OCR

Oxford Cambridge and RSA

GCE

Sociology

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

Advanced Subsidiary GCE

Mark Scheme for June 2018

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

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

Answer	Mark	Guidance
Section A		

1   **Define the concept 'cultural diversity'.**
 	
AO1 Knowledge and Understanding
 	
Level 4: 4 marks
Excellent knowledge and understanding of the concept cultural diversity. Responses will use precise sociological knowledge and will demonstrate a detailed understanding. Candidates may use examples to illustrate understanding of definition.
 	
Level 3: 3 marks
Good knowledge and understanding is displayed. There will be an accurate definition but it may be underdeveloped.
 	
Level 2: 2 marks
Basic knowledge and understanding. The definition may only be partial or the answer may rely totally on examples, without a core definition.
 	
Level 1: 1 mark
Limited knowledge which is likely to be very confused.
 	
0 marks
No relevant sociological knowledge or understanding.
	4	Core definitions may refer to the following:
		• Cultural differences or variety in society. Cultural diversity can be seen both between cultures (intercultural diversity) and within cultures (intracultural diversity).
		• A variety of norms and values within UK culture:
		   o links may be made with subcultures because the existence of different subcultures leads to a culturally diverse society.
		
		Examples may refer to the following:
		• Aspects of cultural diversity such as differences in terms of language, food, fashion/dress, morals, laws, beliefs, customs and traditions.
		• Cross cultural / intercultural examples; for example, Amazonian tribal societies; westernised cultures.
		• Examples of intra-cultural diversity:
		   o Ethnic diversity as an example of cultural diversity
		   o Social class as an example of cultural diversity
		   o Regional diversity
		   o Sexual / gender diversity
		   o Political diversity
		.

	Answer	Mark	Guidance
2	**With reference to the source, identify and briefly explain two examples of cultural diversity.** **AO1 Knowledge and Understanding** **2 marks** Candidates correctly identify two examples. **1 mark** Candidates correctly identity only one example. **AO2 Application** **Level 4: 4 marks** The two accurate examples are applied to the concept of cultural diversity and the source in an explicit way. **Level 3: 3 marks** The two accurate examples are applied to the concept of cultural diversity and the source in an implicit way. **Level 2: 2 marks** The one accurate example is applied it to the concept of cultural diversity and the source in an explicit way. **Level 1: 1 mark** Repeat of Level 3 with 1 example only. (One example applied in an implicit way). **0 marks** No relevant interpretation or application.	6	Cultural diversity refers to differences within and / or between societies Responses may include the following: • Aspects of cultural diversity related to eating, greeting, clothing, food, living arrangements, language, leisure, activities, behaviour, religion, manners. • Types of diversity within one culture (intra-cultural diversity), such as class diversity, ethnic diversity, age diversity, sexual diversity, regional diversity. Application of source: Cultural diversity linked to: • Dress - minimal clothing, colourful wraps • Body image - body paint, facial decoration (Amazonian Indian children) compared to glasses, pigtails, no make up etc for children in the UK. The role of children cross-culturally. • Hobbies/customs (the cultural norm of using technology in the UK).Links to traditions / religions / beliefs or effect on norms.

	Answer	Mark	Guidance
3	**Using the source and your wider sociological knowledge, explain how the peer group socialises individuals into their culture.** **AO1 Knowledge and Understanding** **Level 4: 4 marks** Candidates display an excellent knowledge and understanding of how the peer group socialises individuals. The answer will be wide ranging, detailed, accurate and conceptual **Level 3: 3 marks** Candidates display good knowledge and understanding. The answer may be underdeveloped and superficial, or detailed but narrow. **Level 2: 2 marks** Candidates display basic knowledge and understanding of how the peer group socialises individuals. Typically answers will be undeveloped, unsubstantiated, partial and confused. **Level 1: 1 mark** Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense. **0 marks** No relevant sociological knowledge or understanding.	8	The following ideas may be discussed: • Peer groups consist of people of a similar status who come into regular contact with one another such as group of friends, school children or colleagues in the same job. • Link with secondary socialisation. • Importance between age 5 to 18 due to time spent together in school. • Socialisation through different activities (e.g. in the playground, learning the rules of games). • Resistance and rebellion – may refer to youth subcultures e.g. Goths, skinheads, emos and punks. • Peer group pressure • Learning about hierarchy, leaders and followers. • Recognising similarity (identity) • Cultural comfort zones / importance of inclusion /exclusion Relevant studies and theories: • Skelton & Francis (peer groups in primary school playgrounds) • Sewell (cultural comfort zones) • Sue Lees (peer pressure and the sexual double standard) • Judith Harris (compares peer groups to adults influence) • Functionalism • Interactionism • CCCS Source A may be discussed in the following way: • Common sense of identity • Friendship groups • Common interests • Learning to function independently • Common sense of purpose • Learning the general culture of society

Answer	Mark	Guidance
AO2 Application **Level 4: 4 marks** Candidates display an excellent ability to apply evidence from the source and wider sociological knowledge to this question, focusing specifically on peer groups. There will be an application of the source to the question. **Level 3: 3 marks** Candidates show a good ability to apply evidence from the source and their wider sociological knowledge to this question. The response will interpret evidence from the source but the link to peer groups may be more implicit. **Level 2: 2 marks** Candidates display a basic ability to apply evidence from either the source or their wider sociological knowledge to the question. The response may be generalised without explicit reference to the source. Alternatively, the response may only refer to the source without any wider sociological knowledge. **Level 1: 1 mark** There will be a limited ability to apply evidence from the source or wider sociological knowledge to the question. The response will be marginally relevant. **0 marks** No relevant application.		

	Answer	Mark	Guidance
4	**Outline and briefly evaluate the view that not all youths share the same culture.** **AO1 Knowledge and Understanding** **Level 4: 4 marks** Candidates display good knowledge and understanding. There will be wide ranging, detailed, explicit and frequent use of sociological concepts and evidence. **Level 3: 3 marks** Candidates will display some knowledge and understanding. Responses will be wide ranging **or** detailed. There will be some use of sociological concepts / evidence but it may be underdeveloped. **Level 2: 2 marks** Candidates show a basic knowledge and understanding. Knowledge will be narrow, but will have some coherence or responses may be undeveloped and partial. Responses may be generalised. **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. **0 marks**: no relevant knowledge or understanding **AO2: Application** **Level 4: 4 marks** Candidates display an excellent ability to apply relevant sociological material to the question. The material is consistently related to the question.	12	Evidence in support of the view: Responses may include the following: • Social construction of age categories, including youth, and childhood. Some cultures do not have a stage called 'youth' (Mead – Samoa). • Youth culture does not exist - it is just a media creation (link with postmodernism / Thornton) little angels vs little devils. • Differences between different youths - ethnicity, class, gender. E.g. Shain's study of Asian girls developing different identities in a secondary school through girl gangs. • Youth SUB cultures rather than one youth culture. • Examples of youth subcultures: spectacular, pro- and anti- school etc. • Disappearance of childhood – Postman. • Experiences of feral children. Evidence against the view: • Cultural characteristics associated with youth (rebellion, resistance, fun and excitement) • Abrams - all young people are at the same transitional stage in their lives • Bridge between childhood and adulthood (Parsons - link to functionalism) • Polhemus - youth is a time for experimenting with style. • Legal guidelines that standardise youth (e.g. 18 to vote.) • Examples of rites of passage that bring some conformity e.g. initiation ceremonies. • Davis - most youths are similar to their parents

Answer	Mark	Guidance
Level 3: 3 marks Candidates display a good ability to apply relevant sociological material to the question in an implicit way. The material is generally related to the question. **Level 2: 2 marks** Candidates display a basic ability to apply relevant sociological material to the question. The response may be partially relevant. **Level1: 1 mark** There will be a limited ability to apply sociological material to the question. Responses are likely to be marginally relevant. **0 marks** No relevant application. **AO3 Analysis and Evaluation** **Level 4: 4 marks** Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points, both for and against the view which are accurate and developed. **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. **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 and responses are likely to be partial, confused and undeveloped. Or answers will not give both arguments for		

Answer	Mark	Guidance
and against the view **Level 1: 1 mark** Candidates display a limited ability to analyse and evaluate the view. Typically the response will be minimal, assertive, and/or tangential to the question. **0 marks** No relevant evaluation		

	Answer	Mark	Guidance
SECTION B: OPTION 1 – Families and Relationships			
5	**Define and briefly explain the concept 'nuclear families'.** **PLEASE REFER TO APPENDIX 1**	5	Responses may include the following: • The structure of nuclear families (2 biological parents and dependent children; 2 generations, sharing a household) • Murdock's definition of a nuclear family • Gender roles within a nuclear family • New right view of familial ideology linked with nuclear family • References to the 'cereal packet' family • Office for National statistics 2003 most common type is married or civil partner couple family with dependent children (4.7 million) • Decreasing since 1996.
6	**Identify and briefly explain two reasons for the decline in family size.** **PLEASE REFER TO APPENDIX 2**	8	The main reasons are: • Declining birth rate • More women remaining child-free • Increased participation of women in higher education • Delayed marriage and partnership formation • Women more focussed on their careers • Getting on the housing ladder • Ensuring financial stability before starting a family • Free and available contraception • Children being seen as economic burden not asset • Confluent love = shorter lasting marriage = less children. • Increase in single parent households • Geographical mobility • Social mobility

	Answer	Mark	Guidance
7	**Explain why 'non-family households' have become more common in the UK.** **PLEASE REFER TO APPENDIX 3**	12	Non-family households refer to people sharing a common residence but who are not related through blood, marriage or adoption. Examples of non-family households may include: • Groups of students (increase in student numbers) • Friends (linked to the above and also increase of single persons not in relationships) • Co-housing amongst the middle class elderly population (linked to increased life expectancy and increased affluence "grey power") • Single person households (including elderly people living alone) • LATs • Children in care Relevant studies may include: • Roseneil and Budgeon (the decline of the heteronorm) • Levin (LATs) • Gilliespie (childfree women) • Weeks (chosen families) • Cult of the individual Klinenberg (originally Durkheim) Cultural pressure to be good to oneself, so prioritise self over others. • Haskey and Lewis prelude to cohabitation LAT's. References maybe made to: • New Right views • Postmodern views
8	**Evaluate the view that 'same-sex families' are a threat to the nuclear family norm.** **PLEASE REFER TO APPENDIX 4**	20	Responses may include the following: Theories: • New Right • Functionalism Studies • Weeks, Heaphy and Donovan - increased diversity • Morgan

Answer	Mark	Guidance
		• Murdock • British Social Attitudes survey / ONS statistics • Beck • Giddens Concepts • Decline of the heteronorm • Individualisation and individualism • Confluent love • Neo-conventional families Candidates may refer to statistical trends and patterns relating to family diversity. Evaluation: • Guasp (different families) -study of children in same sex families • Fletcher - neo conventional families • Calhoun – although seen as family outlaws modern life is about choice and thus it is another choice that avoids the exploitation of heterosexual relationships. • British social attitudes survey 2012 found that there are only 28% who though sexual relations between same sex were wrong. • Evaluation of the notion that the same sex relationships are a "threat" - this is a negative portrayal.

	Answer/Indicative content	Mark	Guidance
SECTION B: OPTION 2 – Youth subcultures			
9	**Define and briefly explain the concept 'spectacular youth subcultures'.** **PLEASE REFER TO APPENDIX 1**	5	Responses may include the following: • Highly visible subcultures of the 1950s, 1960s and 1970s • Highly flamboyant and recognisable style • Easily recognisable as a social group • Confrontational attitudes • Linked to social class Candidates may refer to specific examples to illustrate the concept such as: • Teddy boys • Mods and Rockers • Skinheads • Punks Reference may be made to studies carried out by the CCCS.
10	**Identify and briefly explain two examples of 'folk devils' created by the media.** **PLEASE REFER TO APPENDIX 2**	8	Responses may include the following: • Often young, working class subcultures (e.g. mods and rockers) • Often perceived as a threat to the social order (e.g. punks, muggers) • Often perceived as a threat to morality (teenage mothers; joy riders, benefit dependents) • Often perceived as a threat to British values / way of life e.g. terrorists Responses may choose two specific groups which are seen as folk devils/ scapegoats. Reference may be made to studies of folk devils and moral panics such as: • S. Cohen – mods & rockers • S. Hall – black muggers • T. Abbas - Islamophobia • Brown – Ravers • Fawbert - hoodies

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	Answer/Indicative content	Mark	Guidance
11	**Explain why the majority of youth deviance is committed by males.** **PLEASE REFER TO APPENDIX 3**	12	Responses may include the following: • Control theory (Heidensohn) • Control of females by parents (McRobbie & Garber, Smart) • Impact of labelling from peers (Lees) • Dominant hegemonic value system (Messerschmidt) • Involvement in night time economy (Winlow) • Focal concerns (Miller) • Peer group pressure (Mac an Ghaill) • Media pressure to be hyper-masculine (Sewell) Theories could include: • Functionalism (subcultural theory e.g. Cohen status frustration) • Feminism • Postmodernism
12	**Evaluate the view that 'youth culture contributes to social order in society'.** **PLEASE REFER TO APPENDIX 4**	20	Responses may include the following: Theories: • Functionalism Studies: • Parsons • Eisenstadt • Abrams Concepts: • Transitional stage • Value consensus • Anomie • Safety valve

Answer/Indicative content	Mark	Guidance
		Evaluation: • Neo-marxism – examples of resistance • Lack of focus on differences in experience according to class/ gender / ethnicity • Ethnocentric views • Prevalence of youth deviance

Answer	Mark	Guidance
SECTION B: OPTION 3 – Media		
13 **Define and briefly explain the concept 'deviance amplification.'** **PLEASE REFER TO APPENDIX 1**	**5**	Deviance amplification is a theory which seeks to understand the role of the media in strengthening and magnifying deviance in society. Reference may be made to Wilkins. Likely concepts include: • Folk devils • Application of News values • Stirring up public indignation • Identification of subversive minority • Moral Panics Candidates may illustrate their answers with examples of deviance amplification, such as the mods and rockers (Cohen) or Hoodies (Fawbert). Young's stages of deviance amplification: translation of fantasy, negotiation of reality, amplification or the idea of a deviance amplification 'spiral' Candidates may refer to interactionist / labelling theory and/or Marxism (neo-Marxist).
14 **Identify and briefly explain two ways that femininity is represented in the media.** **PLEASE REFER TO APPENDIX 2**	**8**	Femininity may be represented as: • Housewife/ mother • Ideal body shape / image (objectification of women) • Obsessed with romance and finding a man • Women as invisible in the media • Increasingly positive representation Studies may include: • Tuchman (symbolic annihilation) • Ferguson (the cult of femininity) • McRobbie • Bristol Fawcett society study • Mulvey Male gaze • Glascock, Mayers, Westwood, Gill, Gauntlett (Alien e.g. subverting hegemonic versions of femininity. (More recent studies showing

	Answer	Mark	Guidance
			• femininity in a more positive light) • Knight (2010) even with more recent action roles they are traditionally attractive still objectified and under male gaze.
15	**Explain how the media can affect its audience in a direct way.** **PLEASE REFER TO APPENDIX 3**	12	Responses will focus on direct models of media effects and may include the following: • Hypodermic syringe model / magic bullet theory (Packard - advertising) • Direct effects of media violence - copycat; desensitisation (Newson, Bandura) • Direct effects of song lyrics (Anderson; Hall et al) • Direct effects in a positive way (e.g. catharsis; deterrent)
16	**Evaluate the view that the media does not accurately reflect the culture of minority ethnic groups in the contemporary UK.** **PLEASE REFER TO APPENDIX 4**	20	Candidates are expected to demonstrate knowledge and understanding of the viewpoint that mass media representations of minority ethnic groups do not reflect the reality of ethnic reality as they are based on negative stereotypes. This will involve an understanding of stereotyping, relating to different ethnic groups, with explanations of why some groups are presented more negatively than others. Also candidates may show awareness that representations may vary across media products, for example satellite as opposed to mainstream channels. Candidates may refer to research suggesting that minority ethnic groups are presented in a limited range of stereotypical roles, are marginalised and often seen in roles constructed from a white perspective. It is expected that candidates will refer to empirical research and/or contemporary examples. • Media representations of asylum seekers and refugees as negative (GMG research) • Dominant hegemony • Neo-Marxism • Tokenism • Ghettoisation

Answer	Mark	Guidance
		Studies: • Van Dijik stereotypes and distortion • Tuchman (written about gender, can be applied) • 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 In evaluation: • Postmodern view (increased number of media available with variations in representations) • Pluralist view and the deterministic nature of some Marxist beliefs; • evidence of improvements in the representation of some minority ethnic groups; • the widening participation of members of minority groups in the media; • the development of new technologies and media products accessible to wider audiences • Uses and gratifications approach, through diverse media all types of representation are available, but people choose the type they want to see.

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	Candidates display an excellent knowledge and understanding which will be accurate and detailed. There will be explicit and frequent use of sociological concepts and evidence. Expect a core meaning of the definition and a detailed explanation. At the top of this level the candidate will accurately define the concept and offer a detailed explanation. At the bottom of the level the core meaning will be explicit but the explanation may be underdeveloped in parts.
3	3	Candidates will display a good knowledge and understanding but the explanation and definition may be underdeveloped.
2	2	Candidates display basic knowledge and understanding. Responses will be lacking range and depth. Typically responses will be undeveloped /unsubstantiated / partial / confused. There may be an over-reliance on examples rather than concepts, studies and theories.
1	1	Candidates show a limited knowledge and understanding. Evidence will be limited, with vague representations of the topic area and / or with a tendency towards common sense.
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 the two ways. The answer will be accurate and conceptual. There is a well-developed line of reasoning which is clear and logically structured.
3	3	Candidates display a good knowledge and understanding of two ways. There will be some sociological evidence but typically it may be underdeveloped and superficial. There is a line of reasoning with some structure.
2	2	Candidates display basic knowledge and understanding which will be lacking range and depth. Typically answers will be undeveloped, unsubstantiated, partial and confused. Candidates may only identify 1 way. The response is presented with limited structure.
1	1	Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense. The information is basic and communicated in an unstructured way
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.
2	2	Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant.
1	1	There will be a limited ability to apply knowledge to the question. Responses are likely to be marginally relevant.
0		No relevant interpretation or application.

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	Candidates display an excellent knowledge and understanding which is wide-ranging and detailed. The reasons given will be accurate with a range of precise sociological evidence. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
3	5-6	Candidates display a good knowledge and understanding which is either wide-ranging or detailed. There will be some reasons given but typically it may be underdeveloped and superficial. There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.
2	3-4	Candidates display basic knowledge and understanding which will be lacking range and depth. Typically the reasons given will be undeveloped, unsubstantiated, partial and confused. The information has partial relevance and is presented with limited structure.
1	1 -2	Candidates display limited knowledge and understanding. Typically, responses may be very narrow or have a tendency towards anecdote. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence might not be clear.
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 knowledge to the specific question.
3	3	Candidates show a good ability to apply knowledge to this question.
2	2	Candidates display a basic ability to apply knowledge to the question. The response may be partially relevant.
1	1	There will be a limited ability to interpret knowledge to the question. Responses are likely to be marginally relevant.
0		No relevant interpretation or application.

APPENDIX 4

GENERIC MARKSCHEME FOR OPTIONS QUESTIONS 8, 12 and 16

AO1: Knowledge and understanding - (6 marks)

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.

AO2: Application (4 marks)

Level	Marks	Generic Mark Scheme questions 8, 12 and 16
4	4	Candidates apply relevant sociological theories/ studies / evidence to the view in the question in a wide-ranging and explicit way.
3	3	Candidates apply knowledge of the view in the question in an implicit way.
2	2	Candidates apply knowledge of the view in a basic way. Responses are likely to contain evidence / concepts which are generalised and not directly related to the question.
1	1	Candidates apply a limited level of knowledge to the view.
0		No relevant interpretation or application.

AO3: Analysis and Evaluation (10 marks)

Level	Marks	Generic Mark Scheme questions 8, 12 and 16
4	9-10	Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points which are accurate and developed
3	6-8	Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be underdeveloped.
2	3-5	Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points and responses are likely to be partial, confused and undeveloped.
1	1 -2	Candidates display a limited ability to analyse and evaluate the view. Typically, the response will be minimal, assertive, and / or tangential to the question.
0		No relevant analysis or evaluation.

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