GCE

Sociology

H180/01: Socialisation, culture and identity

Advanced Subsidiary GCE

2020 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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.

1. 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 of 'Identity'.**
 	
AO1: Knowledge and Understanding
 	
Level 4: 4 marks
Excellent knowledge and understanding of the concept of identity. 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:
		   • How we see ourselves in relation to others.
		   • The way we answer the question "Who am I"?
		   • Identity is about an individual's place in society; there are different types of identity (e.g. personal, social, self-identity).
		
		Examples may refer to the following:
		• Examples related to personal identity (e.g. person's name, passport, finger prints/ DNA) that makes an individual unique.
		• Examples related to social identity (cultural characteristics associated with roles, E.g. mothers as selfless, nurturing). Class, gender, ethnic, sexual, disability, age and national identities may be referred to as examples
		• Interactionist views of self-identity - the I and the Me (Mead)
		• Any other reasonable point

Answer	**Mark**	**Guidance**

Mark scheme

2	**With reference to the source, identify and briefly explain two cultural characteristics of masculinity.**	6	Masculinity refers to the identity of being male – the cultural expectations that are attached to how males are supposed to behave.
	AO1: Knowledge and Understanding		Responses may include the following:
			• Traditional masculinity
	2 marks		• Hegemonic masculinity
	Candidates correctly identify two examples / characteristics.		• Other types of masculinity (e.g. Connell's typology: complicit, subordinate, marginalised)
	1 mark		Application of source:
	Candidates correctly identity only one example / characteristic.		Cultural characteristics:
			From the photo:
	0 marks		• Search for excitement
	No relevant sociological knowledge or understanding.		• Playful
			• 'Having a laugh'
	AO2: Application		• 'Messing around'
			• Anti-school
	Level 4: 4 marks		**From the extract:**
	The two accurate examples are applied to the concept of masculinity and the source in an explicit way.		• Being good at sport, particularly football.
			• Anti-school
	Level 3: 3 marks		• Not doing homework
	The two accurate examples are applied to the concept of masculinity and the source in an implicit way.		• Other types of masculinity; e.g. subordinate – boys who do homework. Relate to Mac an Ghaill's types of masculinity or Willis' ear'oles.
	Level 2: 2 marks		
	One accurate example is applied it to the concept of masculinity and the source in an explicit way.		
	Level 1: 1 mark		
	One accurate example is applied to the concept of masculinity and the source in an implicit way.		
	0 marks		
	No relevant application.		
	Answer	**Mark**	**Guidance**

| 3 | **Using the source and your wider sociological knowledge, explain how education acts as a form of social control**

AO1: Knowledge and Understanding
Level 4: 4 marks
Candidates display an excellent knowledge and understanding of how education 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 education 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:
• Link with informal social control
• Hidden and formal curriculum
• Social control through following "rules" (e.g., in the playground, following the rules of games)
• Agents of social control – Peer group in the classroom / playground and teachers
• Peer group pressure and imitation (fitting in)
• Learning about hierarchy, leaders, and followers
• Positive/negative sanctions and social control.
• Theoretical references to social control function, e.g., functionalism, Marxism.

Relevant studies and theories:
• Gender - Skelton & Francis (peer groups in primary school playgrounds); Becky Francis (boys' poor behaviour is tolerated more)
• Masculinity – Archer and Yamashita – hyper heterosexuality
• Class - Willis – Anti-school 'lads'; Mac an Ghaill
• Ethnicity – Mac an Ghaill; Fuller, Sewell
• Functionalism – Parsons (bridge between family and work)
• Marxism – hidden curriculum and socialisation in capitalist ideology (e.g., Bowles and Gintis)
• Interactionism

The source may be discussed in the following way:
• Peer group pressure to conform / unpopularity of not conforming
• Negative sanctions (name calling) if not conforming
• Negative sanctions for misbehaving (pupil with paper aeroplane) |

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 education. 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 education 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 national identity is becoming increasingly important to individuals in contemporary society.**	12	Evidence in support of the view:
	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.		Responses may include the following: • Anderson – we are increasingly socialised into a national identity through symbols, ceremonies, and rituals – supported by the media • Social attitudes surveys which point to an increase in people identifying with being British or English • Devolution has strengthened Scottish and Welsh identities • Hall - cultural resistance Evidence against the view: • Kumar – English identity is elusive • Sardar – increasing fragmentation has led to a decline in national identities • Halsey – Americanisation has eroded national identities • Hall – cultural homogenisation and/or cultural hybridity • References may be made to postmodernism • References may be made to globalisation and its effect on declining national identities.

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 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 how families are diverse due to changing attitudes to sexuality.** **PLEASE REFER TO APPENDIX 1**	5	Responses may include the following: • Same-sex families • LGBT couples/relationships • Chosen families (Weeks, Donovan and Heaphy) • Legal rights of same sex couples (e.g. 2005 civil partnership act) • Statistical evidence regarding the proportion of same sex families as a proportion of all family types • Changing social attitudes to family sexual diversity
6	**Identify and briefly explain two demographic changes that have affected family diversity.** **PLEASE REFER TO APPENDIX 2**	8	The main changes are: • Birth rate – Declining overall (although slowly increasing since 2001). Led to smaller families; decline of traditional nuclear family; increase in single person households • Family size – declining (although differs according to family type) • Age at marriage – getting older. Led to smaller families • Age of child-bearing - the age of which women start bearing children has been increasing for decades but fertility levels are rising faster for older women – over 35. Led to beanpole families • Ageing population – the average age is increasing. Leads to multi-generational extended families; leads to single person households. NB – any statistical references need verifying as valid.
7	**Explain the Marxist view that the nuclear family supports capitalism.** **PLEASE REFER TO APPENDIX 3**	12	Marxist view may be located as a structuralist theory and/or conflict theory. Relevant studies may include: • David Cooper – family as an ideological conditioning device • Engels – transference of property through inheritance • Zaretsky – illusion of a haven in a heartless world • Marxist-feminist views of the role of women supporting capitalism (Beechey – reserve army of labour; Benston – housewife role; Ansley – women soak up domestic labour, Feeley family as an ISA)

			References may be made to: • Ideology • False consciousness • Family as a unit of consumption to support capitalism
8	**Evaluate the view that families no longer have a domestic division of labour.** **PLEASE REFER TO APPENDIX 4**	**20**	Responses may include the following: Theories: • Liberal feminism • Functionalism Studies / concepts • Gershuny – lagged adaptation • Sullivan – greater trend towards equality • Wilmott and Young – march of progress • Silver and Schor – commercialisation of housework • Hakim – most men do their fair share Evaluation: • Dual burden and triple shift • Commercialisation of housework tends to benefit middle class women/families only • Emotion work (Hochschild) • Survey research / time budget studies showing continued inequality.

	Answer/Indicative content	Mark	Guidance
	SECTION B: OPTION 2 – Youth subcultures		
9	**Define and briefly explain the concept of youth subcultures.** **PLEASE REFER TO APPENDIX 1**	5	Responses may include the following: • A culture within a culture; with its own distinct norms and values, as well as being part of the wider culture. • Distinctive groups of youths, within the wider youth culture, who stand\out in terms of their style, dress, music taste and attitudes • Easily recognisable as a social group • Confrontational attitudes • Linked to social class • Socially constructed 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 moral panics involving young people.** **PLEASE REFER TO APPENDIX 2**	8	Responses may include the following: The following list is indicative of possible examples that candidates may refer to but is not prescriptive or exhaustive: ● The Mods and Rockers (Cohen). ● Hoodies (Fawbert). ● Football hooliganism (Muncie). ● Knife crime / violent crime. ● Islamaphobia / terrorism (Abbas) ● Any other relevant example Expect to see explanation of the example in relation to the characteristics of a moral panic (folk devils, deviancy amplification; labelling

11	**Explain the view that spectacular subcultures are a thing of the past.** **PLEASE REFER TO APPENDIX 3**	12	Responses may include the following: • Spectacular sub-cultures developed in the 1960s and 1970s as a reaction to specific socio-economic conditions which are no longer relevant (e.g., mass strikes, urban change) • The vast majority of "ordinary youth" as opposed to youth sub-cultures (McRobbie / Thornton) • The rise of feminism has changed the nature of sub-cultures • Rise of club culture in the 1990s – too diverse and fluid to be considered spectacular (MIPS) • Redhead – subcultures as media creations • Maffesoli and Bennett – Neo-tribes • Polhemus 'Supermarket of style' Theories could include: • Postmodernism • Feminism
12	**Evaluate the view that research on deviant subcultures ignores girls.** **PLEASE REFER TO APPENDIX 4**	20	Responses may include the following: Theories: • Functionalism • Feminism • Marxism / Neo-Marxism • Postmodernism Studies / concepts: • McRobbie and Garber – girls belong to bedroom cultures, not gangs • Gangs/ deviant subcultures are linked to "doing masculinity" for boys; girls do not need to achieve this (Harding, Messerschimdt) • Girls don't join deviant subcultures as they are more controlled (Heidensohn) or fear being labelled (Lees) • Girl gangs are a myth - Batchelor Evaluation:

				• There is an increase in girls joining gangs (especially in USA) – ref - Klein • Girls do join gangs – they are just invisible (McRobbie) • Criminology has been 'malestream' (Heidensohn) • Postmodernism – gangs are a media creation • Centre for social justice - girls victims in gangs (sexual exploitation)

	Answer	Mark	Guidance
SECTION B: OPTION 3 – Media			
13	**Define and briefly explain the cultural effects model of media effects.** **PLEASE REFER TO APPENDIX 1**	5	The cultural effects model: • Indirect media effects • "Drip-drip" model • Links with neo-Marxism / Gramsci / Hegemony • Links with interpretive sociology • The effect of media messages will vary according to the gender, social class, ethnicity and age of the audience • Reflect dominant perspective / preferred reading • Greg Philo and the GUMG studies
14	**Identify and briefly explain two ways in which the media amplifies deviance.** **PLEASE REFER TO APPENDIX 2**	8	• Reference may be made to the deviance amplification spiral – (Wilkins). • Interactionism • Targeting of certain groups (folk devils) – Cohen • Application of news values / exaggeration • Moral entrepreneurs – calls for a stamp down • Creation of a self-fulfilling prophecy • Copycat crimes once reported in the media
15	**Explain how the media represents the working class and the underclass.** **PLEASE REFER TO APPENDIX 3**	12	Responses may include the following: • Negative representations (e.g., scroungers, work shy, bad parents, undeserving, alcoholic etc.) • Portrayed as a threat to society's norms and values • The demonization of the underclass in the media (Golding and Middleton and / or Owen Jones – "Chavs")

			• Exaggeration for an effect – e.g., Poverty porn (Price) • Nostalgic views of working class e.g. Dodd and Dodd • Realistic views of the working class e.g. Dodd and Dodd • Unflattering / pitying e.g. Newman • Happy and deserving working class e.g. Devereux • Neo Marxist views e.g. Glasgow Media Group and portrayals of working class industrial action as negative
16	**Evaluate the view that media representations of masculinity are changing.** **PLEASE REFER TO APPENDIX 4**	20	Candidates are expected to demonstrate knowledge and understanding of the viewpoint that media representations of masculinity are changing. This will involve an understanding of what traditional masculinity is. Also candidates may show awareness that representations may vary across media products, for example satellite as opposed to mainstream channels. It is expected that candidates will refer to empirical research and/or contemporary examples. • Portrayals of new types of masculinity – e.g. new man, metrosexual Connell, Mort, Currie • Gauntlett – gender roles across a range of media are becoming increasingly non-stereotyped. • Postmodernism – diversity and fluidity of media messages • Pluralism – media represents the contemporary world. In evaluation: • The continued representation of men as possessing strength, violence and aggression - in video games and Hollywood films (Easthorpe) • A resurgence in hyper-masculinity (retributive masculinity) E.g. "lads mags". – Gary Whannel • Gauntlett – leading roles in dramas still played by men.

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