

GCE

Sociology

Unit **H580/01**: Socialisation, Culture and Identity

Advanced Subsidiary GCE

Mark Scheme for June 2017

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

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

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Annotations

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
IRRL	Tendency towards common sense (level 1)
BP	Blank Page

Question	Answer	Marks	Guidance
1	<p>Explain, using examples, the concept of popular culture.</p> <p>AO1: Knowledge and understanding 2 marks The definition of the concept is fully accurate and understood. 1 mark The definition of the concept is partially understood.</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.</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>	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 may include reference to the activities enjoyed by the masses, or the vast majority of ordinary people. • A "dumbed down" version of culture. <p>AO2: Application <i>The selected knowledge/examples should be directly related to the specific question.</i></p> <p>Award 1 mark for each example and 1 additional mark for relevant explanation.</p> <p>Examples and explanations may include:</p> <ul style="list-style-type: none"> • Mass produced entertainment, such as Hollywood films, soap operas and popular music. • Watching sports such as football where traditionally seen as part of popular culture. • Popular / reality or manufactured TV such as the X factor • Popular leisure activities, such as shopping. • Use of social media as a leisure activity. • Links with Americanisation of culture e.g. McDonalds. • Celebrity culture. • Reference may be made to the domination of mass produced entertainment e.g. through cinema. • Contrasts may be made with high culture. • Studies such as Leavis, Strinati. • Reference may be made to Postmodernism.

Question	Answer	Marks	Guidance
	<p>0 marks No relevant application.</p>		
2	<p>Using Sources A and B and your wider sociological knowledge, explain the concept of cultural hybridity.</p> <p>AO1: Knowledge and understanding Level 4: 4 marks The candidate demonstrates an excellent knowledge and understanding of the concept 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.</p> <p>Level 3: 3 marks The candidate demonstrates a good knowledge and understanding of the concept 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.</p> <p>Level 2: 2 marks The candidate demonstrates a basic knowledge and understanding of the concept. 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.</p> <p>Level 1: 1 mark The candidate demonstrates a limited knowledge and understanding of the concept. Very little relevant sociological material is presented; the response contains considerable</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"> • Definitions may refer to the merging or fusion of two or more cultures and the creation of new ones. • Examples from the contemporary UK may be given; For example, BRASIAN, BLASIAN, "White Wannabes" (Nayak) • Relevant studies of cultural hybridity, including: Butler, Song, Francis & Archer, Modood, Burdsey, Nayak, Gill, Back, Johal, Baines, Ballard. • Links between globalisation and the development of cultural hybridity. • Examples may include Skinheads (Hall & Jefferson; Clarke; Hebdige), – influence of Reggae; • Reference to postmodernism. <p>AO2: Application Reference to sources A and B:</p> <ul style="list-style-type: none"> • Reference from Source A may include cultural hybridity as demonstrated by the young child - traditional Asian mother yet demonstrating British identity (union jack) and western/American identity (clothing/fashion). • Reference to Source A may also include multiculturalism (in a crowd) • Reference from Source B may focus on the relationships between cultural hybridity and globalisation / global influences, examples of music and fashion, examples from second / third

Question	Answer	Marks	Guidance
	<p>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.</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. The candidate has explicitly applied material from both of the sources and from elsewhere in a developed way.</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. The candidate may have applied some material from only one of the sources and elsewhere or material from both sources in an underdeveloped way.</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 candidate has either made use of material from only one source or from elsewhere, or where both sources are referred to, the application is basic.</p> <p>Level 1: 1–2 marks Candidates show a limited ability to apply sociological</p>		<p>generation immigrants.</p> <ul style="list-style-type: none"> Any other relevant point. <p>AO2: Application</p> <ul style="list-style-type: none"> <i>The answer must refer to both sources to get into the top level, as well as relevant application of wider sociological knowledge.</i>

Question	Answer	Marks	Guidance
	<p>evidence. The answer has marginal relevance.</p> <p>0 marks No relevant application.</p>		
3	<p>* Outline and briefly evaluate the view that national identities are becoming less significant in a globalised world.</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.</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.</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.</p> <p>Level 1: 1–2 marks</p>	20	<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"> • The influence of Europe and America in eroding British national identity (Sadar) • Kumar and the making of English national identity. • The removal of national boundaries due to global digital communication • McLuhan and the global village. • Waters – the influence of globalisation • Cultural homogenisation and cultural hybridity (Stuart Hall) • Hybrid identities replacing national identities e.g. Brasian etc. • Neighbourhood nationalism (Les Back) • Code switching / white mask (Modood; Brah/ Burdsey) • Theories such as Postmodernism. • Any other relevant point.

Question	Answer	Marks	Guidance
	<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 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.</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 national identities are becoming less significant in a globalised world.</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>AO2: Application <i>The selected knowledge should be directly related to the specific question - whether national identities are becoming less significant in a globalised world</i></p>

Question	Answer	Marks	Guidance
	<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, 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. There is unlikely to be a conclusion.</p> <p>0 marks No relevant sociological evaluation or analysis</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"> • The re-emergence of national identities within the UK and a redefining of Britishness. Increasing identification of people as "English", "Scottish" or "Welsh". • Kate Fox and watching the English. • Devolution strengthening national cultures (e.g. Scottish parliament; Welsh assembly). • Cultural defence / cultural resistance (Stuart Hall). • Contemporary examples regarding the "strength" of national identity e.g. in response to terrorist attacks; the introduction of British citizenship tests; the promotion of British values in schools and colleges. • Reference may be made to Anderson (imagined community), Schudson (socialisation into national identities) and Garner (white British identities). • Theoretical evaluation e.g. Functionalism and New Right (shared values such as nationalism). • Any other relevant point of evaluation
4	<p>* OPTION 1 – Families and relationships</p> <p>Outline two ways in which families are diverse in terms of ethnicity. Illustrate your answer with examples.</p> <p>PLEASE REFER TO APPENDIX 1</p>		<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"> • Variations / examples according to family structure e.g. size, family type, marriage, divorce, cohabitation.

Question		Answer	Marks	Guidance
				<ul style="list-style-type: none"> • Variations according to roles in the family e.g. role of women in the family, role of women in the labour market, conjugal roles, role of children, socialisation. • Reference to variations according to particular ethnic groups. • Concepts such as multicultural families, arranged marriages, feminisation of labour market, patriarchy, secularisation, individualism. • Reference to evidence from Social Trends / General Household surveys, Labour Force Surveys, Policy Studies Institute (PSI) reports. • Relevant theories: feminism, postmodernism • Relevant studies: Modood, Ballard (South Asian families) Bhatti (Asian children at home)Singh, Bose, Berthoud & Beishon (PSI studies), Archer & Francis (Chinese Asian families), Driver, Barrow, Chamberlain (West Indian families in Britain), Dench, Gavron and Young (the new Bethnal Green study - Bangladeshi families), Rappoport and Rappoport (cultural and regional diversity). • Explanations may refer to cultural differences, role of religion, gender role socialisation, diversity and choice, individualism, changing role of women in society, employment patterns. • Any other relevant point. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>
5	*	Explain and briefly evaluate the view that changes in the divorce rate are the consequence of changes in the law.	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>

Question	Answer	Marks	Guidance
	<p>PLEASE REFER TO APPENDIX 2</p>		<ul style="list-style-type: none"> • Knowledge and understanding of key divorce legislation over time and the impact on divorce rates: <ul style="list-style-type: none"> ○ 1857 Matrimonial Causes Act- introduced divorce with grounds for divorce needed ○ 1923 – Grounds for divorce equalised between men and women. ○ 1949 Act – Legal Aid and advice act. ○ 1969 Divorce Law Reform Act- no fault divorce. ○ 1984 Divorce Act- reduced time to petition for divorce from 3 to 1 years. ○ 1996 Family Law Act-increased time to 18 months/ period of reflection and counselling. ○ 2011 Practice Direction 3A- mediation. • Knowledge and understanding of wider legislative changes that may have impacted on divorce rates, such as equal pay act, sex discrimination act, laws relating to domestic violence / marital rape. • Allow answers which focus on the overall increasing divorce rate and/ or the more recent decline in divorce rates. • 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>

Question		Answer	Marks	Guidance
				<ul style="list-style-type: none"> • Other factors which may be responsible for changes in the divorce rate: <ul style="list-style-type: none"> ○ Changing social attitudes and declining stigma (e.g. Allan and Crow, Mitchell & Goody). ○ Secularisation (Evidence from the Census data). ○ Higher value placed on marriage (functionalist view - Fletcher). ○ Changes in the position of women (Feminist view). ○ Postmodernism and individual choice.
6	*	<p>Assess the view that the nuclear family benefits capitalism.</p> <p>PLEASE REFER TO APPENDIX 3</p>	24	<p>AO1: Knowledge and understanding The following list is indicative of possible aspects of Marxist theory which relate to how the family benefits capitalism:</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). • 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: For example, Benston, Ansley, Rowbottom. • Relevant concepts include: dark side of family life, exploitation, oppression, reproduction of labour power, ideological conditioning (Althusser). • Any other relevant response <p>AO2: Application <i>The selected knowledge should be directly related to the specific</i></p>

Question		Answer	Marks	Guidance
				<p><i>question.</i></p> <p>AO3: Analysis and Evaluation A common evaluative strategy may be the engagement of other theories which are in contrast to Marxism, such as:</p> <ul style="list-style-type: none"> • The functionalist view that the nuclear family benefits all and not just capitalism. • The New Right view that the nuclear families prevent social problems. • The radical feminist view that the family supports patriarchy not capitalism. • The liberal feminist view citing improvements in the position of women. • The postmodern view which questions the dominance of the nuclear family in a diverse society. • Any other relevant response
7	*	<p>OPTION 2 – Youth subcultures</p> <p>Outline two ways in which subcultures are related to social class. Illustrate your answer with examples.</p> <p>PLEASE REFER TO APPENDIX 1</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"> • Responses may refer to 'spectacular subcultures' as examples of the relationships between subcultures and social class. • Responses may refer to working class subcultures developing as a means of resistance to the capitalist system and against their social deprivation. • Subcultures as an exaggerated expression of working class masculinity (e.g. Clarke's study of skinheads). • Subcultures relates to increased affluence of the working class youth (e.g. Jefferson's study of the Teddy Boys) • Youth subcultures as a form of class resistance (e.g. Hebdige's study of the mods; P. Cohen's study of Skinheads). • Working class resistance against mainstream media (e.g.

Question	Answer	Marks	Guidance
			<p>Hebdige study of Punks).</p> <ul style="list-style-type: none"> • Anti- school subcultures linked to social class (e.g. Willis). • Any other relevant point <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>
8	<p>Explain and briefly evaluate the view that moral panics in the media cause an increase in youth deviance.</p> <p>PLEASE REFER TO APPENDIX 2</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"> • Examples of moral panics in the media (e.g. Cohen's study of the mods and rockers; Fawbert's study of 'hoodies', Brown's study of 'rave culture'), Islamaphobia (Alexander), Thornton's study of rave culture moral panic. • Goode and Ben-Yehuda's 5 elements of a moral panic. • Hall - Policing the crisis (mugging moral panic). • Explanation of how a moral panic develops and the role of the media in this; <ul style="list-style-type: none"> ○ Concepts such as: deviance amplification, deviancy amplification spiral (Wilkins), identification of a subversive minority, folk devils. • Interactionism – labelling; self-fulfilling prophecy; master status deviant career (Becker). • Any other relevant response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>

Question	Answer	Marks	Guidance
			<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's criticism of moral panics losing their ability to panic (postmodern view). • The role of the police and other agencies of social control in the creation of moral panics (e.g. Young's study of 'hippies' in Notting Hill). • It's not the media that causes deviance; it's police labelling / poor socialisation / sub culture or any other agent of social control; formal or informal etc. • The media can have positive effects and reduce deviance e.g. catharsis; sensitising / moral boundaries (Durkheimian view point - reinforcing acceptable boundaries). • The Pluralist view that moral panics occur because the media is reflecting the values and concerns of their audience. • Lea and young – it's not moral panics that cause an increase in youth deviance; it's inequality/relative deprivation. • Any other relevant response
9	<p>Assess the view that young people participate in deviant subcultures as a reaction to their lack of status in the wider society.</p> <p>PLEASE REFER TO APPENDIX 3</p>	24	<p>AO1: Knowledge and understanding The following may be used as knowledge or evaluatively.</p> <ul style="list-style-type: none"> • Functionalist views • A. Cohen - status frustration • Cloward & Ohlin - illegitimate opportunity structures • Murray - the underclass and lack of status due to lack of father role model and welfare dependency • Lack of status due to racism / labelling • Lack of status due to crisis of masculinity

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • Lack of status due to deprivation / marginalisation (Lea & Young). • Neo-Marxist view – lack of status from poor position in capitalist society (leading to resistance / rebellion); Willis-working class boys confirming their low status. • 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"> • Evaluation from within functionalism - subcultures are independent, not reactive (e.g. Miller - focal concerns) • Marxist critique - subcultures are about resisting and rebelling against capitalism • Interactionist critique - subcultures develop as a response to labelling. • Right Wing critique – e.g. Youth deviance is not due to lack of status, it’s a rational choice made by young people (Clarke) / lack of control (Hirschi) • Any other relevant response
10	<p>OPTION 3 – Media</p> <p>Outline two ways in which the media affects its audiences in an indirect way. Illustrate your answer with examples.</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"> • The two-step flow model • Cultural effects theories

Question	Answer	Marks	Guidance
	PLEASE REFER TO APPENDIX 1		<ul style="list-style-type: none"> • Cultural homogeneity • Cultivation theory • Drip drip theory • Neo-Marxist view of indirect effects • Feminist view of indirect theories • Interpretivist view of indirect theories • Any other relevant point. <p>Accept responses which focus on the media audience and the way in which the audience receives media messages in a non-uniform / indirect way:</p> <p>AO2: Application <i>The selected knowledge should be directly related to the specific question. Responses which focus on active audiences must make explicit links to how this reflects the way that media effects are indirect.</i></p>
11	<p>* Explain and briefly evaluate the view that media representations of femininity are still based on traditional stereotypes.</p> <p>PLEASE REFER TO APPENDIX 2</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"> • women remain largely invisible in the media (e.g. Fawcett society research). • Invisibility of women in mainstream news coverage • Portrayal of traditional ideas of femininity e.g. as wives and housewives. (e.g. J Butler). • Demonisation of women in the media / double deviance • Continued sexual objectification of women • Relevant studies / theories may include: • Tuchman - symbolic annihilation of women • Ferguson - cult of femininity

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • McRobbie - slim blondness • Feminism agrees with the view in the question • Mulvey – male gaze • Knight – transgressive roles are still under a sexualised male gaze e.g. Lara Croft. • Gaunlett –Some traditional representations still exist • Gilll – gender and stereotypes, women in passive roles • 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"> • Evidence of increasing number of positive female role models (Glascock; Meyers). • Transgressive female roles (Westwood) • Changing portrayal of women in adverts (Westwood) • Shift away from traditional gender roles in representations e.g. in films – fantastic four, (Gauntlett). • Ferguson’s editors : we give women what they request in their letters to us, we are not stereotyping we are addressing demand . • Link to theory - postmodernists and pluralists would argue that representation is not based on traditional stereotypes. • Any other relevant response

Question	Answer	Marks	Guidance
12 *	<p>Assess the pluralist view that that the media reflects a diverse range of interests and views.</p> <p>PLEASE REFER TO APPENDIX 3</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"> • Diversity and choice • Supply and demand • Media professionals (professional values) • The media as the fourth estate of democracy • Contemporary examples of diversity of media representations of social groups. • Media effects models which support pluralist theory – indirect media effects. E.g. two-step flow; uses and gratifications, active audience approach. • Links with Postmodern theory. • 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"> • Marxist critique • Neo-Marxist critique (e.g. Hall) • Feminist critique • 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	<p>The candidate demonstrates an excellent knowledge and understanding of a range of 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.</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. There is some sociological material but it is likely to be underdeveloped for both ways or the response is likely to be uneven.</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.</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 basic evidence.</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.</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.</p>
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 of 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.</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.</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.</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.</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.
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.
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.
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.
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.</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.</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.</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.</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.
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.
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.
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.
0		No relevant analysis or evaluation.

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