

# OCR

Oxford Cambridge and RSA

## Practice Paper – Set 1

A Level Sociology

H580/01 Socialisation, culture and identity

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK 90**

**FINAL**

Last Updated: 11/05/2016

**This document consists of 22 pages**

**MARKING INSTRUCTIONS**

For answers marked by levels of response:

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

<b>Descriptor</b>	<b>Award mark</b>
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

Question	Answer	Marks	Guidance
1	<p><b>Using examples, explain the concept of identity.</b></p> <p><b>AO1: Knowledge and understanding</b> Up to <b>two marks</b> may be awarded for an accurate explanation.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b> Candidates show an excellent ability to apply sociological evidence. Evidence/examples will be explicit and consistently related to the question. Evidence/examples will be explicitly relevant to the explanation.</p> <p><b>Level 3: 3 marks</b> 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.</p> <p><b>Level 2: 2 marks</b> 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.</p> <p><b>Level 1: 1 mark</b> Candidates show a limited ability to apply sociological evidence/examples. The answer has marginal relevance.</p> <p><b>0 marks</b> No relevant application.</p>	6	<p><b>AO1: Knowledge and understanding</b> 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"> <li>• Explanation may include reference to how we see ourselves in relation to others; the way we answer the question "who am I?"; identity is about an individual's place in society; there are different types of identity (e.g. personal, social, self-identity).</li> <li>• Examples related to personal identity (e.g. person's name, passport, finger prints/ DNA) that makes an individual unique.</li> <li>• Examples related to social identity (cultural characteristics associated with roles, E.g. mothers as selfless, nurturing). Class, gender, ethnic, sexual, disability and national identities may be referred to as examples</li> <li>• Interactionist views of self-identity - the I and the Me (Mead)</li> <li>• Any other reasonable point</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge/examples should be directly related to the specific question.</i></p>
2	<b>Using Sources A and B and your wider sociological</b>	12	<b>AO1: Knowledge and understanding</b>

Question	Answer	Marks	Guidance
	<p><b>knowledge, explain the relative nature of culture.</b></p> <p><b>AO1: Knowledge and understanding</b></p> <p><b>Level 4: 4 marks</b> The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. Candidates draw fully upon information from the source material and their wider knowledge. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and fully substantiated.</p> <p><b>Level 3: 3 marks</b> The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped. Candidates draw upon information from the source material and their wider 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><b>Level 2: 2 marks</b> 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. Candidates may draw upon some information from the source material and/or wider knowledge. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 1: 1 mark</b> The candidate demonstrates a limited knowledge and</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"> <li>• Definitions of relative may refer to culture not being fixed or absolute; it varies over time, between societies and within societies (subculture).</li> <li>• Cross-cultural examples (as indicated in the sources)</li> <li>• The relative nature of norms, such as dress (as indicated in source A) which constitute culture.</li> <li>• The relative nature of values and customs which constitute culture, such as attitudes to wealth and generosity (as indicated in the source B).</li> <li>• The relative nature of roles (as indicated in the sources).</li> <li>• Examples of subcultures within society.</li> <li>• Studies which illustrate the relative nature of culture (e.g. Margaret Mead's anthropological examples). Examples of culture changing over time may be referred to.</li> <li>• Any other reasonable point.</li> </ul>

Question	Answer	Marks	Guidance
	<p>understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The candidate may/may not draw upon information from the source material and/or wider knowledge, or the source material is simply recycled. 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><b>0 mark</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 7–8 marks</b> 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 both from the source and from elsewhere.</p> <p><b>Level 3: 5–6 marks</b> 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 has applied some material from both the source and elsewhere.</p> <p><b>Level 2: 3–4 marks</b> 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. The candidate has <b>either</b> made use of material from the source <b>or</b> from elsewhere.</p>		<p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p>

Question	Answer	Marks	Guidance
	<p><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p><b>0 marks</b> No relevant application.</p>		
3	<p><b>Outline and briefly evaluate the view that informal agencies of social control are effective in ensuring that people follow society's rules.</b></p> <p><b>AO1: Knowledge and understanding</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; 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><b>Level 3: 5–6 marks</b> The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> 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><b>Level 2: 3–4 marks</b> 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>		<p><b>AO1: Knowledge and understanding</b></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"> <li>• Concepts such as: socialisation, agencies of informal social control (family, peer group, media, religion, education, workplace), deviance, role models, conformity, sanctions, comfort zones, hidden curriculum, peer group pressure, hypodermic syringe model (media).</li> <li>• Studies /Theories - any study related to how any informal agency ensures that people follow rules. E.g. Skelton's study of informal control of boys in primary schools.</li> <li>• Contemporary examples e.g. examples of the hidden curriculum in education.</li> <li>• Theories: such as functionalism or Marxism.</li> <li>• Any other reasonable point.</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>Level 1: 1–2 marks</b> 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><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 7–8 marks</b> The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.</p> <p><b>Level 3: 5–6 marks</b> 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><b>Level 2: 3–4 marks</b> 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><b>Level 1: 1–2 marks</b> Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p><b>0 marks</b> No relevant application.</p>		<p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p>

Question	Answer	Marks	Guidance
	<p><b>AO3: Analysis and evaluation</b>  <b>Level 4: 4 marks</b>            The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.</p> <p><b>Level 3: 3 marks</b>            The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation and some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.</p> <p><b>Level 2: 2 marks</b>            The candidate demonstrates a basic ability to analyse and evaluate sociological material. A few generalised analytic and/or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. If present, the conclusion is likely to be summative.</p> <p><b>Level 1: 1 mark</b>            The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported.</p> <p><b>0 marks</b> No relevant sociological evaluation or analysis.</p>		<p><b>AO3: Analysis and evaluation</b>            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"> <li>• Candidates may evaluate the view by arguing the importance of formal agencies of social control in the face of disorder and deviance. for example, the police, new laws and / or by discussing the overlap between formal and informal agencies.</li> <li>• They may refer to Studies / Theories which emphasise</li> <li>• Contemporary examples: e.g. riots and formal social control. Terrorism / extremism and the need for formal social control.</li> <li>• They may refer to examples of informal control that encourage deviance and not conformity (e.g. peer group pressure, cultural comfort zones)</li> <li>• Any other reasonable point of evaluation</li> </ul>
4	<p><b>OPTION 1 – Families and relationships</b></p> <p><b>Outline two consequences of an ageing population.</b></p>	12	<p><b>AO1: Knowledge and understanding</b>            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><b>Illustrate your answers with examples.</b></p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>		<ul style="list-style-type: none"> <li>• Problems of an ageing population:               <ul style="list-style-type: none"> <li>○ Increased dependency ratio</li> <li>○ Increased public spending</li> <li>○ Loneliness and isolation</li> <li>○ Demands on family members (burden on women - Finch; Finch and Mason; Finch and Groves). Grundy and Henretta (Sandwich generation)</li> <li>○ Effect on conjugal relationships</li> </ul> </li> <li>• Positive consequences of an ageing population:               <ul style="list-style-type: none"> <li>○ Older workers</li> <li>○ Spending power (the 'grey pound'; Kingman)</li> <li>○ The positive contribution of grandparents / benefits to children/</li> </ul> </li> <li>• Other consequences:               <ul style="list-style-type: none"> <li>○ Leads to beanpole families (Brannen)</li> </ul> </li> <li>• Any other reasonable point</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p>
5	<p><b>Explain and briefly evaluate the view that extended families have disappeared from the contemporary UK.</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	16	<p><b>AO1: Knowledge and understanding</b></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"> <li>• The predominance of nuclear family in contemporary society (Parsons; social trends / ONS statistics)</li> <li>• Functional fit theory (Parsons)</li> <li>• Young and Willmott - the rise of the nuclear family over the extended one.</li> <li>• Charles (2005) study of Swansea found the classic three-generation family all living together under one roof is virtually extinct.</li> <li>• Beck and Beck-Gersheim - the rise of individualisation means that individuals are choosing whether or not to maintain extended family ties.</li> </ul>

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• Any other reasonable response</li> </ul> <p><b>AO2: Application</b> The selected knowledge should be directly related to the specific question.</p> <p><b>AO3: Analysis and Evaluation</b> 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"> <li>• The extended family remains important, albeit in a dispersed form (Willmott) / modified extended family</li> <li>• Brannen - beanpole families</li> <li>• Grundy and Henretta - Sandwich generation</li> <li>• McGlone (198) The core of families with dependent children includes not just the nuclear family but also grandparents.</li> <li>• Ethnic diversity: Chamberlain (1999) studied Afro-Caribbean families in Britain and found that, despite being geographically dispersed, they continue to provide support.</li> <li>• Finch and Mason (1993) – people do continue to feel a sense of obligation towards their extended kin- over 90% had given or received financial help, and half had cared for a sick relative.</li> <li>• Any other reasonable evaluation.</li> </ul>
6	<p><b>Assess the view that men have more power than women in family life</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	24	<p><b>AO1: Knowledge and understanding</b> 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"> <li>• Power in terms of decision making (e.g. Hardhill, Edgell).</li> <li>• Power in terms of control of the finances (e.g. Pahl).</li> <li>• Power in terms of control (e.g. studies of domestic violence).</li> <li>• Power in terms of the unequal division of labour (BSA surveys, emotion work, triple shift (e.g. Oakley or Duncombe and Marsden).</li> </ul>

Question			Answer	Marks	Guidance
					<ul style="list-style-type: none"> <li>• Theories such as Feminism and Marxism.</li> <li>• Any other reasonable response</li> </ul> <p><b>AO2: Application</b> <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b> 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"> <li>• The functionalist view that roles between men and women are different not unequal.</li> <li>• Hakim's criticisms of feminist claims that women spend more time on domestic chores / women choose to take on the carer role.</li> <li>• Changes in legislation with regard to domestic violence gives women more power than in the past.</li> <li>• Liberal feminist views about increasing numbers of women working.</li> <li>• Commercialisation of housework (both partners spending less on housework).</li> <li>• Lagged adaptation (Gershuny).</li> <li>• Any other reasonable response</li> </ul>
7			<p><b>OPTION 2 – Youth subcultures</b></p> <p><b>Outline two characteristics of youth culture. Illustrate your answer with examples.</b></p> <p><b>PLEASE REFER TO APPENDIX 1</b></p>	12	<p><b>AO1: Knowledge and understanding</b> 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"> <li>• Cultural characteristics (norms and values) associated with being young (examples may refer to: dress, music, speech, interests, consumption patterns)</li> <li>• Involvement in education</li> <li>• Lack of financial responsibilities</li> </ul>

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• Importance of peer group</li> <li>• Reference may be made to functionalist views of the role of youth culture as a transitional stage.</li> <li>• Time of rebellion and turmoil</li> <li>• Any other reasonable point</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p>
8	<p><b>Explain and briefly evaluate the view that most youth deviance is committed by the working class.</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	16	<p><b>AO1: Knowledge and understanding</b>  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"> <li>• Statistical evidence of youth deviance and social class</li> <li>• Functionalist and sub-cultural explanations of why most deviance is working class (status frustration (Cohen), anomie (Merton), Miller(focal concerns)</li> <li>• Neo-Marxist views on why most youth crime is committed by the working class: resistance and rebellion - Brake; Hebdidge; Phil Cohen.</li> <li>• Postmodernist views: Edgework; thrill seeking (Lyng)</li> <li>• Any other reasonable response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  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"> <li>• Gender / Ethnicity as significant, rather than focus on class.</li> <li>• Interactionist views that working class crime is just more visible (e.g. Becker)</li> <li>• Marxist views that everyone commits crime (crimogenic</li> </ul>

Question	Answer	Marks	Guidance
			<p>capitalism) but the ruling class (corporate criminals get away with it).</p> <ul style="list-style-type: none"> <li>Any other reasonable response</li> </ul>
9	<p><b>Assess the postmodernist view that youth subcultures have become increasingly fragmented and diverse.</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	24	<p><b>AO1: Knowledge and understanding</b>  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"> <li>Eclectic nature of youth style (reward examples of this e.g. club culture of the 1990s - MIPS; Thornton)</li> <li>Media driven subcultures (e.g. Redhead)</li> <li>Maffesoli - Neo-tribes</li> <li>Bennett (clubbing scene in Newcastle)</li> <li>Polhemus (supermarket of style)</li> <li>Postmodern views on globalisation and digitalisation and the effect on diversity / fragmentation of youth subcultures</li> <li>Any other reasonable response</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>  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"> <li>Examples of contemporary youth sub cultures which are still distinct (e.g. Goths and Emos)</li> <li>The absence of focus on ordinary youth and ordinary peer groups (e.g. Hollands and Chatterton)</li> <li>The significance of gender / ethnicity / class which makes dividing lines very clear.</li> <li>Any other reasonable response</li> </ul>
10	OPTION 3 – Media	12	<b>AO1: Knowledge and understanding</b>

Question	Answer	Marks	Guidance
	<p><b>Outline, using examples, two ways in which young people are represented in the media</b></p> <p><b>PLEASE REFER TO APPENDIX 1</b></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"> <li>• Stereotypical portrayal of children's lives (e.g. children shown in terms of anti-social behaviour) - Heintz-Knowles (2002).</li> <li>• Children as consumers / pester power (link to Marxism) - Pole et al.</li> <li>• Media causing the disappearance / erosion of childhood – postman.</li> <li>• The portrayal of youth as trouble – Osgerby.</li> <li>• Moral panics and representation of youth - e.g. mods and rockers (Cohen).</li> <li>• The negative portrayal of teenage boys in newspaper stories (Women in Journalism study).</li> <li>• The misrepresentation of young people on television (Wayne)</li> <li>• The gendered representation of young people - representations of young males and young females.</li> <li>• Any other reasonable point.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p>
11	<p><b>Explain and briefly evaluate the view that the media causes deviant behaviour.</b></p> <p><b>PLEASE REFER TO APPENDIX 2</b></p>	16	<p><b>AO1: Knowledge and understanding</b></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"> <li>• Reference to moral panics.</li> <li>• Reference to the deviancy amplification spiral (e.g. Wilkes).</li> <li>• Example of media deviance amplification (e.g. Cohen, Hall, Fawbert).</li> <li>• Examples of recent moral panics where the media has amplified deviance e.g. Hoodies, terrorism.</li> <li>• Reference to models of direct media effect (CAUSING deviant behaviour) e.g. hypodermic syringe model.</li> <li>• GUMG (Philo) - imitation / copycat violence / desensitisation.</li> <li>• Lab experiment studies of media violence e.g. Bandura.</li> </ul>

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• Any other reasonable response.</li> </ul> <p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>            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"> <li>• McRobbie (postmodern view) - moral panics are so frequent, they have lost their ability to panic (and therefore amplify deviance).</li> <li>• 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.</li> <li>• The media can have positive effects and reduce deviance e.g. catharsis; sensitising / moral boundaries (Durkheimian view point - reinforcing acceptable boundaries).</li> <li>• Criticisms of lab studies / hypodermic syringe model.</li> <li>• The media just causes deviant behaviour; it reinforces it.</li> <li>• Any other reasonable response.</li> </ul>
12	<p><b>Assess the view that that the representation of ethnicity in the media accurately reflects a contemporary multicultural UK.</b></p> <p><b>PLEASE REFER TO APPENDIX 3</b></p>	24	<p><b>AO1: Knowledge and understanding</b>            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"> <li>• Pluralist view - representation is a reflection on reality.</li> <li>• More positive roles of minority ethnic groups in soaps such as Eastenders. Chris Barker.</li> <li>• Malik some change e.g. in reality shows.</li> <li>• Hall overt racism is gone.</li> <li>• Links with globalisation / digitalisation and access and choice.</li> <li>• Any other reasonable response</li> </ul>

Question	Answer	Marks	Guidance
			<p><b>AO2: Application</b>  <i>The selected knowledge should be directly related to the specific question.</i></p> <p><b>AO3: Analysis and Evaluation</b>            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"> <li>• Van Dijk - minority ethnic groups are negatively stereotyped in the media as criminal, abnormal, a threat, dependent, unimportant.</li> <li>• Malik whilst there are changes to representation and white viewers felt media does represent ethnic minorities in a realistic way, ethnic minorities stated representation was “very poor” tokenistic and stereotypical, due to a lack of ethnic minorities in any position of power in the media.</li> <li>• Racism does still exist (in an inferential way) – Hall, Barker</li> <li>• Contemporary examples of newer wave of ethnic minority groups with no representation (reflecting a dominant white hegemony).</li> <li>• Any other reasonable response</li> </ul>

## 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 material is generally accurate and detailed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> 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 at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p>The information has some relevance and is presented with limited 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)**

<b>Level</b>	<b>Marks</b>	<b>Generic Mark Scheme questions 4, 7 and 10</b>
<b>4</b>	<b>4</b>	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
<b>3</b>	<b>3</b>	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
<b>2</b>	<b>2</b>	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.
<b>1</b>	<b>1</b>	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
<b>0</b>		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 material is generally accurate and detailed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> 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 at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p>The information has some relevance and is presented with limited 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. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	3	The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation and some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	2	The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and/or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. 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. If present, the conclusion is likely to be asserted and unsupported.
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; the material is generally accurate and detailed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> 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 at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p>The information has some relevance and is presented with limited 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. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. Some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	3–4	The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and/or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. 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. If present, the conclusion is likely to be asserted and unsupported.
0		No relevant analysis or evaluation.