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised.</p> <p>The information has some relevance and is presented with basic structure. The information is supported by limited evidence. <i>Typically there will be one underdeveloped and one undeveloped or one underdeveloped/two undeveloped points</i></p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity but does have vague representations of the topic area</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically there will be one undeveloped point/two ways identified only or vague representation with only one way identified.</i></p>
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

AO3: Analysis and Evaluation (4 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There will be at least one developed evaluation point, supported with sociological evidence. The candidate may reach a critical and reasoned conclusion. <i>Typically there will be one developed point or two underdeveloped points.</i>
3	3	The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation points but these may be underdeveloped. The candidate may reach a critical but brief conclusion. <i>Typically there will be one underdeveloped point</i>
2	2	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal with little supporting sociological evidence. If present, the conclusion is likely to be summative. <i>Typically there will be one or more undeveloped points</i>
1	1	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion. <i>Typically it may be only assertive in tone</i>
0		No relevant analysis or evaluation.

APPENDIX 3

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12

AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; which is well developed and substantiated.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. <i>Typically there will be three developed points or two developed and one underdeveloped point</i></p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point</i></p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity and contain some inaccuracies / confusion. The response may be partial and undeveloped and / or generalised.</p> <p>The information has some relevance and is presented with basic structure. The information is supported by limited evidence. <i>Typically there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points.</i></p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically there will be one undeveloped point or a vague representation.</i></p>
0		No relevant sociological knowledge or understanding.

AO2: Application (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5–6	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3–4	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1–2	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

AO3: Analysis and Evaluation (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed and substantiated. The candidate may reach a critical and reasoned conclusion. <i>Typically, there will be three developed points or two developed and one underdeveloped point</i>
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points but these may be underdeveloped. There may be a tendency towards juxtaposition of other theories without specific links made to the question. The candidate may reach a critical but brief conclusion. <i>Typically, there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point</i>
2	3–4	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, unsubstantiated and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies / confusion. If present, the conclusion is likely to be summative. <i>Typically, there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points</i>
1	1–2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion. <i>Typically, there will be one undeveloped point or a vague representation</i>
0		No relevant analysis or evaluation.

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