



GCE

Sociology

H180/01: Socialisation, culture and identity

AS Level

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2024

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RMA³ 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 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 or the RM Assessor messaging system, or by email.
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 a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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.** If you have any questions or comments for your team leader, use the phone, the RMA³ messaging system, or e-mail.
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: studies, theories, policies, methods
	Sociological evidence / concepts/theory
	Developed Point: fully explained in a relevant way
	Underdeveloped: Partially explained, but requiring more depth
	Application/Interpretation.
	Lip service:
	Evaluation
	Example/Reference
	Justification
	Unsubstantiated/ undeveloped/ implicit: accurate without explanation/ support
	Unclear/confused/lacks sense not creditable
	Irrelevant: not related to the topic area and/or non-sociological
	Repetition
	Not creditworthy

Section A

Answer	Mark	Guidance
<p>1. Define the concept of consumer culture</p> <p><u>AO1 Knowledge and Understanding</u></p> <p>Level 4: 4 marks Excellent knowledge and understanding of the concept of consumer culture. Responses will use precise sociological knowledge and will demonstrate a detailed understanding. Candidates may use examples to illustrate understanding of definition. There will be a full core definition with a further fully developed point.</p> <p>Level 3: 3 marks Good knowledge and understanding are displayed. There will be an accurate definition, but it may be underdeveloped with a fully developed explanation point or, there may be a full core definition with an underdeveloped explanation point.</p> <p>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.</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 increasing availability or emphasis on the consumption of goods and services • The focus of consumption or shopping being excessive • The focus on consumer culture being a leisure pursuit • Focus on the construction of identity to gain status in the eyes of others <p>Possible studies (not compulsory for full marks):</p> <ul style="list-style-type: none"> • Featherstone – the accumulation of material culture • Lury – Consumer culture as a form of identity <p>Examples may refer to the following:</p> <ul style="list-style-type: none"> • Postmodernism and the changing nature of identity • Any other reasonable response

	Answer	Mark	Guidance
2	<p>With reference to source A, identify and briefly explain two characteristics of working class identity.</p> <p><u>AO1 Knowledge and Understanding</u> 2 marks Candidates correctly identify 2 examples of cultural characteristics of working class identity</p> <p>1 mark Candidates correctly identify only 1 example.</p> <p><u>AO2 Application</u> Level 4: 4 marks The response interprets two accurate examples and applies them to working class identity and the source in an explicit way.</p> <p>Level 3: 3 marks The response interprets two accurate examples and applies them to working class identity and the source but one may be developed and one may be undeveloped.</p> <p>Level 2: 2 marks The response only interprets one accurate example and applies it to working class identity and the source in an explicit way.</p> <p>Level 1: 1 mark The response interprets one accurate example and applies to working class identity and the source in an implicit way.</p> <p>0 marks No relevant interpretation or application.</p>	6	<p><i>Examples Applied from the Source</i></p> <ul style="list-style-type: none"> • Traditionally associated with manual labour • Traditionally associated with hard work • Notion of 'blue collar' or having a particular form of dress code • Traditionally male dominated • Any other reasonable response <p><i>Other Examples may include any of the following:</i></p> <ul style="list-style-type: none"> • Working class identity is changing – de-industrialisation • Characteristics in relation to money/income, house type/style, Lifestyle, accent/speech, norms/values, membership of trade unions, close community • Hutton decline/erosion in class identity/ dispersion of working class communities/ decline in manufacturing sector/deindustrialisation • Mac an Ghail crisis of working class male identity • Romantic version of identity: straight talking, hard working, salt of the earth. • Skeggs -,erosion working class women making effort not to identify • Any other reasonable response

	Answer	Mark	Guidance
3	<p>Using Source B and your wider sociological knowledge, explain how individuals are controlled through formal agencies of social control.</p> <p><u>AO1 Knowledge and Understanding</u></p> <p>Level 4: 4 marks Candidates display an excellent knowledge and understanding of how individuals are controlled through formal agencies of social control. <i>Typically, the answer will be wide ranging, detailed, accurate and conceptual with at least two developed points.</i></p> <p>Level 3: 3 marks Candidates display good knowledge and understanding. <i>Typically, the answer may be underdeveloped and superficial, or detailed but narrow. One fully developed point can reach this level or two underdeveloped.</i></p> <p>Level 2: 2 marks Candidates display basic knowledge and understanding of the difference. <i>Typically, answers will be undeveloped, unsubstantiated, partial and confused. One underdeveloped point can reach this level or two undeveloped points.</i></p> <p>Level 1: 1 mark Candidates display limited knowledge and understanding. <i>Typically, there may only be vague representations of topic area and a tendency towards common sense. One undeveloped point can reach this level.</i></p> <p>0 marks</p>	8	<p>Relevant studies and theories:</p> <ul style="list-style-type: none"> • Reference to other formal methods of social control: • Police – use of certain tactics in civil unrest • Government – passing of laws for control • Military – use of force to control behaviour • Durkheim – social control prevents anomie • Foucault – way to gain control for the surveillance state • Marxism – Repressive State Apparatus • Any other reasonable response <p>The source may be discussed in the following way:</p> <ul style="list-style-type: none"> • Justice system as an enforcer of social control • Legal Courts and the use of sanctions and punishments as a way to enforce certain behaviour. • Judge passing sentences • Legal system as a whole used to pass and enforce laws • Notion of the justice system and the formal mechanisms being explicit and obvious • Any other reasonable response

<p>No relevant sociological knowledge or understanding.</p> <p><u>AO2 Application</u></p> <p>Level 4: 4 marks Candidates display an excellent ability to apply evidence from this source and wider sociological knowledge to this question. There will be an application of the source to the question.</p> <p>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 the wider sociological knowledge may be more implicit.</p> <p>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.</p> <p>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.</p> <p>0 marks No relevant application.</p>		
---	--	--

	Answer	Mark	Guidance
4.	<p>Outline and briefly evaluate the view that nurture is more influential than nature for shaping human behaviour.</p> <p><u>AO1 Knowledge and Understanding</u></p> <p>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. Typically, there will be at least two developed points.</p> <p>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 two underdeveloped or one fully developed point at this level.</p> <p>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. Typically, one underdeveloped point can reach this level or two undeveloped.</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. There may be one undeveloped point.</p> <p><u>AO2: Application</u></p> <p>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.</p> <p>Level 3: 3 marks</p>	12	<p>Evidence in support of the view:</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Nurture as related to socialisation • The agencies of socialisation and their role in nurturing Individuals, (family, peer, education, media, religion, work) • Examples of basic learned shared behaviours which are nurtured. • Cultural relativity as an example of how nurturing / socialisation differs. • Examples of feral/ un-socialised children such as Oxana, Kamala and Amala, Isabella and Genie. • Studies related to socialisation e.g. Oakley, Bowles and Gintis, Young, <p>Evidence against the view:</p> <ul style="list-style-type: none"> • Holden's twin studies of children separated at birth but still having many similarities • Discussions around personality and identity types e.g. sexuality • Reimer experiment on raising children • Bouchard - twins raised apart • Any other relevant response

<p>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.</p> <p>Level 2: 2 marks Candidates display a basic ability to apply relevant 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><u>AO3 Analysis and Evaluation</u></p> <p>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. Typically, there will be at least two developed points</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 two underdeveloped points or one fully developed point at this level.</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 and responses are likely to be partial, confused and undeveloped. One underdeveloped point can reach this level.</p> <p>Level 1: 1 mark Candidates display a limited ability to analyse and evaluate the view.</p>		
---	--	--

	<p>Typically, the response will be minimal, assertive, and / or tangential to the question. There may be one undeveloped point.</p> <p>0 marks No relevant analysis or evaluation.</p>		
--	---	--	--

SECTION B
OPTION 1 – Families and Relationships

	Answer	Mark	Guidance
5	<p>Define and briefly explain the concept of non-family households.</p> <p style="text-align: center;">PLEASE REFER TO APPENDIX 1</p>	5	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • A Household consisting of one person living alone or two or more unrelated adults. • May refer to examples such as friends sharing accommodation, students sharing, or old people (grey power) <p>Candidates may refer to specific examples and/or studies to illustrate the concept such as:</p> <ul style="list-style-type: none"> • Klineberg and Living Alone being because of the cult of the individual, the communications revolution and the ageing population • Levin and the emergence of Living Alone Together • Roseneil and Budgeon (the decline of the heteronorm) • Gilliespie (childfree women) • Weeks (chosen families) • Any other reasonable point.

	Answer	Mark	Guidance
6*	<p>Identify and briefly explain <u>two</u> reasons for the rise in cohabitation.</p> <p>PLEASE REFER TO APPENDIX 2</p>	8	<p>References may be made to the following:</p> <ul style="list-style-type: none"> • Changing social attitudes: Cohabitation has become the norm / • More socially acceptable. (Beaujouan & Bhrolchain; British Social attitudes surveys) • The perceived “decline of family values” (New Right perspective) • Individualisation (Beck and Beck-Gernsheim) • Transformation and intimacy and the rise of confluent love (Giddens) • Cohabitation as a prelude to marriage (e.g. Jamieson et al). • Changing role of women and the influence of feminism. • Practical reasons – e.g. increasing cost of weddings. • Rise in secularisation • Any other relevant point.

	Answer	Mark	Guidance
7*	<p>Explain how ethnicity affects family diversity.</p> <p>PLEASE REFER TO APPENDIX 3</p>	12	<p>References may be made to:</p> <ul style="list-style-type: none"> • Ballard – South Asians brought traditions such as large multi-generational families, traditional gender roles, strong sense of obligation, family honour, arranged marriages • Berthoud – South Asians more traditional than white people being more likely to marry and less likely to cohabit, divorce or live alone • Platt – South Asian larger family size • Belshon – African-Caribbean lower rates of marriage • Chamberlain – support of extended family • Diversity of roles – matrifocal/patrifocal emphases • Any other reasonable response

	Answer	Mark	Guidance
8*	<p>Evaluate the sociological view that relationships between parents and children have changed.</p> <p>PLEASE REFER TO APPENDIX 4</p>	20	<p>References may be made to:</p> <ul style="list-style-type: none"> • Increasing child-centredness of families. • Pester power – Children as consumers. • The right of the child / children’s rights. • Childhood is disappearing relevance (Postman) • Paranoid parenting (Furedi) – parents control children (e.g. using technology to monitor location). Helicopter parents/ cotton-wool-kids. • Palmer – toxic childhood • Changes in Fatherhood – Hattie • Changes in relation to grandparents • Changes in terms of family types e.g. single parent families, same-sex families • Any other relevant response <p>Evaluation:</p> <ul style="list-style-type: none"> • Not changing - Children are still financially dependent on parents as they cannot enter full-time work until at least 16 • Whilst children can be seen to have more influence over decision-making in families, such as in relation to consumer spending, many parents make major decisions such as moving house or separating from one another with little reference to their children. • Dark side of family life still persists • Functionalist idea of family roles being traditional and universal (Murdock)

OPTION 2 – Youth Subcultures

	Answer	Mark	Guidance
9	<p>Define and briefly explain the concept of hybrid subcultures.</p> <p>PLEASE REFER TO APPENDIX 1</p>	5	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • A group of people (often young) who combine or mix elements of different cultures to make a new subculture • Can be quite distinctive and may stand out in terms of style, dress, music, taste and attitudes <p>Candidates may refer to specific examples and/or studies to illustrate the concept such as:</p> <ul style="list-style-type: none"> • Fusion of style / fashion (e.g. influence of black culture on mods) • Fusion of music (e.g. Bhangra; influence of black rhythm and blues on the Teddy boys and the rockers; rap music - reference Cashmore) • The spectacular subcultures (CCCS) as a response to the presence of black people and their subculture within the UK (Hebdige). • The influence of black music / fashion on white working class subcultures (e.g. Nayak - white wannabes) • Hutnyk – cultural appropriation • Brah – cultural code-switching • Vale and Juno – modern primitives • Brasian sub-culture, Jafaicans (e.g. Johal) • Mercer – dreadlocks • Cultural exchange • Any other reasonable response

	Answer	Mark	Guidance
10	<p>Identify and briefly explain <u>two</u> examples of anti-school subcultures.</p> <p>PLEASE REFER TO APPENDIX 2</p>	8	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Willis – the Lads • Macdonald and Marsh – rejection of academic success • Sewell – Retreatists and Rebels • Shain – Gang girls • Jackson – Ladettes • Archer and Yamishta – Harkton Boys • Mac an Ghail – the macho lads • Blackman – New Wave Girls • Brown – getting in, getting out • Lacey – becoming anti-school • Any other reasonable response

	Answer	Mark	Guidance
11	<p>Explain the reasons why females have been ignored in the study of gangs.</p> <p>PLEASE REFER TO APPENDIX 3</p>	12	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Have been largely ignored because of malestream sociology – Heidensohn • McRobbie and Garber – invisibility e.g. bedroom culture • Thornton – females had less disposable income/less subcultural capital • Changing roles e.g. sk8er girls, New Wave girls, ladettes • Harding – females not having opportunities of leadership • Focus on the traditional masculinity of Connell – Hegemonic masculinity, Willis – the lads, Miller – Focal Concerns • Any other reasonable response

	Answer	Mark	Guidance
12	<p>Evaluate the view that youth culture is about resistance.</p> <p>PLEASE REFER TO APPENDIX 4</p>	20	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • The Marxist/Neo-Marxist view of subcultures based on resistance • Influence of Gramsci and hegemony • CCCS and Spectacular subcultures • Specific examples of sub-cultures may be used: • Teddy boys (Hall and Jefferson) • Skinheads (p. Cohen) • Punks (Hebdige) • Brake (magical solutions) • Any other relevant response. <p>Evaluation:</p> <ul style="list-style-type: none"> • Neo-Marxists were looking for meanings that did not necessarily exist e.g. some subcultures were about fashion and not about rebellion • The post-modernist view that subculture are now fluid e.g. club cultures, Polhemus supermarket of style, Neo tribes Maffesoli creation of subcultures and diversity • The feminist view that the Marxist/Neo Marxist study of subcultures largely ignored females. (McRobbie and Garber reinforces stereotypes e.g. girlfriend pillion) • Functionalist critique that subcultures are not about resistance and are about consensus and a safe outlet for tensions (Eisenstadt) • Any other relevant response • Culture and identity based explanations such as class, gender, ethnicity etc. • Any other reasonable response

OPTION 3 – Media

	Answer	Mark	Guidance
13	<p>Define and briefly explain how the media affects its audience in an indirect way.</p> <p>PLEASE REFER TO APPENDIX 1</p>	5	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Focus on the way the media has an effect on the audience as a product of the interaction between different influences alongside media messages • Is the opposite of the direct effect theory. <p>Candidates may refer to specific examples and/or studies to illustrate the concept such as:</p> <ul style="list-style-type: none"> • Reference to indirect models • Two step flow – Katz and Lazarsfeld • Cultural Effects model • Lamb study on Twitter • Gramsci • Any other reasonable response

	Answer	Mark	Guidance
14	<p>Identify and briefly explain <u>two</u> features of the postmodern view of the media.</p> <p>PLEASE REFER TO APPENDIX 2</p>	8	<p>Responses may include:</p> <ul style="list-style-type: none"> • Diversity and choice • Media saturation – Strinati • Globalisation – McLuhan – Global Village • Blurred Boundaries • Hyper-reality – Baudrillard. Turkle – Second Life • Any other reasonable response

	Answer	Mark	Guidance
15	<p>Explain how media representations of age groups remain stereotypical.</p> <p>PLEASE REFER TO APPENDIX 3</p>	12	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Persistence of traditional stereotypes • Stereotypes as functional for society • Landis – stereotypes of older people • Milner, Van Norman and Milner- media portrayals are not balanced • Osgerby – youth as trouble • Cohen – Folk devils and moral panics • Concepts such as: youth as trouble, moral panic, deviancy amplification, hoodies, scape-goats, folk devils, underrepresentation, economic burden, divide and rule, stereotypes • Studies such as: Wayne, Cohen, Age Concern, Landis, Milner, • Any other reasonable response

	Answer	Mark	Guidance
16	<p>Evaluate the view that media representations of social class are negative.</p> <p>PLEASE REFER TO APPENDIX 4</p>	20	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Price – representations of the underclass as poverty porn • Jones – working class depictions such as Jermei Kyle as 'Chavtainment' • Newman – w/c portrayed in downcast light • Devereux – w/c as happy and deserving or benefit dependent • Dodd and Dodd – Eastenders does not reflect contemporary class issues • Marxist view that media representations reinforce false class consciousness • Gramsci – hegemonic view • Any other reasonable response <p>In evaluation:</p> <ul style="list-style-type: none"> • Representations of the upper class are mostly positive • Nairn – the Royal Family represents niceness and is a source of national identity • Reiner – representations of wealth demonstrate meritocracy • Hall – Benefits Street is positive as it shows compassionate people in an unfair society • Royle family is not a negative stereotype but an attempt at realism

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- Elements 1 and 2 (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 will be two ways, fully developed.
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. Alternatively, the two points may be unbalanced, one fully developed and one undeveloped/ underdeveloped
2	2	Candidates display basic knowledge and understanding which will be lacking range and depth. Typically answers will be two undeveloped ways or candidates may only identify 1 fully developed way.
1	1	Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense or one undeveloped or underdeveloped way
0		No relevant sociological knowledge or understanding.

AO2: Application – Element 1 (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 13

AO1: Knowledge and understanding - Elements 1 and 2 (8 marks)

Level	Marks	Generic Mark Scheme questions 7, 11 and 13
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. At the top of the band there will typically be three developed points and at the bottom there will be two developed and one underdeveloped point.
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. There will typically be two developed points or three underdeveloped points. At the bottom of the band expect at least one developed point or one developed and one underdeveloped point.
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. Typically, there will be two underdeveloped points or one underdeveloped and a range of undeveloped points. At the bottom of the band, expect one underdeveloped or more than one undeveloped points
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. At the top there will be one undeveloped point and at the bottom there will just be a vague representation
0		No relevant sociological knowledge or understanding.

AO2: Application – Element 1 (4 marks)

Level	Marks	Generic Mark Scheme questions 7, 11 and 13
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. There will be a range of relevant concepts and/or studies and/or theories which are accurately explained and developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. At the top of the band there will typically be three developed points and at the bottom there will be two developed and one underdeveloped point
3	3-4	Candidates display a good knowledge and understanding of the view. Knowledge is likely to be underdeveloped, and / or narrow. 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. There will typically be two developed points or three underdeveloped points. At the bottom of the band expect at least one developed point or one developed and one underdeveloped point
2	2	Candidates display a basic knowledge and understanding of the view. Knowledge is likely to be lacking in quantity, undeveloped, partial and / or unsubstantiated. The information has partial relevance. Typically, there will be two underdeveloped points or one underdeveloped and one undeveloped points or a range of undeveloped points
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. Typically, there will be one underdeveloped or one undeveloped point.
0		No relevant sociological knowledge or understanding.

AO2: Application - Element 1 (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 - Strands A, B and C (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. At the top of the band there will typically be four developed points and at the bottom there will be three developed points and one under/undeveloped point
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. There will typically be three developed points or four or more underdeveloped at the top of the band or two developed points or one developed and two underdeveloped at the bottom.
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 or entirely juxtaposed. One developed point or one developed point with an un/underdeveloped point could be at the top of this in this level. At the bottom of the band, expect one underdeveloped point or more than one undeveloped points
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. At the top there will be one undeveloped point and at the bottom there will just be a vague representation/assertive in tone
0		No relevant analysis or evaluation.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.