



Oxford Cambridge and RSA

GCE

Sociology

H580/01: Socialisation, culture and identity

A Level

Mark Scheme for June 2025

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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 ASSESSOR

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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor 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 RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

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 there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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
	Developed Point: fully explained in a relevant way/detailed (L4)
	Underdeveloped: Partially explained, but requiring more depth (L3)
	Unsubstantiated/ undeveloped/ implicit/accurate without explanation/little supporting evidence/knowledge (L2)
	Application/Interpretation
	Lip service
	Evaluation
	Example/Reference
	Juxtaposition of theories without direct evaluation
	Unclear/confused/lacks sense/not creditable
	Irrelevant: not related to the topic area and/or non-sociological
	Repetition
	Not clearly focused on question set tangential – sociological but not directly relevant
	Where a page has writing on but it is not worthy of any credit.
	Highlighter tool

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet Instructions for Examiners. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Section A

Question	Answer	Marks	Guidance
1	<p>Explain, using examples, the concept of subculture.</p> <p><u>AO1: Knowledge and understanding</u> 2 marks The definition of the concept is accurate AND explained/ developed. 1 mark There is a core and accurate definition of the concept of subculture OR the definition is only implicit through wider explanation.</p> <p><u>AO2: Application</u> 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> <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>	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"> • A minority part of the majority culture. • A culture within a culture. • Committed to the wider society, but with distinctive norms and values which distinguish them. • A reflection of a culturally diverse society. <p>AO2: Application <i>The selected knowledge/examples should be directly related to the specific question.</i> Award 1 mark for each example and 1 mark for any relevant explanation (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> <p>Examples may refer to the following:</p> <ul style="list-style-type: none"> • Deviant subcultures (e.g. gangs) • School based subcultures, e.g. Anti-school "lads" (e.g. Mac an Ghail, Willis) • Leisure subcultures (e.g. Skaters) • Youth Subcultures (e.g. Goths, punks, skinheads) • Religious subcultures (e.g. scientologists). • Other relevant examples

Question	Answer	Marks	Guidance
2 *	<p>Using sources A and B and your wider sociological knowledge, explain how the workplace is an agent of socialisation.</p> <p>AO1: Knowledge and understanding Level 4: 4 marks The candidate demonstrates an excellent knowledge and understanding which is fully developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is accurate and fully substantiated. <i>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>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>Knowledge will be partial / undeveloped.</i></p> <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.</p> <p>0 mark - No relevant sociological knowledge or understanding.</p>	12	<p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Formal/informal sanctions e.g. code of conduct or employee of the month • Re-socialisation • Waddington – Canteen Culture • Reinforces hierarchy • Examples of norms and values such as attendance, punctuality, promotion • Links to theory e.g. Marxism – workers and bosses, Feminism – patriarchal elements of the workplace • Any other reasonable response <p>AO2: Application Reference to source A may include:</p> <ul style="list-style-type: none"> • Anticipatory socialisation – being on time and punctual • Resocialisation – taking on new patterns of behaviour e.g. time keeping, wearing a uniform • Organisational socialisation – learning the knowledge and skills of the company through training and buddy • Any other reasonable response <p>Reference to source B may include:</p> <ul style="list-style-type: none"> • Compliance with rules of the supermarket: • wearing uniform • Standards of behaviour e.g. being friendly to customers • Doing job to high standard e.g. using checkout quickly • Adhering to wider policies and schemes e.g. employee of the month • Any other reasonable response <p>NB: The answer must refer to both sources to get into the top level, as well as relevant developed application of wider sociological knowledge to the question.</p>

Question	Answer	Marks	Guidance
	<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>The candidate has explicitly applied material from both of the sources and from elsewhere both in a developed way. Typically, there will be two developed points of application or one developed and one underdeveloped</i></p> <p>Level 3: 5–6 marks The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally. <i>Typically, there will be one developed and one undeveloped point of application or two underdeveloped points of application.</i></p> <p>Level 2: 3–4 marks The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. <i>Typically, the candidate has either made use of material from only one source (developed or underdeveloped) or where both sources are referred to, the application is undeveloped for both.</i></p> <p>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>		

Question	Answer	Marks	Guidance
3 *	<p>Outline and briefly evaluate the view that traditional ethnic identities remain important.</p> <p><u>AO1: Knowledge and understanding</u> 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. <i>Typically, there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped point/one underdeveloped and one undeveloped.</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</p>	20	<p>AO1: Knowledge and understanding</p> <p>Please note that answers must focus on identity and not inequality. Where this happens, credit will not be given.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Still a lot of subcultures based on traditional ethnicity lines e.g. Hebdige, Nightingale, Bourgois, Sewell, Archer, Strand and Wilson • Ethnic identities in family life are often traditional – Anwar, Modood, Ghuman • Ethnic identities in Religion play a significant part – Modood, Butler, Jacobson • Basit – role of cultural factors and expectations of children in education and career • Cashmore and Troyna – turning inwards • Gilroy – Black Atlantic • Issues of racism and prejudice deeply divide society and are significant to identity formation e.g. reasons for the Black Lives Matter movement, Windrush Scandal, educational underachievement • Traditional ethnic identities within media representations • Link with education subcultures • 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>

	<p>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><u>AO2: Application</u> 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 traditional ethnic identities remain important.</p> <p>Level 3: 5–6 marks The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.</p> <p>Level 2: 3–4 marks The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.</p> <p>Level 1: 1–2 marks Candidates show a limited ability to apply sociological evidence. The answer has marginal relevance.</p> <p>0 marks - No relevant application.</p> <p><u>AO3: Analysis and evaluation</u> 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>	<ul style="list-style-type: none"> • Ethnicity is not necessarily the only part of an individual's identity e.g. influence of age, gender, sexuality, disability, nationality, class • Notion of ethnicity as part of identity has become hybridised e.g. White- wannabes – Nayak, Modern Primitives – Vale and Juno, Hutnyk – cultural exchange and cultural appropriation • Post-modern perspective of pick and mix and supermarket of style - Polemus • Any other reasonable response.
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		<p>Level 2: 2 marks The candidate demonstrates a basic ability to analyse and evaluate sociological material. Evaluation points are likely to be anecdotal, with little sociological supporting evidence. If present, the conclusion is likely to be summative. <i>Typically there will be one or more undeveloped points</i></p> <p>Level 1: 1 mark The candidate demonstrates a limited ability to analyse and evaluate sociological material. Only implicit or tangential evaluation is present. There is unlikely to be a conclusion. <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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Section B
OPTION 1 – Families and relationships

Question		Answer	Marks	Guidance
4	*	<p>Outline two reasons for the declining birth-rate in the UK.</p> <p>PLEASE REFER TO APPENDIX 1 (For generic mark scheme)</p>		<p>AO1: Knowledge and understanding Please note that answers should relate to birth-rates not fertility rates.</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"> • Decline in infant mortality, therefore no longer a need to have large families • Economic factors – children as a financial burden • Women’s opportunities – e.g. Wilkinson Genderquake or Sharpe • Changing social attitudes e.g. child-free seen as a positive lifestyle option • Beck and Beck-Gernsheim – Individualisation • Secularisation – Gibson - less influence of religion on birth control • Improved Contraception • Legalisation of abortion • Any other reasonable point. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>

Question	Answer	Marks	Guidance
5 *	<p>Explain and briefly evaluate the view that an ageing population negatively affects family life.</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"> • Increased burden on women - the "sandwich generation" (Henretta and Grundy), Brannen – Pivot generation • Looking after the elderly - care in the community = care by women (Janet Finch) • Feelings of isolation of the elderly (Jerrome) • Grandparenting roles are very gendered (feminist view) (Chambers) • Increased dependency ratio in the family • Increased feelings of loneliness (e.g. Victor) • Increasing divorce rates because people living longer <p>References may be made to:</p> <ul style="list-style-type: none"> • Functionalist views (neo-conventional family) • Feminist views (increased burden on women) • Any other reasonable point. <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"> • Increased grandparent role in childcare - strengthening of extended kinship networks. (For example Statham) • Strong intergenerational links in the increasingly important "beanpole family" (Brannen) • Can be a positive help financially to wider family - helping family get on property ladder. (WRVS Gold Age Pensioners 2010) • Any other reasonable response.

Question	Answer	Marks	Guidance
6 *	<p>Assess postmodern views of the nuclear family.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</p>	24	<p>AO1: Knowledge and understanding The following list is indicative of possible evidence / arguments</p> <p>References may be made to:</p> <ul style="list-style-type: none"> • Giddens – Reflexive modernisation, confluent love and the shift to more fluid relationships • Shift to individualisation – Morgan – family practices and Finch - family displays. • Beck and Beck-Gernsheim – individualisation and Risk Society • Lyotard – the Postmodern condition • Bernandes – 5 characteristics • Stacey – diversity and fluidity • Bauman – Liquid Love • Examples of non-nuclear family types • Any other reasonable response <p>AO2: Application <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"> • Functionalist critique – nuclear family is still dominant – Parsons, Murdock, Popenoe • Feminist critique - the nuclear family ideology devalues other family relationships • New Right – Nuclear family is still the best • Chester – neo-conventional family • Marxist views that the nuclear family meets the needs of capitalism • Criticisms of postmodernism such as the continuation of nuclear families, neglecting social structures, differences in ethnicity and gender • Any other relevant response

OPTION 2 – Youth Subcultures

Question		Answer	Marks	Guidance
7	*	<p>Outline two examples of spectacular youth subcultures.</p> <p>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</p>	12	<p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <p>Please note that Spectacular subcultures are defined as being Highly visible subcultures of the 1950s, 1960s and 1970s with a flamboyant and recognisable style often associated with the work of the CCCS. Sometimes they had confrontational attitudes and were linked to social class.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Teddy boys (Hall and Jefferson) • Mods and Rockers (Stan Cohen) • Skinheads (Hebdige, Clarke, P. Cohen)) • Punks (Phil Cohen) • Hippies (Young) • Rastafarians (Hebdige) • Any other reasonable response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>

Question	Answer	Marks	Guidance
8 *	<p>Explain and briefly evaluate the view that female subcultures are often invisible.</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"> • View that females are just seen as pillion passengers • Thornton – girls had less disposable income and married early and did not dominate the teenage market – lacked subcultural capital • McRobbie and Garber – girls belong to bedroom cultures, not Gangs and are therefore not seen • Smart – social control • Gangs/ deviant subcultures are linked to “doing masculinity” for boys; girls do not need to achieve this (Harding, Messerschmidt) • Girls don’t join deviant subcultures as they are more controlled (Heidensohn) or fear being labelled (Lees) • Girl gangs are a myth – Batchelor • Study of subcultures is male dominated and does not focus on females Heidensohn – malestream sociology • 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"> • Female subcultures are visible: • McRobbie and Garber – Bedroom culture – girls active in subcultures but in different ways • Hollands – Geordie Girls • Blackman – New Wave Girls • Reddington – Punkettes/Vivian Westwood • McRobbie - Ragga • Changing roles for females e.g. riot grrls, ladettes • Extent of female involvement in delinquent subcultures, rise in girl gangs, ladettes, new femininities • Any other reasonable response

Question	Answer	Marks	Guidance
9 *	<p>Assess the view that the media is the main cause of youth deviance.</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"> • Moral panic studies (media labelling - e.g. S. Cohen Mods and Rockers, J. Fawbert Hoodies; Jock Young – hippies, Brown - rave) • Interactionism/Labeling Theory (Becker) • Abbas - Islamaphobia • Deviancy amplification (stages, spiral) – Cohen, Young, Wilkins • Stages in the development of a moral panic (Goode and Yehuda) • Folk devils • Furedi - moral panics and risk • Hall (Neo-Marxism) - mugging as a moral panic • Rave culture and ecstasy media coverage led to amplification • Impact of media on deviance: Alexander – The Art of Being Black, The Asian Gang, Sewell – gangsta rap <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"> • It's subcultures which develop from poor socialisation which causes an increase in youth deviance (functionalist / New Right); • It's capitalism that causes an increase in youth deviance (Marxist/Neo-Marxist). • Criticisms of moral panics from a postmodern view of media saturation (McRobbie, Thornton - lost their ability to panic). • It's not media that causes an increase in deviance it's resistance against racism (Nightingale; Bourgeois) / expression of masculinity (e.g. Messerschmidt) • Functionalist view – Merton, Strain theory, Cohen – Status frustration • Any other relevant response.

OPTION 3 – Media

Question	Answer	Marks	Guidance
10	<p>Outline two sociological examples of the direct effect theories of the media.</p> <p>PLEASE REFER TO APPENDIX 1 (for generic mark scheme)</p>	12	<p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Direct approach is based on the view that the media has a powerful influence on the audience. • Often sees the audience as passive and unable to resist. <p>Candidates may refer to specific examples and/or studies to illustrate the concept such as:</p> <ul style="list-style-type: none"> • Hypodermic Syringe Model – Packard • Drip drip effect • Newson – Media violence • Bandura et al – bobo doll experiment • Anderson et al – song lyrics • Hall et al – sexualised songs • Feshbach and Singer – violence on tv • Any other reasonable response <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p>

Question	Answer	Marks	Guidance
11 *	<p>Explain and briefly evaluate the view that media representations of ethnicity are changing.</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"> • Malik (changing representations in reality TV and alternative media) • Hall (a shift from a type of overt racism in the portrayal of minority ethnic groups towards a type of 'inferential' racism) • Barker (Soap operas reflect changes as has a range of Asian and black characters) • Increasing representations of hybrid identities • Development of satellite and digital channels targeted at specific minority groups (such as Asian music; Asian TV) • Postmodern view about increasing diversity and choice. • Postmodernism Globalisation of the media is changing ethnic stereotypes, Digital communication and globalisation allows a far more varied understanding of other cultures/races making old stereotypes questionable. • McLuhan Global village • Pluralism Supply and demand reflect a more multi-cultural audience now. More diversity and choice now. • Any other reasonable 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"> • Van Dijk stereotypes and distortion • Hall – ghettoization through diverse / pluralist means preventing mainstream from looking at the issues • Malik – changing representations but main media is not there yet • Poole – ethnocentric reporting • Barker – Eastenders still stereotyping • Akinti: simplistic stereotyping, starving or criminal • GMG research of negative portrayal of Asylum seekers • Tokenism • Any other relevant response

Question	Answer	Marks	Guidance
12 *	<p>Assess the feminist view that the media is patriarchal.</p> <p>PLEASE REFER TO APPENDIX 3 (for generic mark scheme)</p>	24	<p>AO1: Knowledge and understanding The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Liberal feminism – media content analyses show that sex-role stereotyping remains a major feature of TV programmes which is suffering from a cultural lag. (Van Zoonen) • Portrayal of gender in adverts promotes a “beauty myth” (Wolf) • McRobbie – the influence of magazines on girls and young women. • Ferguson – the cult of femininity. • Radical feminism – patriarchal ideology - the “male gaze” (Mulvey) • Tuchman – symbolic annihilation • Hall – music videos and objectification of women • Becker Images on communities in Fiji – effect of media on women’s body image • Cosmeticisation Itzin – effects on body image of older women • Any other relevant response. <p>AO2: Application <i>The selected knowledge should be directly related to the specific question.</i></p> <p>AO3: Analysis and Evaluation The following list is indicative of possible factors/evidence that candidates may refer to in evaluation but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Acknowledge evaluation of different strands of feminism as critiques. E.g. Lauzen increase of females in media production changing the representations and thus effects • Studies that show changing representations of women showing the effects are lessening (e.g. Glascock, Gauntlet) • Postmodernism – treats all females as passive victims; females use the media in a variety of ways. • Pluralist argument of supply and demand (e.g. Ferguson interviews with editors) • Haraway - digital media allows anonymity and for women to transcend gender • Bates: online campaigns can be used to fight patriarchy, • New/digital media e.g. Nakumara, new media gives women a voice • Any other relevant response.

APPENDIX 1
GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 4, 7 and 10
AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	7–8	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the response is well developed and substantiated with sociological evidence. There is a well-developed line of reasoning which is clear and logically structured. <i>Typically there will be two developed or one developed and one underdeveloped point</i>
3	5–6	The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. There is some sociological material but it is likely to be underdeveloped for both ways or the response is likely to be uneven. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <i>Typically, there will be two underdeveloped/one developed and one undeveloped or one developed point.</i>
2	3–4	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped and/or generalised. The information has some relevance and is presented with basic structure. The information is supported by basic evidence. <i>Typically, there will be one underdeveloped and one undeveloped point/way or one underdeveloped/two undeveloped points</i>
1	1–2	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically there will be one undeveloped point/two ways identified only or vague representation with only one way identified</i>
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)

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

APPENDIX 2
GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 8 and 11

AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range sociological material; the response is well developed and substantiated with sociological evidence.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. <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.</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. <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.</p> <p>The information has some relevance and is presented with basic structure. The information is supported by limited evidence. <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</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. <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, 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 underdeveloped. 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.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. <i>Typically there will be three developed points or two developed and one underdeveloped point</i></p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of either a range of sociological material or some material in detail. The material is generally accurate but underdeveloped.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <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.</p> <p>The information has some relevance and is presented with basic structure. The information is supported by limited evidence. <i>Typically there will be two underdeveloped/one underdeveloped and range of undeveloped points or one underdeveloped/range of undeveloped points.</i></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. <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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