

GCE

Sociology

H180/01: Socialisation, culture and identity

AS Level

Mark Scheme for June 2025

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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 RM Assessor 50% and 100% (traditional 40% 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 RM Assessor 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 question 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.*)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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.**

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: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

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

Section A

	Answer	Mark	Guidance
1	Define the concept of high culture. <u>AO1 Knowledge and Understanding</u> Level 4: 4 marks Excellent knowledge and understanding of the concept of high culture. Responses will use precise sociological knowledge and will demonstrate a detailed understanding. Candidates may use examples to illustrate understanding of definition. There will be a full core definition with a further fully developed point. Level 3: 3 marks Good knowledge and understanding is displayed. There will be an accurate definition but it may be underdeveloped with a fully developed explanation point or, there may be a full core definition with an underdeveloped explanation point. Level 2: 2 marks Basic knowledge and understanding. The definition may only be partial or the answer may rely totally on examples, without a core definition. Level 1: 1 mark Limited knowledge which is likely to be very confused. 0 marks No relevant sociological knowledge or understanding.	4	<u>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</u> • Definition should include reference to the cultural practices that are associated with the powerful and wealthy elite or upper social classes. • Further explanation may refer to contrast with popular culture or culture of the masses; a representation of cultural heritage; high culture as superior; Marxist views of the relationship between high culture and the ruling class or the notion of social closure (Leavis) <u>Examples may refer to the following:</u> • Entertainment (such as opera, theatre, intellectual films). • Classic literature. • Fine art. • Private education. • Any other reasonable response.

	Answer	Mark	Guidance
2	With reference to <u>Source A</u>, identify and briefly explain <u>two</u> characteristics of national identity. <u>AO1 Knowledge and Understanding</u> 2 marks Candidates correctly identify 2 characteristics of national identity. 1 mark Candidates correctly identify only 1 characteristic. <u>AO2 Application</u> Level 4: 4 marks The response interprets two accurate examples and applies them to national identity and the source in an explicit way. Level 3: 3 marks The response interprets two accurate examples and applies them to national identity and the source but one may be developed and one may be undeveloped. Level 2: 2 marks The response only interprets one accurate example and applies it to national identity and the source in an explicit way. Level 1: 1 mark Repeat of Level 3 with 1 example only. (One example applied in an implicit way). 0 marks No relevant interpretation or application.	6	<u>Examples applied from the source:</u> • Identification through a flag. • Identification through style of dress/country colours. • Showing support for your country e.g. through football. • Being fanatical for your country. • Any other reasonable response. <u>Other examples may include any of the following:</u> • Speaking the language of your country. • Demonstrating pride for your country e.g. singing the national anthem. • National identity as being an imagined community (Anderson). • National identity as changing and in crisis (Sardar). • British National Identity becoming Americanised (Halsey). • Any other reasonable response.

	Answer	Mark	Guidance
3	Using Source B and your wider sociological knowledge, explain how sexuality can affect an individual's identity. <u>AO1 Knowledge and Understanding</u> Level 4: 4 marks Candidates display an excellent knowledge and understanding of how sexuality can affect an individual's identity. <i>Typically, the answer will be wide ranging, detailed, accurate and conceptual with at least two developed points.</i> Level 3: 3 marks Candidates display good knowledge and understanding. <i>Typically, the answer may be underdeveloped and superficial, or detailed but narrow. One fully developed point can reach this level or two underdeveloped.</i> Level 2: 2 marks Candidates display basic knowledge and understanding of the difference. <i>Typically, answers will be undeveloped, unsubstantiated, partial and confused. One underdeveloped point can reach this level or two undeveloped points.</i> Level 1: 1 mark Candidates display limited knowledge and understanding. <i>Typically, there may only be vague representations of topic area and a tendency towards common sense. One undeveloped point can reach this level.</i> 0 marks: No relevant sociological knowledge or understanding.	8	<u>Relevant studies and theories:</u> • Weeks – sexuality as a key part of identity. • Attitudes to sexuality are changing throughout the world. • Sexuality can be complex e.g. Reiss – male prostitutes still identify as heterosexual. • Plummer – notion of a homosexual career. • McIntosh – homosexuality carries certain expectations. • Changes in legislation has led to greater equality e.g. Same Sex Marriage Act. • Negative stigmatisation and criminalisation of some sexualities in certain countries e.g. treatment of homosexuals in Qatar raised at the World Cup. • Any other reasonable response. <u>The source may be discussed in the following way:</u> • Support for LGBTQ+ identities has changed with society more open to such identities. • Gay Pride and other such events have become an established part of the calendar that is open to all sexualities. • Taking part in Gay Pride parades does not necessarily mean that someone has a homosexual identity (Weeks). • Gay Pride events also has become political as a way to campaign for other issues. • Any other reasonable response.

	<u>AO2 Application</u> Level 4: 4 marks Candidates display an excellent ability to apply evidence from this source and wider sociological knowledge to this question. There will be an application of the source to the question. Level 3: 3 marks Candidates show a good ability to apply evidence from the source and their wider sociological knowledge to this question. The response will interpret evidence from the source but the link to the wider sociological knowledge may be more implicit. Level 2: 2 marks Candidates display a basic ability to apply evidence from either the source or their wider sociological knowledge to the question. The response may be generalised without explicit reference to the source. Alternatively, the response may only refer to the source without any wider sociological knowledge. Level 1: 1 mark There will be a limited ability to apply evidence from the source or wider sociological knowledge to the question. The response will be marginally relevant. 0 marks: No relevant application.		
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	Answer	Mark	Guidance
4	Outline and briefly evaluate the view that the peer group is the most important agent of socialisation. <u>AO1 Knowledge and Understanding</u> Level 4: 4 marks Candidates display good knowledge and understanding. There will be wide ranging, detailed, explicit and frequent use of sociological concepts and evidence. Typically, there will be at least two developed points. Level 3: 3 marks Candidates will display some knowledge and understanding. Responses will be wide ranging or detailed. There will be some use of sociological concepts / evidence but it may be two underdeveloped or one fully developed point at this level. Level 2: 2 marks Candidates show a basic knowledge and understanding. Knowledge will be narrow, but will have some coherence or responses may be undeveloped and partial. Typically, one underdeveloped point can reach this level or two undeveloped. Level 1: 1 mark Candidates display a limited knowledge and understanding. There may be one or two ideas and these may be confused in places. There may be one undeveloped point. 0 marks: No relevant sociological knowledge or understanding. <u>AO2: Application</u> Level 4: 4 marks Candidates display an excellent ability to apply relevant sociological material to the question. The material is consistently related to the question. Level 3: 3 marks Candidates display a good ability to apply relevant sociological material to the question in an implicit way. The material is generally related to the question.	12	<u>Evidence in support of the view:</u> Responses may include the following: • Peer group become more influential during school years • Skelton and Francis – influence of peer group on gender through play • Lees – pressure on girls by peers and the double standards of sexual behaviour • Harris – peer group more influential than parents • Sewell – cultural comfort zones • Willis – Learning to Labour – influence of ear ‘oles • Archer and Yamishta – Harkton Boys • Blackman – New Wave Girls • Any other reasonable response <u>Evidence against the view:</u> • Other agents of socialisation have a bigger influence • Primary socialisation – Parsons, Oakley • Education has more influence – Bowles and Gintis • Media is important still – e.g. Mulvey • Religion still a major factor – Modood • Workplace still important e.g. Waddington • Any other relevant response

	Level 2: 2 marks Candidates display a basic ability to apply relevant sociological material to the question. The response may be partially relevant. Level 1: 1 mark There will be a limited ability to apply sociological material to the question. Responses are likely to be marginally relevant. 0 marks: No relevant application. <u>AO3 Analysis and Evaluation</u> Level 4: 4 marks Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points, both for and against the view which are accurate and developed. Typically, there will be at least two developed points Level 3: 3 marks Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be two underdeveloped points or one fully developed point at this level. Level 2: 2 marks Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points and responses are likely to be partial, confused and un/underdeveloped. One underdeveloped point can reach this level. Level 1: 1 mark Candidates display a limited ability to analyse and evaluate the view. Typically, the response will be minimal, assertive, and / or tangential to the question. There may be one undeveloped point. 0 marks: No relevant analysis or evaluation.		
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SECTION B

OPTION 1 – Families and Relationships

Answer		Mark	Guidance
5	Define and briefly explain the concept of the domestic division of labour. PLEASE REFER TO APPENDIX 1	5	<u>Responses may include the following:</u> • The way work or tasks are allocated or carried out within the family • May refer to examples such as domestic tasks or housework, childcare and caring for other members of the family (usually all unpaid). <u>Candidates may refer to specific examples and/or studies to illustrate the concept such as:</u> • Dual Burden. • Triple shift - Duncombe and Marsden. • Symmetrical family (Wilmott and Young). • Benston – division of labour supporting capitalism. • Any other reasonable point.

Answer		Mark	Guidance
6*	Identify and briefly explain <u>two</u> ways families have become more diverse, apart from the rise in lone parent families. PLEASE REFER TO APPENDIX 2	8	<u>References may be made to the following:</u> • Changes in terms of ethnicity – Ballard – South Asian Families, Berthoud and Beishon – African Caribbean families, • Diversity in terms of sexuality – Weeks. • Diversity in terms of changing roles – Symmetrical Family • Any other relevant point.

	Answer	Mark	Guidance
7*	Explain the reasons why there are more lone parent families within society. PLEASE REFER TO APPENDIX 3	12	<u>References may be made to:</u> • 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, • Any other reasonable response

	Answer	Mark	Guidance
8*	Evaluate Marxist views of the family. PLEASE REFER TO APPENDIX 4	20	<u>References may be made to:</u> • Marx and Engels – family ensures the passing on of private property • Zaretsky – Family life as a refuge and unit of consumption • Cooper – Family as an ideological conditioning device • Hochschild – commercialisation of intimate life • Marxist Feminism – Benston – Link between capitalism and gender inequality • Ideological functions of the family (e.g. socialisation of children into the belief that hierarchy is inevitable). (Feeley) • The family as a unit of consumption; pester-power (media targeting of children in families). (Lawlor & Prothero) • Ansley – women soothe the stresses of proletariat men and are the ‘takers of sh**’ • Bruegel – women as reserve army of labour • Any other relevant response <u>Evaluation:</u> • Functionalist critique – nuclear family is still dominant – Parsons, Murdock, Popenoe • Feminist critique - the nuclear family ideology devalues other family relationships • New Right – Nuclear family is still the best • Postmodern view - changes within society and the family • Criticisms of Marxism such as can be outdated, too deterministic, fails to consider ethnicity, sexuality etc. • Any other reasonable response.

OPTION 2 – Youth Subcultures

	Answer	Mark	Guidance
9	Define and briefly explain the concept of a moral panic. PLEASE REFER TO APPENDIX 1	5	<u>Responses may include the following:</u> • Moral panics refer to the media over reaction to social groups which are seen as a threat to society. <u>Reference may be made to Wilkins' deviancy amplification spiral which leads to a moral panic. Likely concepts include:</u> • Folk devils • Deviance amplification • Application of News values • Stirring up public indignation • Identification of subversive minority • Links to the idea threats to the social order and a sign of moral decline <u>Candidates may illustrate their answers with examples of moral panics such as:</u> • Mods and rockers (Cohen) • Hoodies (Fawbert), • Hall's study of the mugging moral panic (Neo-Marxist). • Goode and Ben-Yehuda • Furedi Candidates may refer to interactionist / labelling theory and/or Marxism (neo-Marxist).

	Answer	Mark	Guidance
10*	Identify and briefly explain <u>two</u> examples of delinquent subcultures. PLEASE REFER TO APPENDIX 2	8	<u>Responses may include the following:</u> • Delinquency is a term used to refer to deviant behaviour therefore any deviant or criminal behaviour will be accepted. • Anti-school subcultures: Willis – the Lads, Jackson – Ladettes, Archer and Yarnishta – Harkton Boys, Mac an Ghail – the macho lads, Blackman – New Wave Girls • Criminal subcultures – Cloward and Ohlin • Joyriding – Katz and Lyng • Rave culture – Thornton • Mods and Rockers – Cohen • Violence – Patrick and the Glasgow Gang • Drug taking - Bourgois • Any other reasonable response

	Answer	Mark	Guidance
11*	Explain postmodern views on the development of subcultures. PLEASE REFER TO APPENDIX 3	12	<u>Responses may include the following:</u> • Youth cultures have become increasingly fragmented and diverse - Polemus – supermarket of style • Subcultures are no longer based on traditional aspects of identity such as class, gender or ethnicity but are about music and having a good time - MIPS – Clubbers/ Redhead Club Culture • Subcultures have developed so that they are no longer fixed and are in fact fluid with participants drifting between subcultures- Maffesoli – Neo-tribes • Post-modern subcultures have developed as traditional subcultures became mainstream - Thornton – subcultural capital • Any other reasonable response

	Answer	Mark	Guidance
12*	Evaluate the view that that ethnicity affects the subculture an individual joins. PLEASE REFER TO APPENDIX 4	20	<u>Responses may include the following:</u> • Nightingale – young black males are excluded from society – the paradox of inclusion • Bourgois – latinos are excluded from society so drug dealing makes economic sense • Sewell – anti-school subculture as a response to racism • Mirza – African- Caribbean girls formed a pro-education response as a form of resistance • Archer – peer groups formed as a response to Islamaphobia • Burdsey – one of the lads/Code switching • Any other relevant response. <u>Evaluation:</u> • Hybridity has created a blurring of subcultures e.g. Nayak – White wannabees, Johal – Brasiains, Back – Neighbourhood nationalism, Hebdige – influence of west indian culture in mods, Cashmore – rap, hybridity and cultural appropriation • Subcultures formed for other reasons: • Conflict – punks, skinheads • Magical solutions • Due to media exaggeration – Cohen –moral panics • Subcultures are formed along gender lines • Any other reasonable response

OPTION 3 – Media

	Answer	Mark	Guidance
13	Define and briefly explain media representations of the underclass. PLEASE REFER TO APPENDIX 1	5	<u>Responses may include the following:</u> • Focus on the way the media portrays the underclass as negative and a threat to society's norms and values – often there is demonisation • Focus on whether a certain group of people are 'deserving' or 'undeserving'. <u>Candidates may refer to specific examples and/or studies to illustrate the concept such as:</u> • Golding and Middleton – welfare issues don't make the news - it needs to be linked to crime, fraud or sex • Price – rise of poverty porn • Jones – Chavtainment • Any other reasonable response

	Answer	Mark	Guidance
14*	Identify and briefly explain <u>two</u> features of the pluralist view of the media. PLEASE REFER TO APPENDIX 2	8	<u>Responses may include:</u> <u>Pluralist perspective focusing on:</u> • Diversity and choice • Supply and demand • Media professionals (professional values) • The media as the fourth estate of democracy • Interactivity and citizen journalism • Any other reasonable response

	Answer	Mark	Guidance
15*	Explain how the media can affect the audience in an indirect way. PLEASE REFER TO APPENDIX 3	12	<u>Responses may include the following:</u> • Two-step flow model • Katz and Lazarsfeld – role of opinion leader • Cultural effects model • Links with neo-Marxist perspectives – Gramsci – hegemonic view • Drip drip effect • Any other reasonable response

	Answer	Mark	Guidance
16*	Evaluate the view that media representations of femininity are changing. PLEASE REFER TO APPENDIX 4	20	<u>Responses may include the following:</u> • Liberal feminism - increase in female media professionals; increase in variety of roles for women in films and TV • Fourth Wave feminism – new media using digital media to change representations of women e.g. campaigns etc. • Gauntlett – representations are changing • Pluralist Supply and Demand as women gain power they demand media to reflect that • Postmodernist diversity and choice in the media mean there are no longer one view of female representation • Any other reasonable response <u>In evaluation:</u> • Radical feminism - sceptical as to degree of change; media still reflects patriarchal; little change in gender representations with traditional stereotypes remaining; Women predominantly portrayed as sex objects • Marxist feminism - the media as a capitalist industry controlled by mainly male media owners and dominated by male media professionals so change is optimistic • Despite fourth wave feminists using the media to fight patriarchy new media still objectifies women in their supposed transgressive roles e.g. sexualisation of Lara Croft and other female leads • Representations not changing e.g (e.g. Mulvey - male gaze, Wolf – the beauty myth) • Marxist view that debating changing female roles still ignores the ruling class hegemony that is the most important coding in media • Neo Marxists focus on all marginalised representation and would argue that change is often a smokescreen • Any other reasonable response

APPENDIX 1**GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 9 and 13*****AO1: Knowledge and understanding - (5 marks)***

Level	Marks	Generic Mark Scheme questions 5, 9 and 13
4	4-5	Candidates display an excellent knowledge and understanding which will be accurate and detailed. There will be explicit and frequent use of sociological concepts and evidence. Expect a core meaning of the definition and a detailed explanation. At the top of this level the candidate will accurately define the concept and offer a detailed explanation. At the bottom of the level the core meaning will be explicit but the explanation may be underdeveloped in parts.
3	3	Candidates will display a good knowledge and understanding but the explanation and definition may be underdeveloped.
2	2	Candidates display basic knowledge and understanding. Responses will be lacking range and depth. Typically responses will be undeveloped /unsubstantiated / partial / confused. There may be an over-reliance on examples rather than concepts, studies and theories.
1	1	Candidates show a limited knowledge and understanding. Evidence will be limited, with vague representations of the topic area and / or with a tendency towards common sense.
0		No relevant sociological knowledge or understanding.

APPENDIX 2**GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 10 and 14*****AO1: Knowledge and understanding- Elements 1 and 2 (4 marks)***

Level	Marks	Generic Mark Scheme questions 6, 10 and 14
4	4	Candidates display an excellent knowledge and understanding of the two ways. The answer will be accurate and conceptual. There will be two ways, fully developed.
3	3	Candidates display a good knowledge and understanding of two ways. There will be some sociological evidence but typically it may be underdeveloped and superficial. Alternatively, the two points may be unbalanced, one fully developed and one undeveloped/ underdeveloped.
2	2	Candidates display basic knowledge and understanding which will be lacking range and depth. Typically answers will be two undeveloped ways or candidates may only identify 1 fully developed way.
1	1	Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense or one undeveloped or underdeveloped way.
0		No relevant sociological knowledge or understanding.

AO2: Application – Element 1 (4 marks)

Level	Marks	Generic Mark Scheme questions 6, 10 and 14
4	4	Candidates display an excellent ability to apply knowledge to the specific question.
3	3	Candidates show a good ability to apply knowledge to this question in an implicit way.
2	2	Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant.
1	1	There will be a limited ability to apply knowledge to the question. Responses are likely to be marginally relevant.
0		No relevant interpretation or application.

APPENDIX 3**GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 7, 11 and 13****AO1: Knowledge and understanding - Elements 1 and 2 (8 marks)**

Level	Marks	Generic Mark Scheme questions 7, 11 and 13
4	7–8	Candidates display an excellent knowledge and understanding which is wide-ranging and detailed. The reasons given will be accurate with a range of precise sociological evidence. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. At the top of the band there will typically be three developed points and at the bottom there will be two developed and one underdeveloped point.
3	5-6	Candidates display a good knowledge and understanding which is either wide-ranging or detailed. There will be some reasons given but typically it may be underdeveloped and superficial. There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence. There will typically be two developed points or three underdeveloped points. At the bottom of the band expect at least one developed point or one developed and one underdeveloped point.
2	3-4	Candidates display basic knowledge and understanding which will be lacking range and depth. Typically the reasons given will be undeveloped, unsubstantiated, partial and confused. The information has partial relevance and is presented with limited structure. Typically, there will be two underdeveloped points or one underdeveloped and a range of undeveloped points. At the bottom of the band, expect one underdeveloped or more than one undeveloped points
1	1 -2	Candidates display limited knowledge and understanding. Typically, responses may be very narrow or have a tendency towards anecdote. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence might not be clear. At the top there will be one undeveloped point and at the bottom there will just be a vague representation
0		No relevant sociological knowledge or understanding.

AO2: Application – Element 1 (4 marks)

Level	Marks	Generic Mark Scheme questions 7, 11 and 13
4	4	Candidates display an excellent ability to apply knowledge to the specific question.
3	3	Candidates show a good ability to apply knowledge to this question.
2	2	Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant.

1	1	There will be a limited ability to interpret knowledge to the question. Responses are likely to be marginally relevant.
0		No relevant interpretation or application.

APPENDIX 4**GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 8, 12 and 16****AO1: Knowledge and understanding - (6 marks)**

Level	Marks	Generic Mark Scheme questions 8, 12 and 16
4	5-6	Candidates display an excellent knowledge and understanding. There will be a range of relevant concepts and/or studies and/or theories which are accurately explained and developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. At the top of the band there will typically be three developed points and at the bottom there will be two developed and one underdeveloped point.
3	3-4	Candidates display a good knowledge and understanding of the view. Knowledge is likely to be underdeveloped, and / or narrow. There will be some reasons given but typically it may be underdeveloped and superficial. There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence. There will typically be two developed points or three underdeveloped points. At the bottom of the band expect at least one developed point or one developed and one underdeveloped point.
2	2	Candidates display a basic knowledge and understanding of the view. Knowledge is likely to be lacking in quantity, undeveloped, partial and / or unsubstantiated. The information has partial relevance. Typically, there will be two underdeveloped points or one underdeveloped and one undeveloped points or a range of undeveloped points.
1	1	Candidates display a limited knowledge and understanding. There will be vague representations of the topic area and / or a tendency towards common sense and the response is likely to be very confused. Typically, there will be one underdeveloped or one undeveloped point.
0		No relevant sociological knowledge or understanding.

AO2: Application - Element 1 (4 marks)

Level	Marks	Generic Mark Scheme questions 8, 12 and 16
4	4	Candidates apply relevant sociological theories/ studies / evidence to the view in the question in a wide-ranging and explicit way.
3	3	Candidates apply knowledge of the view in the question in an implicit way.
2	2	Candidates apply knowledge of the view in a basic way. Responses are likely to contain evidence / concepts which are generalised and not directly related to the question.
1	1	Candidates apply a limited level of knowledge to the view.

0	No relevant interpretation or application.
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AO3: Analysis and Evaluation - Strands A, B and C (10 marks)

Level	Marks	Generic Mark Scheme questions 8, 12 and 16
4	9-10	Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points which are accurate and developed. At the top of the band there will typically be four developed points and at the bottom there will be three developed points and one under/undeveloped point
3	6-8	Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be underdeveloped. There will typically be three developed points or four or more underdeveloped at the top of the band or two developed points or one developed and two underdeveloped at the bottom.
2	3-5	Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points and responses are likely to be partial, confused and undeveloped or entirely juxtaposed. One developed point or one developed point with an un/underdeveloped point could be at the top of this in this level. At the bottom of the band, expect one underdeveloped point or more than one undeveloped points
1	1 -2	Candidates display a limited ability to analyse and evaluate the view. Typically, the response will be minimal, assertive, and / or tangential to the question. At the top there will be one undeveloped point and at the bottom there will just be a vague representation/assertive in tone
0		No relevant analysis or evaluation.

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