



GCE

Sociology

Unit **H180/01**: Socialisation, culture and identity

Advanced Subsidiary GCE

Mark Scheme for June 2016

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

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

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1. Annotations

| Annotation | Meaning |
|-------------|--|
| KU | Knowledge and Understanding: for example, studies or theories. |
| DEV | Developed Point: fully explained in a relevant way |
| CON | Concept |
| ^ | Underdeveloped: Partially explained, but requiring more depth |
| EG | Example |
| APP | Application |
| EVAL | Evaluation |
| U | Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ support |
| ? | Unclear/confused/inaccurate |
| REP | Repetition |
| | Irrelevant - not focused on question set |
| J | Juxtaposition of theories without direct evaluation |

| Answer | Mark | Guidance |
|--|-----------------|---|
| Section A | | |
| <p>1. Define the concept of culture</p> <p>AO1 Knowledge and Understanding</p> <p>Level 4: 4 marks Excellent knowledge and understanding of the concept of culture. There will be an accurate definition (core meaning) and will demonstrate a fully developed explanation. Candidates may use examples to illustrate understanding of definition.</p> <p>Level 3: 3 marks Good knowledge and understanding is displayed. There will be an accurate definition (core meaning) but the explanation may be underdeveloped.</p> <p>Level 2: 2 marks Basic knowledge and understanding. There will be no accurate definition (core meaning) and the answer may rely totally on examples. Alternatively, there may be a core meaning with no further development. Or both the definition and development may be partial.</p> <p>Level 1: 1 mark Limited knowledge which is likely to be very confused.</p> <p>0 marks No relevant sociological knowledge or understanding.</p> | <p>4</p> | <p>Definitions may refer to the following:</p> <ul style="list-style-type: none"> • The way of life of a social group / society • The norms, values, customs of a society • The shared beliefs, values, norms, rituals, language, history, knowledge that make up the way of life of a social group. <p>Development of the definition may also refer to:</p> <ul style="list-style-type: none"> • References to relativity of culture, cultural diversity (inter / intra cultural diversity). • Reference to socialisation into culture. <p>Examples may refer to:</p> <ul style="list-style-type: none"> • different types of culture, eg high culture, popular culture, global culture, consumer culture. • aspects of culture such as a shared language, common food, fashion/dress, morals, laws, beliefs, customs, and traditions, norms. |

| | Answer | Mark | Guidance |
|---|--|------|--|
| 2 | <p>With reference to the source, identify and briefly explain TWO examples of norms.</p> <p>AO1 Knowledge and Understanding 2 marks Candidates correctly identify 2 norms.</p> <p>1 mark Candidates correctly identify only 1 norm.</p> <p>AO2 Application Level 4: 4 marks The two accurate examples are applied to the concept of norms in an explicit and developed way. There will be explicit reference to the source for at least one of the examples.</p> <p>Level 3: 3 marks The two accurate examples are applied to the concept of norms, either in an underdeveloped way OR reference to the source may be implicit.</p> <p>Level 2: 2 marks Only ONE accurate example is applied to the concept of norms in a developed way. Alternatively, two accurate examples are both underdeveloped and there is no reference to the source.</p> <p>Level 1: 1 mark ONE example is applied to the concept of norms in an underdeveloped way. Alternatively, where both examples are undeveloped, one example may be applied to the source.</p> <p>0 marks No relevant interpretation or application to the source.</p> | 6 | <p>Norms refer to accepted / expected social behaviour.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Norms related to politeness/ manners (queueing, please and thank you, shaking hands) • Norms related to a particular context (e.g. at school, at a funeral, at a party) • Norms related to a particular culture (e.g. food, dress, customs) • Norms related to a historical era (e.g. food, dress, customs) <p>Accept examples of formal norms: Laws</p> <p>Links to source: Norms related to socialisation and feral children:</p> <ul style="list-style-type: none"> • human contact • human care • love • acceptable social behaviour • language <p>Identity</p> <ul style="list-style-type: none"> • gender • human |

| | Answer | Mark | Guidance |
|---|--|------|---|
| 3 | <p>“Nurture is the main factor shaping human behaviour.” Using the source and your wider sociological knowledge, explain this view.</p> <p>AO1 Knowledge and Understanding Level 4: 4 marks Candidates display an excellent knowledge and understanding of the importance of nurture. The answer will be wide ranging and detailed, and focused on nurture.</p> <p>Level 3: 3 marks Candidates display good knowledge and understanding. The answer may be underdeveloped, or detailed but narrow. The link to nurture may be more implicit.</p> <p>Level 2: 2 marks Candidates display basic knowledge and understanding of the importance of nurture. The answer will lack both range and depth. Typically answers will be generalised, undeveloped, unsubstantiated, partial and/ or confused.</p> <p>Level 1: 1 mark Candidates display limited knowledge and understanding. Typically, there may only be vague representations of the topic area and a tendency towards common sense.</p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2 Application Level 4: 4 marks Candidates display an excellent ability to apply the source frequently and explicitly to this question in a developed way.</p> | 8 | <p>The importance of nurture may be discussed using the following:</p> <ul style="list-style-type: none"> • Nurture as related to socialisation • The agencies of socialisation and their role in nurturing individuals. • Examples of basic learned shared behaviours which are nurtured. • Cultural relativity as an example of how nurturing / socialisation differs. • Examples of feral/ unsocialised children such as Oxana and Genie. • Studies related to socialisation e.g. Oakley, Baby X studies <p>Source A may be discussed in the following way:</p> <ul style="list-style-type: none"> • Lack of normal human behaviour when not nurtured • Examples of ‘animal like behaviour’ when not nurtured • The consequences of no human contact • Lack of identity (e.g. Gender identity) without nurture. • Nurturing by animals encourages animal-like behaviours. |

| Answer | Mark | Guidance |
|---|------|----------|
| <p>Level 3: 3 marks Candidates show a good ability to apply the source to this question. The response will interpret evidence explicitly from the source but this may be less frequent (narrow) and / or underdeveloped.</p> <p>Level 2: 2 marks Candidates display a basic ability to apply the source to this question. The response will interpret evidence explicitly from the source but this will be undeveloped (paying lip service) and/or very narrow.</p> <p>Level 1: 1 mark There will be a limited ability to apply the source to the question. The response will interpret evidence from the source but this will be implicit.</p> <p>0 marks No relevant application to the source.</p> | | |

| | Answer | Mark | Guidance |
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| 4. | <p>Outline and evaluate the view that distinctive gender identities no longer exist</p> <p>AO1 Knowledge and Understanding Level 4: 4 marks Candidates display excellent knowledge and understanding. There will be wide ranging, detailed, explicit and frequent use of sociological concepts and evidence.</p> <p>Level 3: 3 marks Candidates will display some knowledge and understanding. Responses will be wide ranging, though underdeveloped or narrow but detailed (one fully developed point with evidence).</p> <p>Level 2: 2 marks Candidates show a basic knowledge and understanding. Knowledge will be narrow (lacking in quantity), but will have some coherence or responses may be undeveloped and partial. Responses may be generalised.</p> <p>Level 1: 1 mark Candidates display a limited knowledge and understanding. There may be one or two ideas and these may be confused in places.</p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2 Application Level 4: 4 marks Candidates display an excellent ability to apply relevant sociological material. The material is consistently related to the question.</p> | <p>12</p> <p>4xA 01</p> | <p>Evidence in support of the view:</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • The rise of ‘new’ gender identities; e.g. laddettes; laddish identities; metrosexual, new man, DIALLs (Do it alls), marginalised masculinity, complicit masculinity, acceptance of subordinate masculinity, househusbands, acceptance of homosexual identities, acceptance of transgender/pansexual identities • Concepts such as gender quake, assertive femininity, crisis of masculinity. • Studies such as Connell, Mac an Ghail, Wilkinson, Sharpe, Rutherford, Nixon, Gauntlett, Dermott, Hatter, Jackson, Blackman. • Relevant theory: e.g. feminism (liberal), postmodernism <p>Evidence against the view:</p> <ul style="list-style-type: none"> • Evidence of the continued existence of traditional masculinity and femininity; e.g. domestic violence; workplace and gender identities. • Concepts such as triple shift, glass ceiling, male gaze, slimblondenness, new wave girls, hypermasculinity, hegemonic masculinity • Examples taken from the media, and other agencies of socialisation. • The socio-biological view of gender identities. • Theories: e.g. feminism, functionalism • Studies such as Oakley, Parsons, McRobbie & Garber, Messerschmidt, Mulvey, Sewell |

| Answer | Mark | Guidance |
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| <p>Level 3: 3 marks Candidates show a good ability to apply sociological material to this question. The material is generally relevant to the question, but may be implicit in parts. Alternatively, the selection of evidence is narrow but well applied.</p> <p>Level 2: 2 marks Candidates show a basic ability to apply sociological material to the question. The response may be partially relevant.</p> <p>Level 1: 1 mark There will be a limited ability to apply sociological material to the question. Responses are likely to be marginally relevant.</p> <p>0 marks No relevant application.</p> <p>AO3 Analysis and Evaluation</p> <p>Level 4: 4 marks Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit and developed evaluative points against the view in the question.</p> <p>Level 3: 3 marks Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be underdeveloped. Or evaluation will be narrow but detailed (one fully developed evaluation point with evidence).</p> <p>Level 2: 2 marks Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points which are likely to be partial, confused and undeveloped.</p> | | |

| | Answer | Mark | Guidance |
|--|---|------|----------|
| | <p>Level 1: 1 mark Candidates display a limited ability to analyse and evaluate the view. Typically, the evaluation will be minimal, assertive, and/ or evaluating through juxtaposition only.</p> <p>0 marks No relevant analysis or evaluation.</p> | | |

| | Answer | Mark | Guidance |
|---|--|------|---|
| SECTION B: OPTION 1 – Families and Relationships | | | |
| 5 | <p>Define and explain the concept of extended families</p> <p>PLEASE REFER TO APPENDIX 1</p> | 5 | <p>Core meaning may include:</p> <ul style="list-style-type: none"> • Extended from the nuclear norm / containing kin beyond the nuclear family. • Extended family members living with or in close proximity to each other. • Extended family members have a set of obligations e.g. frequent contact and support. <p>Wider knowledge may refer to:</p> <ul style="list-style-type: none"> • Can be vertical or horizontal • Modified extended families • Dispersed extended families • Beanpole families • Examples of extended family based on class/ ethnicity |
| 6 | <p>Identify and briefly explain two types of ‘non-family households’</p> <p>PLEASE REFER TO APPENDIX 2</p> | 8 | <p>The main types of non-family households:</p> <ul style="list-style-type: none"> • Single person households • Singletons • Elderly people living alone • Living Apart Together (LATs) • Households of friends • Student households • Communes and co-housing • Residential homes • Creative singlehood • Cohabiting couples • Chosen families <p>Explanations may make reference to:</p> <ul style="list-style-type: none"> • Klinenberg (the cult of the individual) • The communications revolution (connected even when living alone) |

| | Answer | Mark | Guidance |
|---|--|------|--|
| | | | <ul style="list-style-type: none"> • The ageing population • Levin's work on LATs • Roseneil & Budgeon – families by choice • Beck – Individualisation • Postmodernism |
| 7 | <p>Explain what is meant by the 'ideology of the nuclear family' PLEASE REFER TO APPENDIX 3</p> | 12 | <p>The ideology of the nuclear family refers to the nuclear family being presented as the 'best type of family'. Answers may refer to:</p> <ul style="list-style-type: none"> • The ideology of the family consisting of all those values and norms that instruct us on how 'ideal' family life should be lived. • The functionalist view of the nuclear family being the best family type. • The new right view of the nuclear family as being the ideal model. • The feminist view of motherhood as part of this ideology • The Marxist view of family ideology supporting capitalism <p>Relevant evidence (studies):</p> <ul style="list-style-type: none"> • Leach 'Cereal packet family' • Oakley • Parsons • Murdock • Murray • Dennis and Erdos • Barrett and McIntosh • Evidence of social policy which supports the ideology of the nuclear family • media representation • political bias toward families through taxation/policy • socialisation through agencies such as family/education/religion • Chester neo-conventional family • Gittins persistence of family ideology causes consensus • Any other reasonable response. |

| | Answer | Mark | Guidance |
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| 8 | <p>'Marriage is a thing of the past in the contemporary UK'. Assess this view.</p> <p>PLEASE REFER TO APPENDIX 4</p> | 20 | <p>Responses may include the following:</p> <p>Theories:</p> <ul style="list-style-type: none"> • New Right • Feminism • Post modernism <p>• Studies may include Greer, Sharpe, Beck, Giddens, Morgan, Gibson, British Social Attitudes survey / ONS statistics.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Decline of family values • Individualisation • Confluent love • Plastic sexuality • Secularisation <p>Candidates may refer to statistical trends and patterns relating to patterns of marriage and alternatives to marriage:</p> <ul style="list-style-type: none"> • cohabitation • living together • living alone <p>Evaluation:</p> <ul style="list-style-type: none"> • Chester (neo-conventional family) • Increase in and legalisation of same sex marriages • Serial monogamy • Functionalist view (Fletcher) – the high divorce rate is a reflection of a high value placed on marriage • Some feminist arguments. • Ethnic and or class variations in patterns of marriage |

| | Answer | Mark | Guidance |
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| SECTION B: OPTION 2 – Youth subcultures | | | |
| 9 | <p>Define and briefly explain the concept of ‘anti school subcultures’</p> <p>PLEASE REFER TO APPENDIX 1</p> | 5 | <p>Core meaning may include:</p> <ul style="list-style-type: none"> • Groups of pupils who reject the norms and values of school and reverse them or create their own distinctive norms and values. • The distinction between anti-school and anti-education subcultures. <p>Wider knowledge may refer to:</p> <ul style="list-style-type: none"> • Examples may be used to illustrate the concept, such as Willis (The lads) Mirza (Afro-Caribbean); Sewell (Afro-Caribbean Boys), Mac an Ghail (macho lads, rastaheads, warriors, black sisters), Blackman (new wave girls), Jackson (ladettes). • Concepts such as cultural comfort zones, status frustration, resistance, labelling. • Anti- school subcultures as related to gender, ethnicity, class. |
| 10 | <p>Identify and briefly explain two examples of deviant subcultures</p> <p>PLEASE REFER TO APPENDIX 2</p> | 8 | <p>Responses may include the following:</p> <ul style="list-style-type: none"> • A deviant subculture is a subculture involved in behaviour that breaks social norms, which may not necessarily be criminal. • Examples of behaviour associated with delinquent subcultures, such as joyriding, vandalism and other anti-social behaviour. • Types of deviant subcultures- criminal, anti-school, spectacular, delinquent, and gangs. • Examples of spectacular subcultures – e.g. goths, punks, skinheads, hippies. • Examples of anti school subcultures. • Examples of gangs • Spectacular youth subcultures • Newer/ emerging subcultures e.g. online new subcultures that differ from social norms e.g. Pro-ana (anorexia) sites |

| | Answer | Mark | Guidance |
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| 11 | <p>Explain how subcultures are linked to gender</p> <p>PLEASE REFER TO APPENDIX 3</p> | 12 | <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Subcultures as largely focused on as male (Thornton – gender differences in ‘subcultural capital’) • Boys involvement in subcultures (spectacular, anti-school and gangs) • Studies of male involvement in subcultures (e.g. Cohen, Messerschmidt, Willis, Miller, Mac an Ghail, Sewell, Jefferson) • McRobbie and Garber (bedroom culture and teenyboppers) • Heidensohn (malestream sociology) • Girls involvement in spectacular subcultures (Reddington) • Statistical evidence linking criminal and deviant subcultures to masculinity (e.g. Home Office statistics on gender and offending) • Ladettes (Jackson) • Statistical evidence showing deviant activity according to gender. <p>Theories could include:</p> <ul style="list-style-type: none"> • Feminism • Post modernism • Neo-Marxism |
| 12 | <p>Young people participate in deviant subcultures as a form of resistance and rebellion against the ruling class. Assess this view.</p> <p>PLEASE REFER TO APPENDIX 4</p> | 20 | <p>Responses may include the following:</p> <p>Theories:</p> <ul style="list-style-type: none"> • Marxism / Neo-Marxism <p>Studies:</p> <ul style="list-style-type: none"> • CCCS • Hebdige • P Cohen • Clarke • Hall • Brake • Willis • Gilroy |

| | Answer | Mark | Guidance |
|--|--------|------|--|
| | | | <p>Concepts</p> <ul style="list-style-type: none"> • Ideology • Magical solutions/ imaginary solutions • Exaggeration of working class identity • Resistance through rituals • Spectacular subcultures • Scapegoating <p>Evaluation:</p> <ul style="list-style-type: none"> • Functionalism • New Right • Interactionism • Postmodernism • Resisting patriarchy • Resisting racism • Examples of middle class deviant subcultures |

| | Answer | Mark | Guidance |
|------------------------------------|--|------------|---|
| SECTION B: OPTION 3 – Media | | | |
| 13 | <p>Define and briefly explain the “active audience” theory of media effects</p> <p>PLEASE REFER TO APPENDIX 1</p> | [5] | <p>Core meaning may include:</p> <ul style="list-style-type: none"> • Active audience theories focus on the audience in using interpreting and making sense of media content. • The audience are not passive recipients of media content- they use the media for their own purposes. • Contrast with direct and/or indirect theories. <p>Wider knowledge may refer to:</p> <ul style="list-style-type: none"> • Reference to specific active audience models such as uses and gratifications model, coding / decoding model of communication (Neo-Marxism; Hall), Klapper’s selective filter model • Zillman – mood affects media choice • McQuail – use of media causes choice • Pluralism • Postmodernism |
| 14 | <p>Identify and briefly explain two examples of how the media acts as a ‘hypodermic syringe’</p> <p>PLEASE REFER TO APPENDIX 2</p> | [8] | <p>Responses may refer to the following examples:</p> <ul style="list-style-type: none"> • Packard (advertising); magic bullet theory • Bandura (media violence) • Anderson (violent song lyrics) • Hall et al; Hardcastle et al (song lyrics) • Cathartic effect (e.g. Feshbach and Singer) • Copycat killings (e.g. linked to violent video games/ films). Examples of copycat killings e.g. Jamie Bulger, Columbine. • Political propaganda • Marxist manipulative model • Reference to class, gender, ethnicity |

| | Answer | Mark | Guidance |
|----|---|-------------|--|
| 15 | <p>Explain what is meant by 'deviance amplification'</p> <p>PLEASE REFER TO APPENDIX 3</p> | [12] | <p>Deviancy amplification refers to the role of the media in strengthening and magnifying deviance in society.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Folk devils • Moral panics • Labelling and self-fulfilling prophecy • Application of News values • Stirring up public indignation • Identification of subversive minority • Studies such as Wilkins, Young, Goode and Ben-Yehuda, Thornton, Cohen, Fawbert, Hall. • Theories such as interactionist, labelling theory and/or Marxism (neo-Marxist). |
| 16 | <p>'Media representations of social groups serve to reflect the interests and values of the dominant ruling class.' Assess this view.</p> <p>PLEASE REFER TO APPENDIX 4</p> | [20] | <p>Candidates are likely to refer to media representations of social class and interpret the question as being related to Marxist/neo-Marxist theory.</p> <p>Responses may include the following:</p> <p>Concepts</p> <ul style="list-style-type: none"> • Ideology • False Consciousness • Modern opium of the masses • Cultural Hegemony • False needs <p>Studies:</p> <ul style="list-style-type: none"> • Miliband • Hall • GUMG / Philo • Marcuse <p>In evaluation:</p> <ul style="list-style-type: none"> • Debate between Marxists and neo-Marxists • Pluralism • Postmodernism • Feminism |

APPENDIX 1

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 5, 9 and 13

AO1: Knowledge and understanding - (5 marks)

| Level | Marks | Generic Mark Scheme questions 5, 9 and 13 |
|-------|-------|--|
| 4 | 4-5 | <p>Excellent knowledge and understanding.</p> <p>At the top of this level there will be an accurate definition (core meaning) and a detailed/ fully developed explanation. At the bottom of the level the core meaning will be explicit but the explanation may be underdeveloped in parts. Candidates may use examples to illustrate understanding of the definition.</p> |
| 3 | 3 | <p>Good knowledge and understanding.</p> <p>There will be an accurate definition (core meaning) but the explanation may be underdeveloped or narrow. Alternatively, the definition may be implicit through a range of developed wider knowledge and understanding.</p> |
| 2 | 2 | <p>Basic knowledge and understanding.</p> <p>There will be no accurate definition (core meaning) and the answer may rely totally on undeveloped examples or one developed example. Alternatively, there may be a core meaning with no further development. Or both the definition and development may be partial.</p> |
| 1 | 1 | <p>Limited knowledge and understanding.</p> <p>There will be vague representations of the topic area and / or a tendency towards common sense and the response is likely to be very confused.</p> |
| 0 | | No relevant sociological knowledge or understanding. |

APPENDIX 2

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 6, 10 and 14

AO1: Knowledge and understanding- (4 marks)

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

AO2: Application –(4 marks)

| Level | Marks | Generic Mark Scheme questions 6, 10 and 14 |
|-------|-------|---|
| 4 | 4 | Candidates display an excellent ability to apply knowledge to the specific question. |
| 3 | 3 | Candidates show a good ability to apply knowledge to this question in an implicit way for both points or the response is uneven. |
| 2 | 2 | Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant. Or only one accurate way/example/type is selected and supported with evidence. |
| 1 | 1 | There will be a limited ability to apply knowledge to the question. Responses may be marginally relevant. |
| 0 | | No relevant interpretation or application. |

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APPENDIX 3

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 7, 11 and 15***AO1: Knowledge and understanding - (8 marks)***

| Level | Marks | Generic Mark Scheme questions 7, 11 and 15 |
|--------------|--------------|---|
| 4 | 7-8 | Level 4 Candidates display an excellent knowledge and understanding which is wide-ranging and detailed. The explanation given will be developed with a range of precise sociological evidence. |
| 3 | 5-6 | Candidates display a good knowledge and understanding which is either wide-ranging or detailed. There will be some explanation given but typically it may be underdeveloped or the response will be narrow. |
| 2 | 3-4 | Candidates display basic knowledge and understanding which will be lacking range and depth. Typically the explanation given will be undeveloped, unsubstantiated, partial and/ or confused. |
| 1 | 1 -2 | Candidates display limited knowledge and understanding. Typically, there may only be vague representations of the topic area and a tendency towards common sense. |
| 0 | | No relevant sociological knowledge or understanding. |

AO2: Application – (4 marks)

| Level | Marks | Generic Mark Scheme questions 7, 11 and 15 |
|--------------|--------------|--|
| 4 | 4 | Candidates display an excellent ability to apply relevant sociological material. The material is consistently related to the question. |
| 3 | 3 | Candidates show a good ability to apply sociological material to this question. The material is generally relevant to the question, but may be implicit in parts. Alternatively, the selection of evidence is narrow but well applied. |

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| 2 | 2 | Candidates show a basic ability to apply sociological material to the question. The response may be partially relevant. |
| 1 | 1 | There will be a limited ability to apply sociological material to the question. Responses are likely to be marginally relevant. |
| 0 | | No relevant application. |

APPENDIX 4

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 8, 12 and 16***AO1: Knowledge and understanding - (6 marks)***

| Level | Marks | Generic Mark Scheme questions 8, 12 and 16 |
|--------------|--------------|--|
| 4 | 5-6 | Candidates display an excellent knowledge and understanding of the view. There will be a range of relevant concepts and/or studies and/or theories which are accurately explained and developed. |
| 3 | 3-4 | Candidates display a good knowledge and understanding of the view. Knowledge is likely to be underdeveloped, and / or narrow. |
| 2 | 2 | Candidates display a basic knowledge and understanding of the view. Knowledge is likely to be lacking in range and depth, undeveloped, partial and / or unsubstantiated. |
| 1 | 1 | Candidates display a limited knowledge and understanding. There will be vague representations of the topic area and / or a tendency towards common sense and the response is likely to be very confused. |
| 0 | | No relevant sociological knowledge or understanding. |

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AO2: Application - (4 marks)

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

AO3: Analysis and Evaluation - (10 marks)

| Level | Marks | Generic Mark Scheme questions 8, 12 and 16 |
|-------|-------|---|
| 4 | 8-10 | Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points which are accurate and developed |
| 3 | 6-7 | Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be underdeveloped. Alternatively the evaluation may be narrow but detailed. Evaluation which is only implicit (juxtaposition) should be placed in this band. |
| 2 | 3-5 | Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points which are likely to be partial, confused and undeveloped. |
| 1 | 1-2 | Candidates display a limited ability to analyse and evaluate the view. Typically, the evaluation will be minimal, assertive, and / or tangential to the question. |
| 0 | | No relevant analysis or evaluation. |

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