

**GCE**

**Sociology**

Unit **H180/01**: 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.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
<b>KU</b>	Knowledge and Understanding: studies, theories, policies, methods
<b>CON</b>	Sociological evidence / concepts / theory
<b>DEV</b>	Developed Point: fully explained in a relevant way
<b>^</b>	Underdeveloped: Partially explained, but requiring more depth
<b>EG</b>	Example
<b>APP</b>	Application / interpretation.
<b>EVAL</b>	Evaluation
<b>J</b>	Juxtaposition of theories / ideas without direct evaluation / analysis
<b>U</b>	Unsubstantiated / undeveloped / implicit: accurate without explanation / support
<b>?</b>	Unclear / confused / lacks sense not creditable
<b>REP</b>	Repetition
<b>⋮</b>	Irrelevant - not focused on question set

Answer	Mark	Guidance
<b>Section A</b>		
<p><b>1. Define the concept of subculture</b></p> <p><b>AO1 Knowledge and Understanding</b></p> <p><b>Level 4: 4 marks</b> Excellent knowledge and understanding of the concept of subculture. There will be an accurate definition (core meaning) and will demonstrate a fully developed explanation. Candidates may use examples to illustrate understanding of definition.</p> <p><b>Level 3: 3 marks</b> Good knowledge and understanding is displayed. There will be an accurate definition (core meaning) but the explanation may be underdeveloped.</p> <p><b>Level 2: 2 marks</b> Basic knowledge and understanding. There will be no accurate definition (core meaning) and the answer may rely totally on examples. Alternatively, there may be a core meaning with no further development. Or both the definition and development may be partial.</p> <p><b>Level 1: 1 mark</b> Limited knowledge which is likely to be very confused.</p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p>	<p><b>4</b></p>	<p>Definitions may refer to the following:</p> <ul style="list-style-type: none"> <li>• A minority part of the majority culture.</li> <li>• A culture within a culture.</li> <li>• Committed to the wider society, but with distinctive norms and values which distinguish them.</li> <li>• A reflection of a culturally diverse society.</li> </ul> <p>Examples may refer to the following:</p> <ul style="list-style-type: none"> <li>• Deviant subcultures (e.g. gangs)</li> <li>• School based subcultures, e.g. Anti-school "lads" (e.g. Mac an Ghail, Willis)</li> <li>• Leisure subcultures (e.g. Skaters)</li> <li>• Youth Subcultures (e.g. Goths, punks, skinheads)</li> <li>• Religious subcultures (e.g. scientologists).</li> <li>• Other relevant examples</li> </ul>

	Answer	Mark	Guidance
2	<p><b>With reference to the source, identify and briefly explain two cultural characteristics of working class identity</b></p> <p><b>AO1 Knowledge and Understanding</b></p> <p><b>2 marks</b> Candidates correctly identify 2 cultural characteristics.</p> <p><b>1 mark</b> Candidates correctly identify only 1 cultural characteristic.</p> <p><b>AO2 Application</b></p> <p><b>Level 4: 4 marks</b> The response interprets two accurate characteristics and applies them to working class identity in a developed way. There will be developed reference to the source for both of the characteristics.</p> <p><b>Level 3: 3 marks</b> The response interprets two accurate characteristics and applies them both to working class identity and the source. The response will be uneven with one characteristic fully developed and the other less developed.</p> <p><b>Level 2: 2 marks</b> The response may only interpret one accurate characteristic and applies it to working class identity and the source in a developed way or two characteristics are applied in an undeveloped way.</p> <p><b>Level 1: 1 mark</b> Only one characteristic is applied to the source in an undeveloped way.</p>	6	<p>Cultural characteristics refer to the norms and values of, in this case, being working class</p> <p><i>Responses may include the following:</i></p> <ul style="list-style-type: none"> <li>• A strong sense of community</li> <li>• A strong sense of political and social difference (i.e. "us" versus "them")</li> <li>• A sense of collectivism gained through industrial work (Trade unionism).</li> <li>• Traditional views on gender roles.</li> <li>• A concern with hegemonic masculinity</li> <li>• Extended family support</li> <li>• Concern with fatalism</li> <li>• Concern with immediate gratification</li> </ul> <p><i>Responses may include references to the new working class:</i></p> <ul style="list-style-type: none"> <li>• more individualistic, home-owning, privatised, and consumer orientated.</li> <li>• men may be experiencing a "crisis of masculinity".</li> </ul> <p><i>Application of source:</i> Cultural characteristics of the working class:</p> <ul style="list-style-type: none"> <li>• Manual / industrial work (work men high vis jackets)</li> <li>• Leisure time "at the pub"</li> <li>• Traditional masculinity and public spaces</li> <li>• Separation of work and leisure time.</li> <li>• Comprehensive Education (Opposite of 'Eton' photograph)</li> <li>• Norms and values found in family, education, peer group or leisure.</li> </ul>

	<p><b>0 marks</b> No relevant interpretation or application.</p>		
	<p><b>Answer</b></p>	<p><b>Mark</b></p>	<p><b>Guidance</b></p>
<p><b>3</b></p>	<p><b>Using the source and your wider sociological knowledge, explain how individuals are socialised into upper class identities</b></p> <p><b>AO1 Knowledge and Understanding</b> <b>Level 4: 4 marks</b> Candidates display an excellent knowledge and understanding of how individuals are socialised into upper class identities. The answer will be wide ranging, detailed, accurate and conceptual</p> <p><b>Level 3: 3 marks</b> Candidates display good knowledge and understanding. The answer may be underdeveloped and superficial, or detailed but narrow.</p> <p><b>Level 2: 2 marks</b> Candidates display basic knowledge and understanding of how individuals are socialised into upper class identities. Typically answers will be undeveloped, unsubstantiated, partial and confused.</p> <p><b>Level 1: 1 mark</b> Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense.</p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p>	<p><b>8</b></p> <p>4 A01 1a/b</p>	<p>The following ideas may be discussed:</p> <ul style="list-style-type: none"> <li>• The family (intermarriage, Passing on of social / cultural capital)</li> <li>• Education (private education promoting upper class values)</li> <li>• Peer group (Old boy network)</li> <li>• Media (representation of ruling class influencing class identity)</li> </ul> <p>Relevant studies and theories:</p> <ul style="list-style-type: none"> <li>• John Scott (inter marriage and social closure)</li> <li>• Debra Roker (girls private schools)</li> <li>• Mackintosh and Mooney (Culture of privilege based on inherited wealth and extended family networks)</li> <li>• Chapman (Superiority over other social classes through old boys' networks in education and work)</li> <li>• Bourdieu (family passing on cultural and social capital)</li> </ul> <p>Source may be discussed in the following way:</p> <ul style="list-style-type: none"> <li>• Elite education</li> <li>• Old school tie network / peer group</li> <li>• Social / cultural capital associated with private education</li> </ul>

	<p><b>AO2 Application</b> <b>Level 4: 4 marks</b> Candidates display an excellent ability to apply evidence from the source and wider sociological knowledge to this question, focusing specifically on upper class identities, in a developed way.</p> <p><b>Level 3: 3 marks</b> Candidates show a good ability to apply evidence from the source and their wider sociological knowledge to this question. The response will interpret evidence explicitly from the source but the link to upper class identities may be less frequent (narrow) and/or underdeveloped.</p> <p><b>Level 2: 2 marks</b> 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 and be undeveloped (paying lip service).</p> <p><b>Level 1: 1 mark</b> 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.</p> <p><b>0 marks</b> No relevant application.</p>		
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	Answer	Mark	Guidance
4.	<p><b>Outline and briefly evaluate the view that social class is no longer an important part of an individual's identity.</b></p> <p><b>AO1 Knowledge and Understanding</b>  <b>Level 4: 4 marks</b>  Candidates display good knowledge and understanding. There will be wide ranging, detailed, explicit and frequent use of sociological concepts and evidence.</p> <p><b>Level 3: 3 marks</b>  Candidates will display some knowledge and understanding. Responses will be wide ranging <b>or</b> detailed (one fully developed point with evidence). There will be some use of sociological concepts / evidence but it may be underdeveloped.</p> <p><b>Level 2: 2 marks</b>  Candidates show a basic knowledge and understanding. Knowledge will be narrow, but will have some coherence or responses may be undeveloped and partial. Responses may be generalised.</p> <p><b>Level 1: 1 mark</b>  Candidates display a limited knowledge and understanding. There may be one or two ideas and these may be confused in places.</p> <p><b>0 marks</b>  No relevant sociological knowledge or understanding.</p>	<p><b>12</b></p> <p>4xA01</p>	<p>Evidence in support of the view:</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Postmodern view - our identities are defined by consumption and not production. Consumption not linked to social class (Pakulski and Walters).</li> <li>• Polhemus idea that identity is a supermarket of style</li> <li>• Maffesoli's idea that identity is fluid like neo-tribes</li> <li>• Offe - no longer a common experience of work uniting groups of people into 'classes'.</li> <li>• New Right view - we live in a 'classless society' / meritocracy where class does not matter; levelling out. (e.g. Saunders)</li> <li>• New consumption cleavages cut across class lines (e.g. Crewe - voting behaviour; home ownership).</li> <li>• Savage - weak social class self-identification</li> <li>• Alternative identities being more important e.g. Gender, ethnicity or age</li> </ul> <p>Evidence against the view:</p> <ul style="list-style-type: none"> <li>• Marxist view of the significance of social class.</li> <li>• Marshall - survey evidence of strong self identification with a social class.</li> <li>• Evidence of continuing class inequalities / limited social mobility.</li> </ul>

<p><b>AO2: Application</b> <b>Level 4: 4 marks</b> Candidates display an excellent ability to apply relevant sociological material to the question. The material is consistently related to the question.</p> <p><b>Level 3:3 marks</b> 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.</p> <p><b>Level 2: 2 marks</b> Candidates display a basic ability to apply relevant sociological material to the question. The response may be partially relevant.</p> <p><b>Level1: 1 mark</b> There will be a limited ability to apply sociological material to the question. Responses are likely to be marginally relevant.</p> <p><b>0 marks</b> No relevant application.</p>		
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<p><b>AO3 Analysis and Evaluation</b></p> <p><b>Level 4: 4 marks</b>                  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.</p> <p><b>Level 3: 3 marks</b>                  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, or evaluation will be narrow but detailed (one fully developed evaluation point with evidence).</p> <p><b>Level 2: 2 marks</b>                  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. They may evaluate through juxtaposition only.</p> <p><b>Level 1: 1 mark</b>                  Candidates display a limited ability to analyse and evaluate the view. Typically, the response will be minimal and/or tangential to the question.</p> <p><b>0 marks</b></p>		
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	Answer	Mark	Guidance
<b>SECTION B: OPTION 1 – Families and Relationships</b>			
5	<p><b>Define and explain the concept reconstituted families</b></p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	5	<p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Families that comprises of divorced or widowed parents who have remarried and children from the previous marriage or cohabitation.</li> <li>• Step families or blended families</li> <li>• Reference to statistics and / or trends; The number of such families has increased significantly in the last decade because of divorce</li> <li>• Grant - most reconstituted families have a step-father rather than step-mother</li> <li>• Diversity amongst reconstituted families.</li> </ul>
6	<p><b>Identify and briefly explain two reasons for trends in divorce</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	8	<p>The main trends are:</p> <ul style="list-style-type: none"> <li>• historical increase in divorce (from 1960s to 1993)</li> <li>• A steady decline in number of divorces since 1993.</li> </ul> <p>The main reasons for the long term increase are:</p> <ul style="list-style-type: none"> <li>• Changing legislation e.g Divorce Reform Act</li> <li>• Changing social attitudes</li> <li>• Secularisation</li> <li>• Functionalist based explanations (isolation of nuclear family; higher expectations placed on marriage - Fletcher)</li> <li>• Individualisation and reflexivity (Beck; Beck-Gernsheim)</li> <li>• Changing position of women.</li> </ul> <p>The main reasons for the more recent decline in divorces:</p> <ul style="list-style-type: none"> <li>• Declining number of marriages</li> <li>• People waiting longer to marry (increased average age of marriage)</li> <li>• Increased cohabitation as a trial to marriage.</li> </ul>

7	<p><b>Explain how some sociologists argue that the nuclear family continues to be dominant.</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	12	<ul style="list-style-type: none"> <li>• The neo-conventional family (Chester)</li> <li>• The universality of the nuclear family (Murdock)</li> <li>• The dominance of the nuclear family model in social policy (Familistic Gender regimes: Eileen Drew)</li> <li>• The ideology of the nuclear family (familial ideology / cereal packet family)</li> <li>• Social trends / statistics: E.g. most people live in a household headed by a married couple</li> <li>• The symmetrical family (Willmott and Young)</li> </ul> <p>References maybe made to:</p> <ul style="list-style-type: none"> <li>• New Right views</li> <li>• Functionalist views</li> <li>• Feminist views</li> </ul>
8	<p><b>Evaluate the view that there is a dark side to family life.</b></p> <p><b>PLEASE REFER TO APPENDIX 4</b></p>	20	<p>The "dark side" of family life is a concept usually associated with the feminist view that families can be the source of domestic violence. It can also refer to tension between parents and children. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Evidence of the extent of domestic violence (e.g. from the British Crime Survey / crime survey for England &amp; Wales)</li> <li>• Studies which evidence the nature of domestic violence (e.g. Coleman, Mirrlees-Black, Dobash and Dobash, Stanko)</li> <li>• The radical feminist view that domestic violence is an expression of patriarchy (Millett, Firestone)</li> <li>• Wilkinson - domestic violence as a consequence of inequality.</li> <li>• Ansley – safety valve (Marxist feminist)</li> <li>• Critical theories - e.g. Leach and Laing.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• The functionalist view (the family as a safe haven)</li> <li>• The New Right view (benefits of the nuclear family)</li> <li>• The Liberal feminist view (improvements such as changing laws around domestic violence and protecting vulnerable individuals)</li> <li>• The postmodern view (family diversity)</li> <li>• Legal changes – e.g. Marital rape outlawed 1991 UK</li> </ul>

Answer/Indicative content	Mark	Guidance
<b>SECTION B: OPTION 2 – Youth subcultures</b>		
<p><b>9</b> Define and briefly explain the concept of 'youth culture'</p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	<b>5</b>	<p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• the norms and values associated with being young.</li> <li>• Youth as a socially constructed concept</li> <li>• Concepts such as "tweenagers"</li> <li>• Functionalist ideas by Parsons and Eisenstadt about youth being a bridge between childhood and adulthood/rite of passage/safety valve</li> <li>• Studies, such as Muncie (youth as trouble) or P. Cohen (rebellious and resisting youth) or Thornton (ordinary youth)</li> <li>• Distinguishing features of youth (e.g. involvement in full time education; lack of responsibility; importance of peer group).</li> </ul> <p>Candidates may refer to specific examples of youth sub-cultures to illustrate the concept such as:</p> <ul style="list-style-type: none"> <li>• Teddy boys</li> <li>• Mods and Rockers</li> <li>• Skinheads</li> <li>• Punks.</li> </ul>
<p><b>10</b> Identify and briefly explain two patterns and / or trends of youth deviance related to ethnicity.</p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	<b>8</b>	<p>Responses may refer to two patterns/trends in crime which should still be credited the same</p> <p>Responses may include the following:</p> <p>Studies:</p> <ul style="list-style-type: none"> <li>• Holdaway – Canteen Culture</li> <li>• Hall – Policing the crisis</li> <li>• Van Dijk – prefix 'black' in media reporting</li> <li>• Sewell and Anti-school subcultures</li> </ul> <p>Patterns:</p> <ul style="list-style-type: none"> <li>• Most crime committed by white youths (as they make up the majority of the population) BUT</li> <li>• All ethnic minority groups are over-represented in every stage of the criminal justice system from stopping and searching, to sentencing and punishment.</li> </ul>

			<ul style="list-style-type: none"> <li>• Asian youth traditionally have a low offending rate compared to white and Black.</li> <li>• Over-representation of Black/Afro-Caribbean offending</li> <li>• Trends: Increasing crime rate of young Asians.</li> </ul>
11	<p><b>Explain why youth culture and subcultures are formed</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	12	<p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Functionalist view (focus on youth culture): <ul style="list-style-type: none"> <li>- youth as a transitional stage – Parsons</li> <li>- A solution to anomie and/or safety valve – Eisenstadt</li> <li>- A response to increased spending power -Abrams</li> </ul> </li> <li>• Marxist view (focus on youth subcultures): <ul style="list-style-type: none"> <li>- youth subcultures as resisting and rebelling – CCCS</li> <li>- Spectacular youth subcultures</li> </ul> </li> <li>• Feminist view: <ul style="list-style-type: none"> <li>- girls subcultures formed as a type of resistance (bedroom culture) - McRobbie and Garber.</li> </ul> </li> <li>• Cultural reasons <ul style="list-style-type: none"> <li>- Ethnicity - As a form of resistance to racism or negative labelling (Wright et al, Shain and the Asian Girls)</li> <li>- Gender - As an expression of masculinity/femininity (Kehily and Nayak, Willis, Blackman and the New Wave Girls)</li> <li>- Class – As a rejection of middle class values (Albert Cohen)</li> <li>- In response to education – pro/anti-school subcultures</li> <li>- As a form of deviance and having fun – Lyng and Edgework</li> </ul> </li> </ul>
12	<p><b>Evaluate the view that young, working class males are over-represented in crime statistics because they are labelled as deviant.</b></p> <p><b>PLEASE REFER TO APPENDIX 4</b></p>	20	<p>Responses may include the following:</p> <p>Theories:</p> <ul style="list-style-type: none"> <li>• Interactionism / labelling theory</li> </ul> <p>Studies / concepts:</p> <ul style="list-style-type: none"> <li>• Becker (labelling; self-fulfilling prophecy, deviant career; deviant subcultures; self-identity)</li> <li>• Lemert (primary and secondary deviance; societal reaction)</li> <li>• Young (labelling of hippies in Notting Hill)</li> </ul>

			<ul style="list-style-type: none"> <li>• Cicourel (negotiation of justice)</li> <li>• Moral panic studies (media labelling - e.g. S. Cohen Mods and Rockers, J. Fawbert Hoodies)</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Functionalism - young working class boys are over-represented in the statistics because they have deviant norms and values.</li> <li>• Marxism - young working class boys are over-represented in the statistics because they resist and rebel against capitalism.</li> <li>• Realism - young working class boys are over-represented in the statistics because they turn to crime due to marginalisation, social exclusion, relative deprivation.</li> <li>• Not over-represented – reflects reality</li> </ul>
<b>Answer</b>		<b>Mark</b>	<b>Guidance</b>
<b>SECTION B: OPTION 3 – Media</b>			
13	<p><b>Define and briefly explain the concept of ‘moral panic’</b></p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	5	<p>Moral panics refer to</p> <ul style="list-style-type: none"> <li>• the media over reaction to social groups which are seen as a threat to society.</li> </ul> <p>Reference may be made to Wilkins' deviancy amplification spiral which leads to a moral panic. Likely concepts include:</p> <ul style="list-style-type: none"> <li>• Folk devils</li> <li>• Deviance amplification</li> <li>• Application of News values</li> <li>• Stirring up public indignation</li> <li>• Identification of subversive minority</li> <li>• Links to the idea threats to the social order and a sign of moral decline</li> </ul> <p>Candidates may illustrate their answers with examples of moral panics such as the mods and rockers (Cohen) or Hoodies (Fawbert), or Hall's study of the mugging moral panic (Neo-Marxist).</p> <p>Other studies which may be included:</p> <ul style="list-style-type: none"> <li>• Goode and Ben-Yehuda</li> </ul>

			<ul style="list-style-type: none"> <li>• Furedi</li> </ul> <p>Candidates may refer to interactionist / labelling theory and/or Marxism (neo-Marxist).</p>
14	<p><b>Identify and explain two examples of stereotypical media representations of the working class</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	8	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Dodd &amp; Dodd - representations of traditional working class communities (e.g. in Coronation street and Eastenders)</li> <li>• Newman - the absence of working class from mainstream media</li> <li>• Devereaux - happy/deserving poor versus welfare dependents.</li> <li>• Jones - the deliberate portrayal of the working class in a negative way (Chavs)</li> <li>• Price poverty porn</li> </ul>
15	<p><b>Explain how representations of gender in the media are changing</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	12	<p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Increasing number of positive female roles in TV drama and films (Glascock; Mayers)</li> <li>• Increasing transgressive female roles (Westwood)</li> <li>• A change from passive females to active females in advertising (Gill)</li> <li>• Gender roles in the media becoming increasingly equal and non-stereotyped (Gauntlett)</li> <li>• The pluralist view that representations reflect society, so are changing as society becomes more gender equal</li> <li>• Changes in representations of males from Retributive Man to the New Man (Rutherford)</li> <li>• Changes in representations of gender neutral and transgender issues</li> </ul>

16	<p><b>Evaluate the view that the media affects its audience in a direct way.</b></p> <p><b>PLEASE REFER TO APPENDIX 4</b></p>	20	<ul style="list-style-type: none"> <li>• Candidates are expected to demonstrate knowledge and understanding of direct effects media models and may include the following:</li> <li>• Hypodermic syringe model</li> <li>• Magic bullet theory Packard</li> <li>• Studies/ experiments of the direct effects of consuming media violence (e.g. Bandura)</li> <li>• Imitation</li> <li>• Densensitisation</li> <li>• Sensitisation</li> <li>• Catharsis</li> <li>• Anderson - the effects of violent song lyrics</li> <li>• Hardcastle - song lyrics about drugs and alcohol</li> </ul> <p>In evaluation:</p> <ul style="list-style-type: none"> <li>• Criticisms of lab experiments such as Bandura's</li> <li>• The difficulties of making "cause and effect" statements (Gauntlett)</li> <li>• The complexity of reading/interpreting media messages (Gamson et al)</li> <li>• Other models of media effects could be used to criticise the direct models (e.g. two step flow; cultural effects theory)</li> </ul>
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## 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	Excellent knowledge and understanding.  At the top of this level there will be an accurate definition (core meaning) and a detailed/ fully developed explanation. At the bottom of the level the core meaning will be explicit but the explanation may be underdeveloped in parts. Candidates may use examples to illustrate understanding of the definition.
3	3	Good knowledge and understanding.  There will be an accurate definition (core meaning) but the explanation may be underdeveloped or narrow. Alternatively, the definition may be implicit through a range of developed wider knowledge and understanding.
2	2	Basic knowledge and understanding.  There will be no accurate definition (core meaning) and the answer may rely totally on undeveloped examples or one developed example. Alternatively, there may be a core meaning with no further development. Or both the definition and development may be partial.
1	1	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.
0		No relevant sociological knowledge or understanding.

## APPENDIX 2

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 10 and 14

**AO1: Knowledge and understanding (4 marks)**

Level	Marks	Generic Mark Scheme questions 6, 10 and 14
4	4	Candidates display an excellent knowledge and understanding of two types/ examples. The answer will contain a range of evidence and will be fully developed for both points.
3	3	Candidates display a good knowledge and understanding of two types/ examples. There will be some sociological evidence but typically it may be underdeveloped for both points or it is uneven (one point developed one point undeveloped).
2	2	Candidates display basic knowledge and understanding which will be lacking range and depth. Typically answers will be undeveloped, unsubstantiated, partial and confused. Alternatively, candidates may only explain one type/ example in a fully developed way.
1	1	Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area for both points or one undeveloped point.
0		No relevant sociological knowledge or understanding.

**AO2: Application (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 for both points or the response is uneven.
2	2	Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant. Or only one accurate way/example/type is selected and supported with evidence.
1	1	There will be a limited ability to apply knowledge to the question. Responses may be marginally relevant.
0		No relevant interpretation or application.

## APPENDIX 3

## GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 7, 11 and 13

**AO1: Knowledge and understanding (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 explanation given will be developed with a range of precise sociological evidence.
3	5-6	Candidates display a good knowledge and understanding which is either wide-ranging or detailed. There will be some explanation given but typically it may be underdeveloped or the response will be narrow.
2	3-4	Candidates display basic knowledge and understanding which will be lacking range and depth. Typically the explanation given will be undeveloped, unsubstantiated, partial and/ or confused.
1	1-2	Candidates display limited knowledge and understanding. Typically, there may only be vague representations of the topic area and a tendency towards common sense.
0		No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 7, 11 and 13
4	4	Candidates display an excellent ability to apply relevant sociological material. The material is consistently related to the question.
3	3	Candidates show a good ability to apply sociological material to this question. The material is generally relevant to the question, but may be implicit in parts. Alternatively, the selection of evidence is narrow but well applied.
2	2	Candidates show a basic ability to apply sociological material to the question. The response may be partially relevant.
1	1	There will be a limited ability to apply sociological material 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)**

<b>Level</b>	<b>Marks</b>	<b>Generic Mark Scheme questions 8, 12 and 16</b>
<b>4</b>	<b>5-6</b>	Candidates display an excellent knowledge and understanding of the view. There will be a range of relevant concepts and/or studies and/or theories which are accurately explained and developed.
<b>3</b>	<b>3-4</b>	Candidates display a good knowledge and understanding of the view. Knowledge is likely to be underdeveloped, and / or narrow.
<b>2</b>	<b>2</b>	Candidates display a basic knowledge and understanding of the view. Knowledge is likely to be lacking in range and depth, undeveloped, partial and / or unsubstantiated.
<b>1</b>	<b>1</b>	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.
<b>0</b>		No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 8, 12 and 16
4	4	Candidates display an excellent ability to apply relevant sociological material. The material is consistently related to the question.
3	3	Candidates show a good ability to apply sociological material to this question. The material is generally relevant to the question, but may be implicit in parts. Alternatively, the selection of evidence is narrow but well applied.
2	2	Candidates show a basic ability to apply sociological material to the question. The response may be partially relevant.
1	1	There will be a limited ability to apply sociological material to the question. Responses are likely to be marginally relevant.
0		No relevant interpretation or application.

**AO3: Analysis and Evaluation (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
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. Alternatively the evaluation may be narrow but detailed. Evaluation which is only implicit (juxtaposition) should be placed at the bottom of this band.
2	3-5	Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points which are likely to be partial, confused and undeveloped.
1	1-2	Candidates display a limited ability to analyse and evaluate the view. Typically, the evaluation will be minimal and/or tangential to the question.
0		No relevant analysis or evaluation.

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