

<b>Section A</b>	
<b>AO1 Knowledge and Understanding</b>	<b>Indicative content</b>
<b>Q1: Explain, using an example, the concept of formal social control. (4 marks)</b>	
<b>Explanation</b>	<b>Example</b>
<b>1 mark</b> - Brief explanation of the concept	<b>1 mark</b> - Accurate example identified
<b>1 mark</b> - The explanation of the concept is fully developed / further explained	<b>1 mark</b> - The example is fully developed / further explained
<p><b>0 marks</b> No relevant knowledge and understanding</p>	
<p><b>N.B.</b> An example alone will be capped at a maximum of 1 mark</p>	
<p>Explanation/core meaning:</p> <ul style="list-style-type: none"> <li>• the regulation of society/behaviour via official and obvious means, using mechanisms such as the police and the legal system</li> </ul> <p>Development could come from reference to ideas such as:</p> <ul style="list-style-type: none"> <li>• written rules, laws or codes to be followed, system of sanctions for those deviating/praise for those conforming, formal agencies of social control, Repressive State Apparatus (Althusser)</li> </ul> <p>Examples are likely to refer to the following:</p> <ul style="list-style-type: none"> <li>• control used by formal agents of social control such as:                             <ul style="list-style-type: none"> <li>○ the criminal justice system, which could include the police (cautions, arrest and charging); the legal system (the administration of different kinds of laws and rulings); courts (fines, community sentences, imprisonment)</li> <li>○ the government, including passing laws</li> </ul> </li> <li>• reference to formal control in the workplace (code of conduct, employment law, disciplinary action); education (formal disciplinary procedures / exclusion) or religion (formal sanctions taken by some religions to discipline or expel members)</li> </ul> <p>Any other reasonable point.</p>	

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
<b>Q2: Using Source A and your wider sociological knowledge, explain two arguments that support the view given in the text. (8 marks)</b>				
<b>4</b>	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding which is fully developed. The information presented is <b>accurate</b> and <b>fully supported</b> . Typically, there will be two developed points.	<p>Arguments that <b>support</b> the view presented in Source A, may include:</p> <ul style="list-style-type: none"> <li>the growing influence of social media, possibly including evidence of time spent online, the role of influencers, examples of effects of social media</li> <li>copycat violence</li> <li>direct effects models of media effects</li> <li>toxic parenting (Palmer)</li> <li>the global reach of Facebook (Miller et al) – linked to ‘the way that people experience culture’</li> <li>globalisation and the ‘spreading of ideas across the world’</li> </ul> <p>Any other reasonable point.</p>	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material.	<p>The selected evidence should be applied to support the view in the source. The text should be directly referred to.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> <li>how specific forms of media influence society, perhaps referring to TV, film, social media, etc</li> <li>how specific forms of media influence individuals’ lives, perhaps linking to social media platforms such as Facebook</li> <li>how media has changed the way that people experience culture, perhaps linking to studies such as Miller et al ‘Why we post’</li> <li>how the media has a strong influence on spreading ideas across the world, changing society’s norms and values, perhaps linking to social media campaigns such as #MeToo, or #Blacklivesmatter</li> </ul>
<b>3</b>	<b>3 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding but it may be <b>underdeveloped</b> . The information presented is in the <b>most-part relevant</b> and <b>supported by some</b> material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material.	
<b>2</b>	<b>2 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding. The response may be <b>generalised</b> and <b>undeveloped</b> . The information has <b>some</b> relevance and is supported by <b>limited</b> material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material.	
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding. The information is supported by <b>basic</b> material. Typically, there will be one point, which is undeveloped.		<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material.	
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.		<b>0 marks</b> No relevant sociological application.	

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<b>Q3: Explain and evaluate the view that social class is a strong influence on an individual's identity. (16 marks)</b>			
<b>4</b>	<b>4-5 marks</b> The candidate demonstrates <b>excellent</b> knowledge and understanding of sociological material which is <b>developed</b> . The information presented is <b>accurate</b> and <b>fully supported</b> . Typically, there will be <b>two</b> developed supporting points. At the bottom of this band, there will be <b>one</b> developed point and one underdeveloped point.	<b>4-5 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is <b>consistently</b> related to the question.	<b>5-6 marks</b> The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. Typically, there will be <b>two</b> developed points challenging the view. At the bottom of this band, there will be <b>one</b> developed point and <b>one</b> underdeveloped point.
<b>3</b>	<b>3 marks</b> The candidate demonstrates a <b>good</b> knowledge and understanding. The material is <b>accurate</b> but may be <b>underdeveloped</b> . Typically, there will be <b>one</b> developed or <b>two or more</b> underdeveloped supporting points.	<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material. The material is <b>generally</b> relevant but <b>is not always</b> explicitly related to the question.	<b>3-4 marks</b> The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>one</b> developed and <b>one or more</b> undeveloped points challenging the view. At the bottom of the band there will be <b>one</b> developed point or <b>two</b> underdeveloped points challenging the view.
<b>2</b>	<b>2 marks</b> The candidate demonstrates <b>limited</b> knowledge and understanding. The response may be <b>partial, underdeveloped</b> and <b>under-supported</b> or contain generalised knowledge and understanding. Typically, there will be <b>one</b> underdeveloped supporting point.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material. The answer has <b>limited</b> relevance to the question.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material. Typically, there will be <b>one</b> underdeveloped point challenging the view.
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding. The information is supported by <b>basic</b> material and the relationship to the material <b>may not be clear</b> . Typically, there will be <b>one</b> or <b>more</b> undeveloped supporting points.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material to the question.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to analyse and evaluate. Typically, there will be <b>one</b> undeveloped point challenging the view.
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.	<b>0 marks</b> No relevant sociological evaluation.

<b>INDICATIVE CONTENT</b>		
<b>Q3: Explain and evaluate the view that social class is a strong influence on an individual's identity. (16 marks)</b>		
<b>AO1 Knowledge and Understanding</b>	<b>AO2 Application</b>	<b>AO3 Analysis and Evaluation</b>
<p>Arguments and evidence supporting the view that social class is a strong influence on an individual's identity.</p> <p>Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>reference to influence of agencies of socialisation in shaping class identity</li> <li>working class women feeling humiliated by ways others judge them (Skeggs)</li> <li>outside classes &amp; ordinary individuals (Savage)</li> <li>upper class operate social closure (Mackintosh &amp; Mooney)</li> <li>underclass has been created from over-generous benefits (Murray)</li> <li>Other concepts such as: social disadvantage, crisis of masculinity, marginalisation, labelling, self-fulfilling prophecy, cultural capital, career aspirations, old boys' network, social closure, ideological conditioning device, cultural comfort zones, cultural code switching, ascribed/achieved status</li> <li>Reference to theories such as Marxist views on class in relation to class identity (e.g., hidden curriculum, false consciousness)</li> </ul> <p>Any other reasonable point.</p>	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explaining the ways in which evidence used for AO1 (e.g., concepts such as cultural capital or cultural comfort zones; studies such as those by Skeggs or Savage, or theories such as Marxism) demonstrates the strong influence of social class on the way an individual sees themselves or how others see them</li> <li>explaining the ways in which evidence used for AO3 (e.g., evidence supporting the influence of other aspects of identity, such as age, gender or ethnicity or postmodern views about the blurring of boundaries between social groups) directly challenges the view that social class is a strong influence on an individual's identity</li> </ul>	<p>Arguments and evidence challenging the view that social class is a strong influence on an individual's identity.</p> <p>Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>responses may focus on the ways in which gender, age and ethnicity may have a stronger influence on an individual's identity than their class</li> <li>reference to the implied passivity of individuals being socialised into their identity</li> <li>reference to the problematic nature of the concept of social class</li> <li>postmodern views on a 'pick and mix' identity and the blurring of boundaries between social groups</li> <li>the intersection of different aspects of an individual's identity including gender, age and ethnicity</li> <li>reference to the changing nature of the social class system</li> </ul> <p>Any other reasonable point.</p>

**Section B – Families and Relationships**

<b>AO1 Knowledge and Understanding</b>		<b>Indicative content</b>
<b>Q4: Explain, using an example, the concept of the reconstituted family. (4 marks)</b>		
<b>Explanation</b>	<b>Example</b>	Explanation/core meaning: <ul style="list-style-type: none"> <li>a family in which at least one of the partners has been in a previous relationship and at least one of the children come from that relationship</li> </ul> Development could come from reference to growing divorce rates leading to an increase in this kind of family, family diversity, theoretical views relating to reconstituted families, etc The example used is likely to refer to a description of the members and relationships which could make up a reconstituted family Any other reasonable point.
<b>1 mark</b> - Brief explanation of the concept	<b>1 mark</b> - Accurate example identified	
<b>1 mark</b> - The explanation of the concept is fully developed / further explained	<b>1 mark</b> - The example is fully developed / further explained	
<b>0 marks</b> No relevant knowledge and understanding		
<b>N.B.</b> An example alone will be capped at a maximum of 1 mark		

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
<b>Q5: Explain, using examples, two reasons for the increase in non-family households. (8 marks)</b>				
<b>4</b>	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding which is fully developed. The information presented is <b>accurate</b> and <b>fully supported</b> . Typically, there will be two developed points.	Candidates will refer to <b>two</b> reasons which may include: <ul style="list-style-type: none"> <li>• increased life expectancy</li> <li>• later age of marriage</li> <li>• extended period of education</li> <li>• postmodern outlook</li> <li>• friends as the new family</li> <li>• changing labour market</li> <li>• changing gender roles</li> <li>• changing norms and values</li> <li>• economic factors</li> <li>• impact of cultural diversity</li> <li>• changing attitudes to sexuality</li> <li>• concepts such as individualism, geographical mobility, secularisation, ageing population, diversity and choice</li> <li>• examples including student accommodation, care homes, one-person households, peer-shared households</li> </ul> Any other reasonable point.	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material.	The selected knowledge should be directly related to the specific question.  For example, explaining how the reasons identified (such as increased life expectancy or later age of marriage) could be a cause of the increase in non-family households.
<b>3</b>	<b>3 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding but it may be <b>underdeveloped</b> . The information presented is in the <b>most-part relevant</b> and <b>supported by some</b> material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material.	
<b>2</b>	<b>2 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding. The response may be <b>generalised</b> and <b>undeveloped</b> . The information has <b>some</b> relevance and is supported by <b>limited</b> material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material.	
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding. The information is supported by <b>basic</b> material. Typically, there will be one point, which is undeveloped.		<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material.	
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.		<b>0 marks</b> No relevant sociological application.	

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<b>Q6: Explain and evaluate the view that relationships between parents and children are changing. (16 marks)</b>			
<b>4</b>	<b>4-5 marks</b> The candidate demonstrates <b>excellent</b> knowledge and understanding of sociological material which is <b>developed</b> . The information presented is <b>accurate</b> and <b>fully supported</b> . Typically, there will be <b>two</b> developed supporting points. At the bottom of this band, there will be <b>one</b> developed point and one underdeveloped point.	<b>4-5 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is <b>consistently</b> related to the question.	<b>5-6 marks</b> The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. Typically, there will be <b>two</b> developed points challenging the view. At the bottom of this band, there will be <b>one</b> developed point and <b>one</b> underdeveloped point.
<b>3</b>	<b>3 marks</b> The candidate demonstrates a <b>good</b> knowledge and understanding. The material is <b>accurate</b> but may be <b>underdeveloped</b> . Typically, there will be <b>one</b> developed or <b>two or more</b> underdeveloped supporting points.	<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material. The material is <b>generally</b> relevant but <b>is not always</b> explicitly related to the question.	<b>3-4 marks</b> The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>one</b> developed and <b>one or more</b> undeveloped points challenging the view. At the bottom of the band there will be <b>one</b> developed point or <b>two</b> underdeveloped points challenging the view.
<b>2</b>	<b>2 marks</b> The candidate demonstrates <b>limited</b> knowledge and understanding. The response may be <b>partial, underdeveloped</b> and <b>under-supported</b> or contain generalised knowledge and understanding. Typically, there will be <b>one</b> underdeveloped supporting point.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material. The answer has <b>limited</b> relevance to the question.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material. Typically, there will be <b>one</b> underdeveloped point challenging the view.
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding. The information is supported by <b>basic</b> material and the relationship to the material <b>may not be clear</b> . Typically, there will be <b>one</b> or <b>more</b> undeveloped supporting points.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material to the question.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to analyse and evaluate. Typically, there will be <b>one</b> undeveloped point challenging the view.
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.	<b>0 marks</b> No relevant sociological evaluation.

<b>INDICATIVE CONTENT</b>		
<b>Q6: Explain and evaluate the view that relationships between parents and children are changing. (16 marks)</b>		
<b>AO1 Knowledge and Understanding</b>	<b>AO2 Application</b>	<b>AO3 Analysis and Evaluation</b>
<p>Arguments and evidence supporting the view that relationships between parents and children are changing.</p> <p>Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>families becoming more child-centred</li> <li>effects of diversity in family types e.g., more single parent families</li> <li>effects of changes in gender roles</li> <li>effects of changes in social policy</li> <li>greater dependence with extended time in education</li> <li>greater affluence, more independence</li> <li>Toxic Childhood (Palmer)</li> <li>childhood is disappearing (Postman)</li> <li>Paranoid Parenting (Furedi)</li> <li>Sandwich Generation (Grundy &amp; Henretta)</li> <li>other concepts such as: egalitarian, ageing population, new grand-parenting, helicopter parents, boomerang generation, blurred boundaries, sibling society, consumer culture, pester power</li> <li>evidence from Children Act and other social policies</li> <li>reference to theories such as: postmodernism, feminism, New Right</li> </ul> <p>Any other reasonable point.</p>	<p>The selected application should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explaining the ways in which evidence used for AO1 (e.g., families becoming more child-centred; concepts such as pester power or helicopter parenting; studies such as those by Palmer or Furedi; or theories such as feminism) demonstrates that relationships between parents and children are changing</li> <li>explaining the ways in which evidence used for AO3 (e.g., evidence supporting the continuing importance of parent-child relationships; evidence of cultural diversity within family relationships, or theoretical views on the continuation of traditional relationships between parents and children such as feminism or functionalism) directly challenges the view that relationships between parents and children are changing</li> </ul>	<p>Arguments and evidence challenging the view that relationships between parents and children are changing.</p> <p>Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>continuing importance of traditional parent-child relationships</li> <li>discussion of change as positive vs negative</li> <li>impact of cultural diversity on differential socialisation e.g., related to social class, ethnicity and sexuality</li> <li>evaluation of extent of influence of other agencies of socialisation such as media, peer groups, etc</li> <li>other concepts such as: primary socialisation, role models, ideological conditioning device (Cooper), social control, expressive role, instrumental role (Parsons)</li> <li>reference to theories such as: functionalism, Marxism, feminism, New Right</li> </ul> <p>Any other reasonable point.</p>



A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<b>Q7: Discuss the view that the roles of men and women in the family have changed. (24 marks)</b>			
<b>4</b>	<p><b>7-8 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> knowledge and understanding which is <b>developed</b>. The information presented is <b>accurate</b> and <b>fully supported</b>. Typically, at the top of the band there will be <b>three</b> developed points supporting the view in the question. At the bottom of the band, <b>two</b> developed points, and <b>one</b> underdeveloped point.</p>	<p><b>7-8 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is <b>consistently</b> related to the question.</p>	<p><b>7-8 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>three</b> developed points challenging the view in the question. At the bottom of the band, <b>two</b> developed points and <b>one</b> underdeveloped point.</p>
<b>3</b>	<p><b>5-6 marks</b></p> <p>The candidate demonstrates <b>good</b> knowledge and understanding. The material is <b>accurate</b> but may be <b>underdeveloped</b>. Typically, at the top of the band there will be <b>three</b> underdeveloped or <b>two</b> developed points or one developed and two underdeveloped points supporting the view in the question. At the bottom of the band there may be <b>one</b> developed point and one underdeveloped point or one well developed point.</p>	<p><b>5-6 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to apply sociological material. The material is <b>relevant</b> but is <b>not</b> always explicitly related to the question.</p>	<p><b>5-6 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>three</b> underdeveloped or <b>two</b> developed points or <b>one</b> developed and <b>two</b> underdeveloped points challenging the view in the question. At the bottom of the band there may be <b>one</b> developed and <b>one</b> underdeveloped or <b>one</b> well developed point.</p>
<b>2</b>	<p><b>3-4 marks</b></p> <p>The candidate demonstrates a <b>limited</b> knowledge and understanding. The response may be <b>partial, underdeveloped</b> and <b>under-supported</b> or contain generalised knowledge and understanding. Typically, there will be <b>two</b> underdeveloped points supporting the view in the question or <b>one</b> underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just <b>one</b> underdeveloped point or <b>more than one</b> undeveloped point.</p>	<p><b>3-4 marks</b></p> <p>The candidate demonstrates a <b>limited</b> ability to apply sociological material. The response may be <b>generalised</b>.</p>	<p><b>3-4 marks</b></p> <p>The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material. Typically, there will be <b>two</b> underdeveloped points challenging the view in the question, or <b>one</b> underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just <b>one</b> underdeveloped point or <b>more than one</b> undeveloped point.</p>
<b>1</b>	<p><b>1-2 marks</b></p> <p>The candidate demonstrates <b>basic</b> knowledge and understanding that is <b>undeveloped</b>. The response contains <b>considerable inaccuracy</b> and <b>lacks clarity</b>. There may be a tendency towards common sense. Typically, at the top of this band, there will be one undeveloped point supporting the view in the question. At the bottom of this band there will be <b>one</b> vague, undeveloped point that barely addresses the question.</p>	<p><b>1-2 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to apply sociological material.</p>	<p><b>1-2 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material. Typically, at the top of this band, there will be <b>one</b> undeveloped point challenging the view in the question. At the bottom of this band there will be <b>one</b> vague, undeveloped point that barely addresses the question.</p>

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0	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.	<b>0 marks</b> No relevant sociological evaluation.
<b>INDICATIVE CONTENT</b>			
<b>Q7: Discuss the view that the roles of men and women in the family have changed. (24 marks)</b>			
<p style="text-align: center;"><b>AO1 Knowledge and Understanding</b></p> <p>Arguments and evidence supporting the view that the roles of men and women in the family have changed. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>• reference to diverse ways of operationalising roles including emotional factors, decision-making, household chores, non-decision making, child-care, financial management</li> <li>• changes related to the development of different types of masculinity and femininity</li> <li>• reference to the range of diverse types of family life which bring changes to roles e.g., structure, cultural diversity, sexuality</li> <li>• impact of ageing population</li> <li>• impact of government policy e.g., paternity leave</li> <li>• crisis in masculinity (Mac an Ghail)</li> <li>• individualisation (Giddens)</li> <li>• Sandwich Generation (Grundy &amp; Henretta)</li> <li>• Beanpole family (Brannen)</li> <li>• other concepts such as: new man, feminisation of labour market, ageing population, sandwich generation, confluent love, egalitarian families, complicit masculinity, superdads, lagged adaptation, shift parentin</li> <li>• studies such as: Pahl, Gershuny, Willmott &amp; Young, Warin, Beck, Dermott, Thompson et al, Hatter et al, Hardill et al, Dunne, Allan &amp; Crow</li> <li>• reference to theories such as: postmodernism, liberal feminism</li> </ul> <p>Any other reasonable point.</p>	<p style="text-align: center;"><b>AO2 Application</b></p> <p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• explaining the ways in which evidence used for AO1 (e.g., diversity within families about the allocation of roles; concepts such as feminisation of the labour marker or complicit masculinity; studies such as those by Pahl or Hatter et al, or theories such as postmodernism) demonstrate how the roles of men and women in the family have changed</li> <li>• explaining the ways in which evidence used for AO3 (e.g. evidence supporting the continuing importance of traditional male and female roles such as functionalist and New Right views; evidence from views such as feminism, criticising the continuation of male power within the family; concepts such as the warm bath theory, the dark side of the family and the triple shift) directly challenges the view that the roles of men and women in the family have changed</li> </ul>	<p style="text-align: center;"><b>AO3 Analysis and Evaluation</b></p> <p>Arguments and evidence challenging the view that the roles of men and women in the family have changed. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>• concepts such as: sexism, dark side of family life, dysfunctional, exploitation, oppression, reproduction of labour power, reserve army of labour, dual systems, patriarchal terrorism, emotion work, invisible work, dual burden, triple shift, sandwich generation, DIALLs, hegemonic masculinity, patriarchy, false needs, overloaded circuit, lagged adaptation, domestic division of labour, reproduction of labour power, stabilisation of adult personalities, primary socialisation, nurturing</li> <li>• studies such as: Barrett &amp; McIntosh, Benston, Ansley, Pahl, Dobash &amp; Dobash, Dunscombe &amp; Marsden, DeVault, Delphy &amp; Leonard, Oakley, Grundy &amp; Henretta, Gatrell, Warner, Laing, Leach, Cooper, Zaretsky, Marcuse, Parsons, Murdock, Chester, Dennis &amp; Erdos, Murray, Morgan, Cheal, Phillips</li> <li>• reference to theories such as: Marxism, Marxist feminism, radical feminist views, functionalism, New Right views</li> <li>• reference to different aspects of division of labour including emotional factors, decision-making, money management, domestic chores, childcare, violence, children and control</li> </ul> <p>Any other reasonable point.</p>	

<b>Section B – Youth Subcultures</b>		
<b>AO1 Knowledge and Understanding</b>		<b>Indicative content</b>
<b>Q8: Explain, using an example, the concept of anti-school subcultures. (4 marks)</b>		
<b>Explanation</b>	<b>Example</b>	<p>Explanation core meaning:</p> <ul style="list-style-type: none"> <li>a group of pupils who develop norms and values which go against those promoted by the school, such as valuing breaking the rules, getting into trouble and doing poorly academically</li> </ul> <p>Development could come from reference to studies of anti-school subcultures, such as Mac an Ghail, Willis, Blackman, Reay, Lacey; links to theory, such as interactionism or neo-Marxism</p> <p>The example used is likely to refer to an example of an anti-school subculture, possibly linked to a study, such as New Wave Girls (Blackman), the lads (Willis), macho lads (Mac an Ghail), rastaheads (Mac an Ghail), etc</p> <p>Any other reasonable point.</p>
<b>1 mark</b> - Brief explanation of the concept	<b>1 mark</b> - Accurate example identified	
<b>1 mark</b> - The explanation of the concept is fully developed / further explained	<b>1 mark</b> - The example is fully developed / further explained	
<p><b>0 marks</b> No relevant knowledge and understanding</p>		
<p><b>N.B.</b> An example alone will be capped at a maximum of 1 mark</p>		

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
<b>Q9: Explain, using examples, two characteristics of moral panics. (8 marks)</b>				
<b>4</b>	<b>4 marks</b> The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported. Typically, there will be two developed points.	Candidates will refer to two characteristics which may include: <ul style="list-style-type: none"> <li>media's role in creating an exaggerated fear of crime</li> <li>reference to impact of media on social policy</li> <li>aspects identified by Cohen</li> <li>any two of Goode &amp; Ben-Yehuda's five elements of moral panics; concern, hostility, consensus, disproportionality and volatility</li> <li>concepts such as: deviance amplification, labelling, stereotypes, 'folk devils', over-reporting, sensationalised reporting</li> <li>reference to accurate examples with a moral dimension such as mods and rockers, punks in the 1970s, involvement of youth in gun crime, recent riots in the UK, binge drinking, hoodies etc</li> </ul> Any other reasonable point.	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material.	The selected knowledge should be directly related to the specific question.  For example, explaining how the characteristics identified (such as the media's role in creating an exaggerated fear of crime or the creation of folk devils) relate to moral panics.
<b>3</b>	<b>3 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding but it may be <b>underdeveloped</b> . The information presented is in the <b>most-part relevant</b> and <b>supported by some</b> material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material.	
<b>2</b>	<b>2 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding. The response may be <b>generalised</b> and <b>undeveloped</b> . The information has <b>some</b> relevance and is supported by <b>limited</b> material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material.	
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding. The information is supported by <b>basic material</b> . Typically, there will be one point, which is undeveloped.		<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material.	
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.		<b>0 marks</b> No relevant sociological application.	

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<b>Q10: Explain and evaluate the view that youth subcultures are related to gender. (16 marks)</b>			
<b>4</b>	<b>4-5 marks</b> The candidate demonstrates <b>excellent</b> knowledge and understanding of sociological material which is <b>developed</b> . The information presented is <b>accurate</b> and <b>fully supported</b> . Typically, there will be <b>two</b> developed supporting points. At the bottom of this band, there will be <b>one</b> developed point and one underdeveloped point.	<b>4-5 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is <b>consistently</b> related to the question.	<b>5-6 marks</b> The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. Typically, there will be <b>two</b> developed points challenging the view. At the bottom of this band, there will be <b>one</b> developed point and <b>one</b> underdeveloped point.
<b>3</b>	<b>3 marks</b> The candidate demonstrates a <b>good</b> knowledge and understanding. The material is <b>accurate</b> but may be <b>underdeveloped</b> . Typically, there will be <b>one</b> developed or <b>two or more</b> underdeveloped supporting points.	<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material. The material is <b>generally</b> relevant but <b>is not always</b> explicitly related to the question.	<b>3-4 marks</b> The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>one</b> developed and <b>one or more</b> undeveloped points challenging the view. At the bottom of the band there will be <b>one</b> developed point or <b>two</b> underdeveloped points challenging the view.
<b>2</b>	<b>2 marks</b> The candidate demonstrates <b>limited</b> knowledge and understanding. The response may be <b>partial, underdeveloped</b> and <b>under-supported</b> or contain generalised knowledge and understanding. Typically, there will be <b>one</b> underdeveloped supporting point.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material. The answer has <b>limited</b> relevance to the question.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material. Typically, there will be <b>one</b> underdeveloped point challenging the view.
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding. The information is supported by <b>basic</b> material and the relationship to the material <b>may not be clear</b> . Typically, there will be <b>one</b> or <b>more</b> undeveloped supporting points.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material to the question.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to analyse and evaluate. Typically, there will be <b>one</b> undeveloped point challenging the view.
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.	<b>0 marks</b> No relevant sociological evaluation.

<b>INDICATIVE CONTENT</b>		
<b>Q10: Explain and evaluate the view that youth subcultures are related to gender. (16 marks)</b>		
<b>AO1 Knowledge and Understanding</b>	<b>AO2 Application</b>	<b>AO3 Analysis and Evaluation</b>
<p>Arguments and evidence supporting the view that youth subcultures are related to gender. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>• girls' subordinate role</li> <li>• subcultures as an expression of masculinity</li> <li>• changing masculinities and femininities</li> <li>• reference to gender issues related to school subcultures, delinquent subcultures</li> <li>• extent of female involvement in delinquent subcultures, rise in girl gangs, ladettes, new femininities (Jackson)</li> <li>• girls' and boys' participation in separate subcultures with different norms and values e.g., sexual double standards (Lees)</li> <li>• girls' bedroom culture (McRobbie &amp; Garber)</li> <li>• status frustration (A. Cohen)</li> <li>• reference to studies on male subcultures such as the work of functionalists, CCCS</li> <li>• other concepts such as: crisis in masculinity, patriarchy, status, mainstream, gender stereotypes, marginalisation, invisibility, pillion passenger, Hegemonic masculinity, girl subcultures, girl gangs, riot grrrls, New Wave Girls, girl power</li> <li>• reference to theories such as: neo-Marxism, functionalism, feminist views</li> </ul> <p>Any other reasonable point.</p>	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• explaining the ways in which evidence used for AO1 (e.g., evidence surrounding subcultures as an expression of masculinity; concepts such as bedroom culture or status; studies such as those by Blackman or Jackson, or theories such as feminism or neo-Marxism) demonstrate how youth subcultures are related to gender</li> <li>• explaining the ways in which evidence used for AO3 (e.g., arguments about the mainstream nature of sociological research on youth subcultures; postmodern views on neo-tribes; the greater importance of social class and/or ethnicity) directly challenges the view that youth subcultures are related to gender</li> </ul>	<p>Arguments and evidence challenging the view that youth subcultures are related to gender. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of the role of the media in shaping attitudes on gender and youth subcultures</li> <li>• girls' deviance as under-studied by sociologists (malestream sociology)</li> <li>• problems of access related to social control of girls</li> <li>• analysis and evaluation of the importance of issues related to ethnicity and/or social class and/or the intersection between them</li> <li>• postmodern views on the inclusive nature of neo-tribes</li> <li>• other concepts such as: blurring of gender identities, changing masculinities and femininities, racism, discrimination, edgework, hybrid subcultures, ethnocentrism, neo-tribes, fluidity, supermarket of style, individualism</li> <li>• studies such as: Hebdige, Thornton, Redhead, Lyng, Bennett, Mafessoli, Polhemus, Furlong &amp; Cartmel, Sewell, Connell</li> <li>• theories such as: feminism, postmodernism</li> </ul> <p>Any other reasonable point.</p>

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<b>Q11: Discuss the functionalist view of youth deviance. (24 marks)</b>			
<b>4</b>	<p><b>7-8 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> knowledge and understanding which is <b>developed</b>. The information presented is <b>accurate</b> and <b>fully supported</b>. Typically, at the top of the band there will be <b>three</b> developed points supporting the view in the question. At the bottom of the band, <b>two</b> developed points, and <b>one</b> underdeveloped point.</p>	<p><b>7-8 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is <b>consistently</b> related to the question.</p>	<p><b>7-8 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>three</b> developed points challenging the view in the question. At the bottom of the band, <b>two</b> developed points and <b>one</b> underdeveloped point.</p>
<b>3</b>	<p><b>5-6 marks</b></p> <p>The candidate demonstrates <b>good</b> knowledge and understanding. The material is <b>accurate</b> but may be <b>underdeveloped</b>. Typically, at the top of the band there will be <b>three</b> underdeveloped or <b>two</b> developed points or one developed and two underdeveloped points supporting the view in the question. At the bottom of the band there may be <b>one</b> developed point and one underdeveloped point or one well developed point.</p>	<p><b>5-6 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to apply sociological material. The material is <b>relevant</b> but is <b>not</b> always explicitly related to the question.</p>	<p><b>5-6 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>three</b> underdeveloped or <b>two</b> developed points or <b>one</b> developed and <b>two</b> underdeveloped points challenging the view in the question. At the bottom of the band there may be <b>one</b> developed and <b>one</b> underdeveloped or <b>one</b> well developed point.</p>
<b>2</b>	<p><b>3-4 marks</b></p> <p>The candidate demonstrates a <b>limited</b> knowledge and understanding. The response may be <b>partial, underdeveloped</b> and <b>under-supported</b> or contain generalised knowledge and understanding. Typically, there will be <b>two</b> underdeveloped points supporting the view in the question or <b>one</b> underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just <b>one</b> underdeveloped point or <b>more than one</b> undeveloped point.</p>	<p><b>3-4 marks</b></p> <p>The candidate demonstrates a <b>limited</b> ability to apply sociological material. The response may be <b>generalised</b>.</p>	<p><b>3-4 marks</b></p> <p>The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material. Typically, there will be <b>two</b> underdeveloped points challenging the view in the question, or <b>one</b> underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just <b>one</b> underdeveloped point or <b>more than one</b> undeveloped point.</p>
<b>1</b>	<p><b>1-2 marks</b></p> <p>The candidate demonstrates <b>basic</b> knowledge and understanding that is <b>undeveloped</b>. The response contains <b>considerable inaccuracy</b> and <b>lacks clarity</b>. There may be a tendency towards common sense. Typically, at the top of this band, there will be one undeveloped point supporting the view in the question. At the bottom of this band there will be <b>one</b> vague, undeveloped point that barely addresses the question.</p>	<p><b>1-2 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to apply sociological material.</p>	<p><b>1-2 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material. Typically, at the top of this band, there will be <b>one</b> undeveloped point challenging the view in the question. At the bottom of this band there will be <b>one</b> vague, undeveloped point that barely addresses the question.</p>

0	<p><b>0 marks</b> No relevant knowledge or understanding.</p>	<p><b>0 marks</b> No relevant sociological application.</p>	<p><b>0 marks</b> No relevant sociological evaluation.</p>
<p><b>INDICATIVE CONTENT</b></p>			
<p><b>Q11: Discuss the functionalist view of youth deviance. (24 marks)</b></p>			
<p style="text-align: center;"><b>AO1 Knowledge and Understanding</b></p> <p>Arguments and evidence supporting functionalist explanations of youth deviance.</p> <p>Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>• functional role of deviance, e.g., letting off steam</li> <li>• provides a solution to certain problems</li> <li>• gives a sense of belonging</li> <li>• response to differential opportunities to achieve cultural goals (Merton)</li> <li>• focal concerns (Miller)</li> <li>• illegitimate opportunity structure (Cloward &amp; Ohlin)</li> <li>• safety valve (Davis)</li> <li>• other concepts such as: status frustration, transitional phase, anomie, values, norms, delinquent solution, delinquent subculture</li> <li>• evidence such as: Abrams, Eisenstadt, A. Cohen</li> <li>• reference to theories such as: functionalism/functionalist subcultural theory</li> </ul> <p>Any other reasonable point.</p>	<p style="text-align: center;"><b>AO2 Application</b></p> <p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• explaining the ways in which evidence used for AO1 (e.g. concepts such as status frustration or focal concerns or studies such as those by Eisenstadt, Cloward &amp; Ohlin, Miller or A. Cohen) demonstrates functionalist explanations of youth deviance</li> <li>• explaining the ways in which evidence used for AO3 (e.g., opposing theoretical explanations for youth deviance such as those of neo-Marxists interactionists; concepts such as resistance, labelling, or folk devils; evidence relating to differences in youth deviance based on ethnicity or gender) directly challenges functionalist explanations of youth deviance</li> </ul>	<p style="text-align: center;"><b>AO3 Analysis and Evaluation</b></p> <p>Arguments and evidence challenging functionalist explanations of youth deviance. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>• conformity of 'ordinary' youth</li> <li>• youth deviance as resistance</li> <li>• role of media in portrayal of youth deviance</li> <li>• differences in youth deviance in terms of gender, ethnicity and social class and the interplay between them</li> <li>• concepts such as: dysfunctional, delinquent subcultures, social exclusion, opposition, resistance, exaggeration, marginalisation, labelling, institutional racism, discrimination, crisis in masculinity, patriarchy, ladettes, peer pressure, edgework, racism, sexism, folk devils, deviancy amplification, scapegoating, moral panics</li> <li>• studies such as: CCCS, Becker, S. Cohen, Messerschmidt, Muncie, Campbell, Alexander, Sewell, Cicourel, Willis</li> <li>• theories such as: neo-Marxism, feminism, interactionism, postmodernism</li> </ul> <p>Any other reasonable point.</p>	



<b>Section B - Media</b>		<b>Indicative content</b>
<b>AO1 Knowledge and Understanding</b>		
<b>Q12: Explain, using an example, the concept of moral panics. (4 marks)</b>		
<b>Explanation</b>	<b>Example</b>	
<b>1 mark</b> - Brief explanation of the concept	<b>1 mark</b> - Accurate example identified	Explanation/core meaning: <ul style="list-style-type: none"> <li>• an over-exaggerated reaction from the public to a social issue, caused by excessive media coverage</li> </ul> Development could come from reference to folk devils, deviance amplification, interactionism, labelling, Stan Cohen, Fawbert, Hall, etc The example used is likely to refer to a specific moral panic, such as mods and rockers, hoodies, rave, black muggers, etc Any other reasonable point.
<b>1 mark</b> - The explanation of the concept is fully developed / further explained	<b>1 mark</b> - The example is fully developed / further explained	
<b>0 marks</b> No relevant knowledge and understanding		
<b>N.B.</b> An example alone will be capped at a maximum of 1 mark		

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
<b>Q13: Explain, using examples, two ways that the media represent females. (8 marks)</b>				
<b>4</b>	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding which is fully developed. The information presented is <b>accurate</b> and <b>fully supported</b> . Typically, there will be two developed points.	Candidates will refer to <b>two</b> ways which may include: <ul style="list-style-type: none"> <li>• positive and/or negative representations</li> <li>• use of traditional stereotypes such as housewife and mother</li> <li>• women as sex objects</li> <li>• women as victims</li> <li>• women represented in a limited range of roles</li> <li>• under-representation</li> <li>• more contemporary representations showing change</li> <li>• concepts such as male gaze, cult of femininity, slimblondeness, sexual objectification, patriarchy</li> <li>• reference to examples from traditional and/or new forms of media</li> </ul>	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material.	The selected knowledge should be directly related to the specific question.  For example, explaining how the ways identified (such as sex objects or under-representation) demonstrate the representation of females by the media.
<b>3</b>	<b>3 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding but it may be <b>underdeveloped</b> . The information presented is in the <b>most-part relevant</b> and <b>supported by some</b> material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.		<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material.	
<b>2</b>	<b>2 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding. The response may be <b>generalised</b> and <b>undeveloped</b> . The information has <b>some</b> relevance and is supported by <b>limited</b> material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.		<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material.	
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding. The information is supported by <b>basic</b> material. Typically, there will be one point, which is undeveloped.		<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material.	
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.		<b>0 marks</b> No relevant sociological application	

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<b>Q14: Explain and evaluate the view that media representations of age are changing. (16 marks)</b>			
<b>4</b>	<b>4-5 marks</b> The candidate demonstrates <b>excellent</b> knowledge and understanding of sociological material which is <b>developed</b> . The information presented is <b>accurate</b> and <b>fully supported</b> . Typically, there will be <b>two</b> developed supporting points. At the bottom of this band, there will be <b>one</b> developed point and one underdeveloped point.	<b>4-5 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is <b>consistently</b> related to the question.	<b>5-6 marks</b> The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. Typically, there will be <b>two</b> developed points challenging the view. At the bottom of this band, there will be <b>one</b> developed point and <b>one</b> underdeveloped point.
<b>3</b>	<b>3 marks</b> The candidate demonstrates a <b>good</b> knowledge and understanding. The material is <b>accurate</b> but may be <b>underdeveloped</b> . Typically, there will be <b>one</b> developed or <b>two or more</b> underdeveloped supporting points.	<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material. The material is <b>generally</b> relevant but <b>is not always</b> explicitly related to the question.	<b>3-4 marks</b> The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>one</b> developed and <b>one or more</b> undeveloped points challenging the view. At the bottom of the band there will be <b>one</b> developed point or <b>two</b> underdeveloped points challenging the view.
<b>2</b>	<b>2 marks</b> The candidate demonstrates <b>limited</b> knowledge and understanding. The response may be <b>partial, underdeveloped</b> and <b>under-supported</b> or contain generalised knowledge and understanding. Typically, there will be <b>one</b> underdeveloped supporting point.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material. The answer has <b>limited</b> relevance to the question.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material. Typically, there will be <b>one</b> underdeveloped point challenging the view.
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding. The information is supported by <b>basic</b> material and the relationship to the material <b>may not be clear</b> . Typically, there will be <b>one</b> or <b>more</b> undeveloped supporting points.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material to the question.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to analyse and evaluate. Typically, there will be <b>one</b> undeveloped point challenging the view.
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.	<b>0 marks</b> No relevant sociological evaluation.

<b>INDICATIVE CONTENT</b>		
<b>Q14: Explain and evaluate the view that media representations of age are changing. (16 marks)</b>		
<b>AO1 Knowledge and Understanding</b>	<b>AO2 Application</b>	<b>AO3 Analysis and Evaluation</b>
<p>Arguments and evidence supporting the view that media representations of age are changing. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>reference to age relating to children, youth, middle age and older age groups</li> <li>more positive representations</li> <li>changes related to consumer culture</li> <li>youth-as-trouble (Osgerby)</li> <li>changing representations of older people (Biggs)</li> <li>'grey pound' (Carrigan &amp; Szmigin)</li> <li>stereotypes of older people (Landis)</li> <li>other concepts such as: blurred boundaries, active ageing, pester power, tweenagers</li> <li>reference to theories such as: postmodernism, pluralism</li> </ul> <p>Any other reasonable point.</p>	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explaining the ways in which evidence used for AO1 (e.g., examples of age representations, concepts such as active ageing or pester power, studies such as those by Osgerby or Biggs, or theories such as pluralism) demonstrates that media representations of age are changing</li> <li>explaining the ways in which evidence used for AO3 (e.g., evidence of persisting age stereotypes; concepts such as folk devils and moral panics, under-representation or economic burden and theories such as Marxism and neo-Marxism) directly challenges the view that media representations of age are changing</li> </ul>	<p>Arguments and evidence challenging the view that media representations of age are changing. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>analysis and evaluation of the importance of issues related to ethnicity and/or social class and/or gender and/or the intersection between them</li> <li>persistence of traditional stereotypes</li> <li>stereotypes as functional for society</li> <li>differences in representations related to gender, ethnicity and social class and their interplay</li> <li>concepts such as: youth as trouble, moral panic, deviancy amplification, hoodies, scape-goats, folk devils, under-representation, economic burden, divide and rule, stereotypes</li> <li>studies such as: Wayne, Cohen, Age Concern, Landis, Milner, Newman, Victor</li> <li>Theories such as: functionalism, Marxism, neo-Marxism</li> </ul> <p>Any other reasonable point.</p>

A Level Sociology Paper 1 Mark Scheme (Draft)

Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<b>Q15: Discuss the view that audiences are active in their use of the media. (24 marks)</b>			
<b>4</b>	<p><b>7-8 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> knowledge and understanding which is <b>developed</b>. The information presented is <b>accurate</b> and <b>fully supported</b>. Typically, at the top of the band there will be <b>three</b> developed points supporting the view in the question. At the bottom of the band, <b>two</b> developed points, and <b>one</b> underdeveloped point.</p>	<p><b>7-8 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material. The material is <b>consistently</b> related to the question.</p>	<p><b>7-8 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>three</b> developed points challenging the view in the question. At the bottom of the band, <b>two</b> developed points and <b>one</b> underdeveloped point.</p>
<b>3</b>	<p><b>5-6 marks</b></p> <p>The candidate demonstrates <b>good</b> knowledge and understanding. The material is <b>accurate</b> but may be <b>underdeveloped</b>. Typically, at the top of the band there will be <b>three</b> underdeveloped or <b>two</b> developed points or one developed and two underdeveloped points supporting the view in the question. At the bottom of the band there may be <b>one</b> developed point and one underdeveloped point or one well developed point.</p>	<p><b>5-6 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to apply sociological material. The material is <b>relevant</b> but is <b>not</b> always explicitly related to the question.</p>	<p><b>5-6 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material. Typically, at the top of the band there will be <b>three</b> underdeveloped or <b>two</b> developed points or <b>one</b> developed and <b>two</b> underdeveloped points challenging the view in the question. At the bottom of the band there may be <b>one</b> developed and <b>one</b> underdeveloped or <b>one</b> well developed point.</p>
<b>2</b>	<p><b>3-4 marks</b></p> <p>The candidate demonstrates a <b>limited</b> knowledge and understanding. The response may be <b>partial, underdeveloped</b> and <b>under-supported</b> or contain generalised knowledge and understanding. Typically, there will be <b>two</b> underdeveloped points supporting the view in the question or <b>one</b> underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just <b>one</b> underdeveloped point or <b>more than one</b> undeveloped point.</p>	<p><b>3-4 marks</b></p> <p>The candidate demonstrates a <b>limited</b> ability to apply sociological material. The response may be <b>generalised</b>.</p>	<p><b>3-4 marks</b></p> <p>The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material. Typically, there will be <b>two</b> underdeveloped points challenging the view in the question, or <b>one</b> underdeveloped point and a range of undeveloped points. At the bottom of the band there may be just <b>one</b> underdeveloped point or <b>more than one</b> undeveloped point.</p>
<b>1</b>	<p><b>1-2 marks</b></p> <p>The candidate demonstrates <b>basic</b> knowledge and understanding that is <b>undeveloped</b>. The response contains <b>considerable inaccuracy</b> and <b>lacks clarity</b>. There may be a tendency towards common sense. Typically, at the top of this band, there will be one undeveloped point supporting the view in the question. At the bottom of this band there will be <b>one</b> vague, undeveloped point that barely addresses the question.</p>	<p><b>1-2 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to apply sociological material.</p>	<p><b>1-2 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material. Typically, at the top of this band, there will be <b>one</b> undeveloped point challenging the view in the question. At the bottom of this band there will be <b>one</b> vague, undeveloped point that barely addresses the question.</p>

0	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.	<b>0 marks</b> No relevant sociological evaluation.
<b>INDICATIVE CONTENT</b>			
<b>Q15: Discuss the view that audiences are active in their use of the media. (24 marks)</b>			
<b>AO1 Knowledge and Understanding</b>	<b>AO2 Application</b>	<b>AO3 Analysis and Evaluation</b>	
<p>Arguments and evidence supporting the view that audiences are active in their use of the media.</p> <p>Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>• uses and gratifications model (McQuail)</li> <li>• reception analysis model (Morley)</li> <li>• selective filter model (Klapper)</li> <li>• other concepts such as: terror as pleasure, selective exposure, selective perception, selective retention, diversion, identity, surveillance, relational, affiliation, avoidance, social learning, competence dominance, oppositional reading</li> <li>• studies such as: Wood, Trend, Jensen, Blumler &amp; McQuail, Lull, Watson, Strinati</li> <li>• reference to theories such as: pluralism, some postmodern views</li> </ul> <p>Any other reasonable point.</p>	<p>The selected evidence should be directly related to the specific question.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• explaining the ways in which evidence used for AO1 (e.g., active audience models such as the uses and gratifications model, concepts such as selective exposure/perception/retention or oppositional reading, studies such as those by Blumler &amp; McQuail or Strinati, or theories such as pluralism) demonstrates that audiences are active in their use of the media</li> <li>• explaining the ways in which evidence used for AO3 (e.g., models of direct effects, such as the hypodermic syringe model; differential effects relating to age, ethnicity and gender; concepts such as copycat violence, desensitisation or hyperreality, or studies such as Packard, Bandura or Baudrillard) directly challenges the view that audiences are active in their use of the media</li> </ul>	<p>Arguments and evidence challenging the view that audiences are active in their use of the media. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> <li>• media as having a direct effect such as the hypodermic syringe model</li> <li>• media as having an indirect effect such as cultural effects theory</li> <li>• differential effects related to gender, age, ethnicity</li> <li>• reference to examples of links made between particular media products and effects on their audience including video games, films, pornography</li> <li>• concepts such as: copycat violence, desensitisation, sensitisation, catharsis, moral panics, scapegoats, folk devils, labelling, patriarchy, false consciousness, false needs, opium of the people, divide and rule, racism, sexism, ageism, the Juno Effect, disinhibition effect, ideology, preferred reading, hyper-reality, cultural domination, globalisation of culture</li> <li>• studies such as: Packard, Bandura, Katz &amp; Lazarsfeld, Gerbner, Dworkin, Morgan, Orbach, Wolf, Miliband, Marcuse, McCabe &amp; Martin, Newson, Feshbach &amp; Singer, Baudrillard</li> <li>• theories such as: Marxism, feminism, some postmodern views</li> </ul> <p>Any other reasonable point.</p>	