



Oxford Cambridge and RSA

GCE

Sociology

H580/01: Socialisation, culture and identity

A Level

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

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

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING : RM Assessor³**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RMA³ and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 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 RMA³ 50% and 100% (Batch 1 and 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 RMA³ messaging system.

5. Crossed Out Responses

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

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RMA³, which will select the highest mark from those awarded. *The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

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

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

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered.

The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response.

The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.

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

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

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked.

Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer, 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 RMA³ **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

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


















Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

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

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

11. Annotations

Annotation	Meaning
	Knowledge and understanding : for example, studies or theories or concepts
	Conclusion
	Developed Point: fully explained in a relevant way / detailed (Level 4)
	Underdeveloped: partially explained, requiring more depth (Level 3)
	Application (to source)
	Evaluation
	Juxtaposition of theories without direct evaluation
	Unsubstantiated/undeveloped/implicit/accurate without explanation/little supporting evidence/knowledge (level 2)
	Unclear/confused/inaccurate
	Irrelevant – not focused on question set
	Repetition
 Highlight	Use the highlighter annotation in Questions 4, 7 and 10 to highlight the two ways/reasons/examples that have been identified.
	AN
	Blank Page
	Example
	Irrelevant
	Where a page has writing on but it is not worthy of any credit

Question	Answer	Marks	Guidance
1	<p>Explain, using examples, the concept of global culture.</p> <p>AO1: Knowledge and understanding 2 marks The definition of the concept is accurate AND explained/ developed.</p> <p>1 mark There is a core and accurate definition of the concept of global culture 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 societies across the globe sharing a similar way of life. They may also refer to a social, political and/or economic interconnectedness. • Further explanation may refer to how culture has become homogenous or how culture has become globalised. <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 mark for any relevant explanation (NB – the explanation doesn't have to link directly to the example(s) provided).</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Erosion of ethnic and/or national differences • The world as a global village – McLuhan • Americanisation • McDonaldisation • Reference may be made to studies such as Giddens, • Featherstone, Marsh & Keating • Reference to postmodernism • Influence of factors such as media, global economy, global citizens, international organisations, electronic communication • Examples may be drawn from the above points and/or may be related to specific aspects of culture such as music, film, travel, internet, multi-national corporations

	<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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<p>2</p>	<p>Using sources A and B and your wider sociological knowledge, explain how education can be used as an agent of social control.</p> <p>AO1: Knowledge and understanding</p> <p>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 2 undeveloped points.</i></p>	<p>12</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"> • Education is typically seen as an agent of social control in terms of enforcing good behaviour and punishing bad behaviour through sanctions such as detentions and exclusion. • This can be seen through activities such as punctuality, attendance and meeting deadlines. • Functionalism – preparing for the adult world • Marxism – education system mirrors the world of work and promotes conformity • Willis – working class boys • Becker - Labelling theory
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	<p>Level 1: 1 mark The candidate demonstrates a limited knowledge and understanding. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The source material may be simply recycled. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically, there will be one undeveloped point.</i></p> <p>0 mark No relevant sociological knowledge or understanding.</p> <p>AO2: Application</p> <p>Level 4: 7–8 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question. <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.</p>		<p>AO2: Application</p> <p>Reference to source A may include:</p> <ul style="list-style-type: none"> • Use of detentions • Encouraging social norms • Punishment for behaviour such as ‘kiss teeth’ and rolling eyes. • Zero tolerance culture <p>Reference to source B may include:</p> <ul style="list-style-type: none"> • Rewarding good behaviour • Use of prizes such as trophies • Positive sanctions • Any other relevant point.
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	<p><i>Typically, the candidate has either made use of material from only one source (developed or underdeveloped) or where both sources are referred to, the application is undeveloped for both.</i></p> <p>Level 1: 1–2 marks Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance. <i>Typically, the candidate only has one undeveloped point or is just lip service to the source.</i></p> <p>0 marks No relevant application.</p>		
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<p>3*</p>	<p>Outline and briefly evaluate the view that disability is viewed as a negative identity.</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> <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>20</p>	<p>AO1: Knowledge and understanding</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Medical Model – disabled identities focusing on impairment • Victim blaming mentality - Shakespeare • Social Model – disabled identity formed through social or physical barriers to inclusion • Lack of positive role models • Ridley/Scope – the awkwardness of disability • Interactionism – stigma/master status of disability • Goffman – disability becoming self-fulfilling prophecy • Zola – the very language of disability is negative • Sancho – symbolic annihilation in the media • Philo – mental health portrayed negatively in the media – ‘mad and the bad’ • Gill – people feel pity or fear for the disabled – learned helplessness • Any other relevant response
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<p><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</p> <p>Level 4: 7–8 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question – whether disability is viewed as a negative identity</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</p>	<p>AO2: Application <i>The selected knowledge should be directly related to the specific question - whether disability is viewed as a negative identity</i></p>
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<p>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</p> <p>Level 4: 4 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There is at least one developed evaluation point supported by sociological evidence. There may be a critical and reasoned conclusion. <i>Typically there will be one developed point or two underdeveloped points.</i></p> <p>Level 3: 3 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation, but it will be underdeveloped. The candidate may reach an explicit but brief conclusion. <i>Typically there will be one underdeveloped point</i></p> <p>Level 2: 2 marks The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be anecdotal or undeveloped, with little sociological supporting evidence. If present, the conclusion is likely to be summative. <i>Typically there will be one or more undeveloped points.</i></p> <p>Level 1: 1 mark</p>	<p>AO3: Analysis and evaluation</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Murigami – disabled identity as self-constructed with disability just being one of their characteristics • Increase in positive disabled programs in the media – e.g. The Last Leg • Greater awareness of disabled identities e.g. the Paralympics • Greater legal protection and equality through laws e.g. Disability Discrimination Act 1995 • Any other relevant response
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	<p>The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential evaluation is present. There is unlikely to be a conclusion. <i>Typically the evaluation may only be assertive in tone.</i></p> <p>0 marks No relevant sociological evaluation or analysis</p>		
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4*	<p>OPTION 1 – Families and relationships</p> <p>Outline two reasons for the increase in reconstituted families.</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: Accept reference to blended and step-families</p> <ul style="list-style-type: none"> • Rise in Divorce and easier to get a divorce • Changing social attitudes • ONS Statistics • Beck and Beck-Gernsheim – Individualisation and the ‘chaos of love’ • Secularisation • Different definitions of reconstituted (Parentline Plus – 72 ways) • Grant – more likely for men to bringing up someone else’s children • Economic factors – ensuring financial stability • Increased childcare options • Still a belief in the nuclear family - Parsons • Neo-conventional family – Chester • Giddens – confluent love • Any other relevant response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>
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5*	<p>Explain and briefly evaluate the view that roles between partners are changing</p> <p>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</p>	16	<p>AO1: Knowledge and understanding</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Move to joint conjugal roles • Wilmott and Young – The symmetrical family • Allen and Crowe – changing role of women • Giddens – transformation of intimate relationships • Gershuny – lagged adaptation • Hakim – change across Europe • Sue Sharpe – changing roles of women • Differences in terms of class, ethnicity, sexuality and age • Any other relevant response <p>AO2: Application</p> <p><i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Functionalist view that role continue to be traditional • Feminist view that housework is still women’s work – Oakley • Marxist view of housework as unpaid work – Benston • Hardhill – decision making still favours men • Dual burden and triple shift • Any other relevant response
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6*	<p>Assess the view that ethnicity has the greatest influence on family diversity.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</p>	24	<p>AO1: Knowledge and understanding</p> <p>The following list is indicative of possible evidence / arguments</p> <ul style="list-style-type: none"> • 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, influence on education, gender role socialisation, diversity and choice, individualism, changing role of women in society, employment patterns. • Variations / examples according to family structure e.g. size, family type, marriage, divorce, cohabitation. • 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 – may include examples such as white working class. • 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 • Any other relevant point <p>AO2: Application</p>
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		<p><i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation In evaluation</p> <ul style="list-style-type: none"> • Minority ethnic families remaining traditional • Class has the greatest influence – Bourdieu, Katz, Gillies, Crompton • Sexuality has the greatest influence – Giddens, Donovan, Weeks, Heaphy, Calhoun • Family diversity in terms of regions instead of ethnicity e.g. Rappoport • Less differences in family diversity as society becomes more hybridised • Changes in society affect all ethnicities e.g. parental concerns (paranoid parenting – Furedi), Children as consumers – pester power, Toxic childhood • Laws still the same for all families • Modern familiar life is similar in terms of childhood, schooling, roles and responsibilities • Differences in class and gender for family experiences • Any other relevant response
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7*	<p>OPTION 2 – Youth subcultures</p> <p>Outline two examples of delinquent subcultures.</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"> • Delinquency is a term used to refer to deviant behaviour therefore any deviant or criminal behaviour will be accepted. • Anti-school subcultures: Willis – the Lads, Jackson – Ladettes, Archer and Yarnishta – Harkton Boys, Mac an Ghail – the macho lads, Blackman – New Wave Girls • Criminal subcultures – Cloward and Ohlin • Joyriding – Katz and Lyng • Rave culture – Thornton • Mods and Rockers – Cohen • Violence – Patrick and the Glasgow Gang • Drug taking - Bourgois • CCCS, Clarke – Skinheads, Hebdige – Punks, Hall and Jefferson – Teddy boys, Young – Hippies • Ragga girls – resistance against patriarchy • Any other relevant response <p>AO2: Application</p> <p><i>The selected knowledge should be directly related to the specific question.</i></p>
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8*	<p>Explain and briefly evaluate the view that youth culture is a bridge between childhood and adulthood.</p> <p>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</p>	16	<p>AO1: Knowledge and understanding Candidates may make reference to a variety of studies providing they relate to the question.</p> <ul style="list-style-type: none"> • Functionalist view of youth culture • Parsons – transition from childhood to adulthood as a rite of passage • Eisenstadt – youth as a period of rebellion to let of steam and test boundaries • Abrams – The teenage consumer created by the media • Brake – magical solutions – being in a subculture gives collective power but eventually they will conform • School playing a role in the bridge between childhood and adulthood – Willis – the lads, Cohen – status frustration • Mead – childhood as storm and stress • Concepts/issues such as social exclusion, opposition, resistance, the myth of black criminality, moral panic, marginalisation, labelling, institutional racism, discrimination, stereotypes, master status, scapegoating, divide and rule, role models, crisis in masculinity, over-representation <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>
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			<ul style="list-style-type: none"> • Functionalist view based on white, male middle class Americans • Neo- Marxist view that youth culture is about resistance • Postmodern view that your culture is fluid and changeable • Aries – ideas of age and stage are social constructed • Brake – magical solution – not a bridge as does make a difference • Any other relevant response
9*	<p>Assess the view that all subcultures are now hybrid.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</p>	24	<p>AO1: Knowledge and understanding: The following may be used:</p> <ul style="list-style-type: none"> • White- wannabes – Nayak • Modern Primatives – Vale and Juno • Hutnyk – cultural exchange and cultural appropriation • Cashmore – rap music as hybrid • Johal – Brasian culture • Post-modern perspective of pick and mix and supermarket of style • Polemus – supermarket of style • Back – Neighbourhood nationalism • Brah – Code-switching • Skinheads – influence of ska • Any other relevant response. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation</p>

			<p>The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Hybridity is not the success it is portrayed, and issues of racism and prejudice deeply divide society e.g. reasons for the Black Lives Matter movement. • Sociology has been slow to research hybridity and has been ethnocentric • Still a lot of subcultures based on traditional ethnicity, social class or gender lines e.g. Hebdige, Nightingale, Bourgois, Sewell, Archer, Strand and Wilson, McRobbie, Cohen, • Any other relevant response
10*	<p>OPTION 3 – Media</p> <p>Outline two examples of the two step flow model.</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"> • Katz and Lazarsfeld – people experience the media directly depending on the interaction with others • Opinion Leader influences the views of others • Examples include Politics, Climate change, ‘viral success’ • Studies: Kony – Ugandan war criminal, Gore – An Inconvenient truth, Brett Lamb - Twitter • Any other relevant response <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 view that the media gives what the audience wants.</p> <p>PLEASE REFER TO APPENDIX 2 (for generic mark scheme)</p>	16	<p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Pluralist perspective focusing on: • 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; uses and gratifications (Mcquail), active audience approach. • Links with Postmodern theory. • Male gaze - Mulvey • 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 (e.g. Milliband) • Neo-Marxist critique (e.g. Hall) • Feminist critique • Any other relevant response
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<p>12*</p>	<p>Assess the view that representations of ethnicity within the media are increasingly positive.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</p>	<p>24</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"> • Malik – change is getting better in reality TV • Barker – Eastenders reflects changes in society • Hall - a move from overt to inferential racism in the media. • Development of hybrid identities has contributed to changing media representations - more complex picture • Postmodern view (increased number of media available with variations in representations) • Pluralist view and the deterministic nature of some Marxist beliefs • evidence of improvements in the representation of some minority ethnic groups • the widening participation of members of minority groups in the media • the development of new technologies and media products • accessible to wider audiences • Uses and gratifications approach, through diverse media all types of representation are available, but people choose the type they want to see • 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>
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		<ul style="list-style-type: none">• Van Dijk – media represents minority ethnic groups in 5 ways: criminal, abnormal, threat, dependent and unimportant.• Malik – contemporary media does not represent the ethnic reality• Barker – Eastenders can still be considered as stereotypical• Hall – black and Asian actors are never the stars• Media representations of asylum seekers and refugees as negative (GMG research)• Dominant hegemony• Neo-Marxism• Tokenism• Ghettoisation• Hall – ghettoization through diverse / pluralist means preventing mainstream from looking at the issues• Poole – ethnocentric reporting• Akinti: simplistic stereotyping, stigmatising or criminal• 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	<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><i>Typically there will be two developed or one developed and one underdeveloped point</i></p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. 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.</p> <p><i>Typically, there will be two underdeveloped/one developed and one undeveloped or one developed point.</i></p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised. The information has some relevance and is presented with basic structure. The information is supported by basic evidence.</p> <p><i>Typically, there will be one underdeveloped and one undeveloped point/way or one underdeveloped/two undeveloped points.</i></p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy. 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> <p><i>Typically there will be one undeveloped point/two ways identified only or vague representation with only one way identified.</i></p>
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)

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

APPENDIX 2

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range sociological material; the response is well developed and substantiated with sociological evidence. There is a well-developed line of reasoning which is clear and logically structured.</p> <p><i>Typically there will be two developed or one developed and one underdeveloped points.</i></p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped. Responses may lack precise sociological knowledge. 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><i>Typically there will be two underdeveloped/one developed and one undeveloped or one developed point.</i></p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised. The information has some relevance and is presented with basic structure. The information is supported by limited evidence.</p> <p><i>Typically there will be one underdeveloped and one undeveloped or one underdeveloped/two undeveloped points.</i></p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity but does have vague representations of the topic area. 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> <p><i>Typically there will be one undeveloped point/two ways identified only or vague representation with only one way identified.</i></p>
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)

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

AO3: Analysis and Evaluation (4 marks)

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

APPENDIX 3

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 9 and 12

AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; which is well developed and substantiated. There is a well-developed line of reasoning which is clear and logically structured.</p> <p><i>Typically there will be three developed points or two developed and one underdeveloped point.</i></p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped. 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><i>Typically there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point.</i></p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity and contain some inaccuracies / confusion. The response may be partial and undeveloped and / or generalised. The information has some relevance and is presented with basic structure. The information is supported by limited evidence.</p> <p><i>Typically there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points.</i></p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. 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> <p><i>Typically there will be one undeveloped point or a vague representation.</i></p>
0		No relevant sociological knowledge or understanding.

AO2: Application (8 marks)

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

AO3: Analysis and Evaluation (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. There are a range of evaluation points which are well developed and substantiated. The candidate may reach a critical and reasoned conclusion. <i>Typically, there will be three developed points or two developed and one underdeveloped point</i>
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. There are some evaluation points but these may be underdeveloped. There may be a tendency towards juxtaposition of other theories without specific links made to the question. The candidate may reach a critical but brief conclusion. <i>Typically, there will be three underdeveloped/two developed/one developed and two underdeveloped or one developed point</i>
2	3–4	The candidate demonstrates a basic ability to analyse and evaluate. Evaluation points are likely to be anecdotal, unsubstantiated and/or undeveloped or completely through juxtaposition. The evaluation may lack clarity and contain some inaccuracies / confusion. If present, the conclusion is likely to be summative. <i>Typically, there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points</i>
1	1–2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. There is unlikely to be a conclusion. <i>Typically, there will be one undeveloped point or a vague representation</i>

0	No relevant analysis or evaluation.
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