

GCE

Sociology

H580/01: Socialisation, culture and identity

A Level

Mark Scheme for June 2022

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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 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
KU	Knowledge and Understanding: for example, studies or theories or concepts
DEV	Developed Point: fully explained in a relevant way / detailed (level 4)
CON	Conclusion
^	Underdeveloped: Partially explained, but requiring more depth (level 3)
EG	Example
APP	Application (to source)
EVAL	Evaluation
U	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ little supporting evidence/knowledge (level 2)
?	Unclear/confused/inaccurate
REP	Repetition
 	Irrelevant - not focused on question set
JU	Juxtaposition of theories without direct evaluation
BP	Blank Page
SEEN	Where a page has writing on but it is not worthy of any credit.
Highlight	Use the highlighter annotation in questions 4,7 and 10 to highlight the two ways/reasons/examples that have been identified.

Question	Answer	Marks	Guidance
1	<p>Explain, using examples, the concept of consumer culture.</p> <p>AO1: Knowledge and understanding 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 values OR the definition is only implicit through wider explanation.</p> <p>AO2: Application 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>	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 to the goods and services we buy in society. ● Reference to the increasing emphasis on consumption in contemporary society. ● Identity being increasing related to what we buy and consume (postmodernism) ● Cultural (related to identity) and economic (from production to consumption) aspects of consumer culture. <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 of consumer culture (NB – the explanation doesn't have to link directly to the example(s) provided but each explanation does need to be different). Examples and explanations may include:</p> <ul style="list-style-type: none"> ● Examples of activities linked to consumer culture, such as shopping as a leisure pursuit. ● Link with conspicuous consumption – brands, logos and designer goods as status symbols. ● Explanation of examples may make links to theory (e.g. postmodernism – pick n mix society; Marxism – pursuit of profit). ● Shopping experience developments; from out of town to on-line. ● The easy availability of credit and loans.

		<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>		
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2	*	<p>Using sources A and B and your wider sociological knowledge, explain how norms are relative.</p> <p>AO1: Knowledge and understanding 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>Typically, 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>Typically, 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 two undeveloped points.</i></p> <p>Level 1: 1 mark</p>	<p>12</p> <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: Concepts and studies such as:</p> <ul style="list-style-type: none"> • Social construction • Relativity over time, between societies and within societies • Situational norms and deviance (Plummer) <p>Theories:</p> <ul style="list-style-type: none"> • Interactionism <p>Contemporary examples:</p> <ul style="list-style-type: none"> • Any example which illustrates how norms are relative to time, place and context; e.g. norms surrounding body shape; acceptable behaviour; norms related to laws; moral norms. <p>AO2: Application Reference to source A may include:</p> <ul style="list-style-type: none"> • Situational norms – art in a gallery, compared to on the street. • The subjective definition of what is “grafitti” versus “art” • The motive/meaning behind the drawing/painting.
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	<p>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> <p>AO2: Application 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. <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>Reference to source B may include:</p> <ul style="list-style-type: none"> ● Norms relative over time and between societies – smoking example could refer to how smoking was socially acceptable (and still is in some societies) but now it is deviant / illegal ● The link between role models and social norms (film stars, President Regan) ● The link between changing norms and changing laws ● Any other relevant point. <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>
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		<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 pays lip service to the source.</i></p> <p>0 marks No relevant application.</p>		
3	*	<p>Outline and briefly evaluate the view that attitudes to sexuality and sexual identity remain traditional</p> <p>AO1: Knowledge and understanding 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>	20	<p>AO1: Knowledge and understanding Do not credit answers that focus on gender identity with no reference to sexual identity.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive. Some evidence can be applied for or against the claim dependent on its use.</p> <ul style="list-style-type: none"> ● Compulsory heterosexuality (Rich) – women are forced into heterosexuality to suit a patriarchal society and be ‘available’ to men. ● Weeks – the identification of homosexuality is distinct whereas those who heterosexual don’t need to identify themselves. ● Traditional roles associated with homosexuality (McIntosh the homosexual role) ● Homosexuals as a subculture excluded from mainstream culture (e.g. Plummer – homosexual careers) ● Reiss – homosexuality is perceived as wrong even by rent boys who do not identify as gay, despising the clients ● Media representations reinforce traditional sexuality – e.g. Batchelor / Craig / Gerber.

	<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 points</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 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>AO2: Application 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 ethnic identities are becoming hybridised</p> <p>Level 3: 5–6 marks</p>	<ul style="list-style-type: none"> ● Socialisation into traditional sexuality based on, for example, the ideology of the nuclear family (Gittens) / definitions of nuclear families including heterosexuality (Murdock). ● Any other relevant point. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question – whether sexual identity is traditional or not.</i></p>
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	<p>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>AO3: Analysis and evaluation 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.</p> <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.</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 or</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"> ● Pink Pound (Stonewall, Pride) ● Celebrities as role models (E.g. Gareth Thomas Documentary to take the stigma from HIV virus) ● Gauntlett – media representations are becoming more equal (e.g. Adventuretime and bisexual characters). E.g. Commonwealth Games opening ceremony
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		<p>undeveloped, with little sociological supporting evidence. If present, the conclusion is likely to be summative.</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 or assertive in tone. There is unlikely to be a conclusion.</p> <p>0 marks No relevant sociological evaluation or analysis</p>		<ul style="list-style-type: none"> Legislative changes – same sex act 2014, decriminalisation of homosexuality; Turing’s law etc, 2010 Equalities Act, Same sex marriage UK 2014. Any other relevant point of evaluation
4	*	<p>OPTION 1 – Families and relationships</p> <p>Outline two ways in which relationships between same sex couples are more equal than relationships between heterosexual couples.</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"> Calhoun - Lesbian marriage and motherhood avoids the exploitation and patriarchy that comes with heterosexual relationships. Weeks – same sex families as “chosen” families Roseneil – the decline of the heteronorm Giddens – transformation of intimacy Stacey – the postmodern family – negotiated relationships. Dunne – no established “gender scripts” in Gay and Lesbian families; therefore more equal. Any other relevant response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>

5	*	<p>Explain and briefly evaluate the view that individuals are increasingly living alone.</p> <p>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</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"> ● Demographic reasons (increasing elderly population – life expectancy); ● Creative singlehood (Stein) ● Lone parenthood (leads to individuals living alone once children have grown up) ● Rising divorce rates have led to more people living alone ● Increased geographical mobility – especially graduates – living alone to search for employment. ● Rising living standards make it more feasible for people to live on their own. ● Greater independence for women (feminist view) ● Increasing choice – postmodernist view – e.g. LATs. (Duncan & Philips) ● Giddens – Confluent love ● Beck and Beck-Gernshiem - individlisation ● Any other relevant point. <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"> ● Functionalist view that traditional nuclear families are the most functional for individuals and for society (question the benefits of living alone).
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				<ul style="list-style-type: none"> • Neo-functionalist view – the nuclear family is still dominant – neo-conventional family (Fletcher). • British Social Attitudes surveys show that the majority of individuals aspire to live as part of a nuclear family and singlehood is often a temporary phase. • There is an increase in some forms of extended family types- e.g. Beanpole families; vertical extended families. • Any other relevant response.
6	*	<p>Assess the view that the nuclear family is the most functional family type</p> <p>PLEASE REFER TO APPENDIX 3 (for generic markscheme)</p>	24	<p>AO1: Knowledge and understanding The following list is indicative of possible evidence / arguments in support of the view</p> <ul style="list-style-type: none"> • Functionalist view • Functional for society: Functional fit theory (parsons); universal nuclear family (Murdock) • Functional for individuals: Parsons – 2 irreducible functions • Warm bath theory • New Right View (e.g. Murray – reduces need for state support; less likely to lead to underclass; father disciplinarian figure important in a nuclear family). • Schlafly – marriage as most fulfilling role • Popenoe – conventional families • Marxist view of nuclear family being most functional for capitalism • Any other relevant responses <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation A common evaluative strategy may be the engagement of other theories which are in contrast to the view in the questions:</p>

				<ul style="list-style-type: none"> • Marxist view – nuclear family benefits capitalism not society (e.g. Zaretsky) • Feminist view – nuclear family masks the dark side of domestic violence; nuclear family is not good for women • Postmodern view – there is no “best” family type; there is increasing choice and individualism • Any other relevant response
7	*	<p>OPTION 2 – Youth subcultures</p> <p>Outline two reasons why the media create moral panics about youth deviance.</p> <p>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</p>	12	<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"> • As a consequence of “news values” – selling news. • The social construction of news – the “silly season”. Reference interactionist views • Labelling – and creation of folk devils – interactionist views. • Stereotyping. Eg. Islamophobia. Link to interactionism. • Neo-Marxist view – as a distraction to problems actually caused by capitalism (refer to Hall and the mugging moral panic). • Reference to specific moral panics in explanation e.g. Fawbert – Hoodies, Abbas – Islamophobia, Cohen – Mods/Rockers, Thornton – Ravers, Young - Hippies • Any other relevant point <p>AO2: Application</p> <p><i>The selected knowledge should be directly related to the specific question.</i></p>
8	*	<p>Explain and briefly evaluate the view that youth subcultures are no longer spectacular.</p> <p>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</p>	16	<p>By spectacular, the question is referring to highly visible/recognisable subcultures often (but not solely) associated with the CCCS e.g. punks, skinheads, mods/rockers, teddy boys, hippies</p> <p>Be aware that if evaluation is used to state that subcultures are still spectacular, this needs to reference to the present day (i.e. they still</p>

			<p>are) – candidates that just list spectacular subcultural studies with no reference to present day will be annotated as juxtaposition.</p> <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"> ● Postmodernism – youth culture has become increasingly fragmented and diverse. ● Youth subcultures are fluid and eclectic – e.g. MIPS “club culture” ● Thornton – club cultures as taste cultures ● Redhead – the media create sub-cultures ● Maffesoli – Neo-tribes, not spectacular sub-cultures ● Polhemus – supermarket of style. ● 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"> ● Examples of sub-cultures that do still have distinctive styles; e.g. Goths; EMOs ● The ignoring of the vast majority of “ordinary youth” who do not belong to sub-cultures (McRobbie) – too much focus on sub-cultures. ● There are still clear sub-cultures based on ethnicity, gender , class. ● The persistence of spectacular subcultures e.g. punks ● Any other relevant response
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9	*	<p>Assess the view that the reasons why young people are deviant are related to their identity of being working class.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</p>	24	<p>AO1: Knowledge and understanding: The following may be used: The view that they are related to conflict and control:</p> <ul style="list-style-type: none"> • Functionalist view of deviant working class subcultures as a reaction to the norms and values of wider society – A Cohen, Cloward & Ohlin. • Functionalist view of deviant working class subcultures acting as an independent working class/ underclass culture – Miller; Murray. • Contemporary examples of deviant behaviour – e.g. gang culture – linked to so-called working class “values”. • Neo-Marxist view – being working class leads to deviance as an expression of resistance and rebellion (e.g. P. Cohen; Hebdige; Brake). • Interactionist views (could also be used as evaluation) – labelling of being “working class” leads to deviance (e.g. Chambliss, Cicourel). • 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"> • Accept any specific criticism of the theories stated above. • Young people are deviant as a result of their gender, not class – e.g. it’s masculinity that causes deviance (e.g. Messerschmidt – males are socialised into a hegemonic value system and masculine goals which can align with criminality; e.g. The need for reputation; having power authority and control over others.)
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				<ul style="list-style-type: none"> • Young people are deviant as a result of ethnicity – resistance against racism (e.g. Gilroy); Cashmore – uses Merton’s ideas of strain but applies to young African-Caribbean’s in Britain; Sewell – triple quandary theory. • The postmodern view that deviance is not related to class; instead it’s related to the pleasure of thrill of risk taking (Katz, Lyng) • Any other relevant response.
10	*	<p>OPTION 3 – Media</p> <p>Outline two ways in which old people are represented in the media</p> <p>PLEASE REFER TO APPENDIX 1 (for generic markscheme)</p>	12	<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"> • Landis – one dimensional stereotypes of older people. • Cuddy and Fiske – under representation on TV of older people • Milner, Van Norman and Milner -absence in the media of a balanced view of ageing. • Carrigan and Szmigin – effects of the ‘grey pound’. • Biggs – both change and continuity. • Featherstone and Hepworth – changing representations • Any other relevant point. <p>AO2: Application</p> <p><i>The selected knowledge should be directly related to the specific question.</i></p>
11	*	<p>Explain and briefly evaluate the feminist view that representations of gender in the media disadvantage females.</p> <p>PLEASE REFER TO APPENDIX 2 (for generic markscheme)</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"> • Liberal feminism – media content analyses show that sex-role stereotyping remains a major feature of TV programmes which is suffering from a cultural lag. (Van Zoonen) • Portrayal of gender in adverts promotes a “beauty myth” (Wolf)

				<ul style="list-style-type: none"> • McRobbie – the influence of magazines on girls and young women. • Ferguson – the cult of femininity. • Radical feminism – patriarchal ideology - the “male gaze” (Mulvey) • Tuchman – symbolic annihilation • Hall – music videos and objectification of women • Becker Images on communities in Fiji – effect of media on women’s body image • Cosmeticisation Itzin – effects on body image of older women • 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"> • Acknowledge evaluation of different strands of feminism as critiques. E.g. Laufen increase of females in media production changing the representations and thus effects • Studies that show changing representations of women showing the effects are lessening (e.g. Glascock) • Postmodernism – treats all females as passive victims; females use the media in a variety of ways. • Pluralist argument of supply and demand (e.g. Ferguson interviews with editors) • Any other relevant response
12	*	Assess the view that the media amplifies deviance	24	AO1: Knowledge and understanding

		<p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</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"> ● Accept the explanation of stages of a moral panic with reference to the intrinsic role of the media in exaggerating and amplifying deviance. ● Wilkins – deviance amplification spiral ● S. Cohen – mods and rockers - headlines in the media. ● Moral entrepreneurs ● Fawbert – hoodies moral panic and the role of the tabloid press. ● Goode and Ben Yehuda – stages of a moral panic. ● Muncie – selective reporting by the media can generate crime waves. ● Examples of moral panics and the role of the media. ● Direct models of media effect as linked to increasing deviance; e.g. hypodermic syringe model – desensitisation when consuming violent images in the media. ● Imitation / copycat violence ● 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"> ● A panic starts when the general public become anxious; media are simply expressing a more widespread concern. This could be linked to functionalism (consensus over decline of moral values) or Pluralism (audience in control). Contemporary examples could be used to illustrate this: e.g. Knife crime.
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				<ul style="list-style-type: none"> • The Neo-Marxist view - the ruling class deliberately create moral panics and therefore moral panics are created by the media but wouldn't exist in a communist society as there would be no need to "fool" the masses. • Postmodern view – media saturation; moral panics have lost their ability to panic. Reference could be made to "fake news" – news itself is losing it's ability to shock and panic. Contemporary examples could refer to the "Momo" – the story of the puppet dispensing advice on self-harm, that was actually fake. • Media as a cathartic effect – Fesbach. • Other models may be used i.e. no the media does not amplify deviance – uses and gratifications model – Zillman/ McQuail – we use the media for our own purposes so it reflects our choices and needs. Thus any deviance begins with its audience and media reflects that. • Pluralist views – the media responds to its audience working on a supply and demand basis. Thus the media is not in control of society's behaviour. The audience has control of the media (ratings etc) • Other socialisation agencies / social control agencies cause deviance not the media • Any other relevant response.
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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 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	The candidate demonstrates an excellent knowledge and understanding of a range 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. The material is generally accurate but underdeveloped. Responses may lack precise sociological knowledge. 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 limited evidence. <i>Typically there will one underdeveloped and one undeveloped 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 and lacks clarity but does have vague representations of the topic area. 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 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 or two underdeveloped points. The candidate may reach a critical and reasoned conclusion.
3	3	The candidate demonstrates a good ability to analyse and evaluate sociological material. There is an analysis and evaluation point but this may be underdeveloped. The candidate may reach a critical but brief conclusion.
2	2	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation point is likely to be anecdotal with little supporting sociological evidence or undeveloped. If present, the conclusion is likely to be summative.
1	1	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present or assertive in tone. There is unlikely to be a conclusion.
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	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; which is well developed and substantiated. 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>
3	5–6	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. 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>
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 and contain some inaccuracies / confusion. 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 limited evidence. <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 knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. 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>
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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