

AS Level Sociology - Paper 1 Socialisation, culture and identity - Mark scheme

AO1 Knowledge and Understanding		Section A
		Indicative content
Q1: Explain, using an example, the concept of values. (4 marks)		
Explanation	Example	<p>Explanation/core meaning:</p> <ul style="list-style-type: none"> Things which are seen as important, desirable or worthwhile in a society <p>Development could come from reference to ideas such as:</p> <ul style="list-style-type: none"> values are culturally relative; values provide the foundation for norms; values are a key part of a society's culture; values are learnt through primary and secondary socialisation; functionalists argue there is a value consensus <p>The example used could be any idea which society, or a section of society, sees as important, desirable or worthwhile, for example, valuing life, respect, success, loyalty, family, status, etc</p> <p>Any other reasonable point.</p>
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
<p>0 marks No relevant knowledge and understanding</p>		
<p>N.B. An example alone will be capped at a maximum of 1 mark</p>		

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Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q2: Using Source A and your wider sociological knowledge, explain two arguments that support the view given in the text. (8 marks)				
4	<p>4 marks</p> <p>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.</p>	<p>Arguments that support the view presented in Source A, may include:</p> <ul style="list-style-type: none"> • evidence to support female equality from: education (e.g., females achieving higher grades than males, Wilkinson’s ‘Genderquake’, more females now go to university than males); workplace (e.g., evidence of female CEOs, smashing of the glass ceiling); family (symmetrical family); youth subcultures (neo-tribes, female subcultures) • liberal feminist ideas showing changing norms, values, and roles, e.g., Sharpe, Oakley, Gavron • legislation, such as the Equal Pay Act 1970, Sex discrimination Act 1975 and Equality Act 2010, introduction of shared parental leave (2015) <p>Any other reasonable point.</p>	<p>4 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material.</p>	<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"> • referring to the claim in the source that roles and norms associated with femininity have changed, e.g., Sharpe • referring to the point that in 1955, women’s roles were limited to housewife and mother, but this has now changed, e.g., Oakley, Gavron • referring to women achieving equality, e.g., Wilkinson (genderquake), smashing of the glass ceiling, female CEOs
3	<p>3 marks</p> <p>The candidate demonstrates good knowledge and understanding but it may be underdeveloped. The information presented is in the most-part relevant and supported by some material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.</p>		<p>3 marks</p> <p>The candidate demonstrates a good ability to apply relevant sociological material.</p>	
2	<p>2 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped. The information has some relevance and is supported by limited material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.</p>		<p>2 marks</p> <p>The candidate demonstrates a limited ability to apply relevant sociological material.</p>	
1	<p>1 mark</p> <p>The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.</p>		<p>1 mark</p> <p>The candidate demonstrates a basic ability to apply relevant sociological material.</p>	
0	<p>0 marks</p> <p>No relevant knowledge or understanding.</p>		<p>0 marks</p> <p>No relevant sociological application.</p>	

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

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INDICATIVE CONTENT		
Q3: Explain and evaluate the view that individuals learn society's norms through the process of primary socialisation. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the view that individuals learn society's norms through the process of primary socialisation. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • the family as the main agent of primary socialisation • evidence related to the importance of nurture (e.g., feral children) • gender role socialisation in the family (Oakley) • primary socialisation of traditional Asian values from Asian parents (Ghuman) • the 'male gaze' (Mulvey) • examples may relate to: gender norms, ethnic norms, age norms, social class norms • Other concepts such as manipulation, canalisation, verbal appellations, role models, imitation • reference to theories such as functionalism, feminism <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"> • explaining the ways in which evidence used for AO1 (e.g., the importance of nurture, socialisation into gender norms and/or other cultural norms in the family, studies such as Oakley and gender role socialisation, theories such as functionalism or feminism) supports the view that individuals learn society's norms through the process of primary socialisation • explaining the ways in which evidence used for AO3 (e.g., greater importance of secondary socialisation, such as the importance of peers, media and education in teaching norms, individuals as active in the socialisation process) directly challenges the view that individuals learn society's norms through the process of primary socialisation 	<p>Arguments and evidence challenging the view that individuals learn society's norms through the process of primary socialisation may include:</p> <ul style="list-style-type: none"> • individuals learn society's norms through secondary socialisation, including through education, the peer group, the media, etc • a challenge to the portrayal of individuals as passive in the socialisation process (social action theory critique) • effects of gender, class, ethnicity and age on the teaching of 'norms' <p>Any other reasonable point.</p>

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Section B - Families and Relationships		
AO1 Knowledge and Understanding		Indicative content
Q4: Explain, using an example, the concept of joint conjugal roles. (4 marks)		
Explanation	Example	Explanation/core meaning: <ul style="list-style-type: none"> responsibilities taken on within a marriage or partnership which are similar or equal in value. Development could come from reference to shared roles and relationships between husband and wife, or partners in a marriage or long-term relationship, joint decision making, sharing of housework, pooling of finances; contrast may be made to segregated conjugal roles (often on gendered lines) <p>The example used is likely to refer to the symmetrical family (Willmott & Young), or a description of roles taken on by each member of a couple which are similar/equal/shared</p> Any other reasonable point.
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
0 marks No relevant knowledge and understanding		
N.B. An example alone will be capped at a maximum of 1 mark		

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Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q5: Explain, using examples, two reasons for the decline in the marriage rate in the UK. (8 marks)				
4	<p>4 marks</p> <p>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.</p>	<p>Candidates will refer to two reasons for the decline in the marriage rate, which may include:</p> <ul style="list-style-type: none"> • increased age at marriage (marrying later) • prioritisation of career over marriage (especially for women) • changing expectations of marriage • cost of marriage • impact of feminism/ female empowerment • increased acceptability of alternatives – cohabitation, civil partnerships, singlehood • individualism (link to postmodernism) • secularisation • high divorce rate as a deterrent to marriage <p>Any other reasonable point.</p>	<p>4 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material.</p>	<p>The selected knowledge should be directly related to the specific question. For example, explaining how the reasons identified (such as the increased age at marriage, the impact of feminism or the increase in individualism) can explain the decline in the marriage rate in the UK.</p>
3	<p>3 marks</p> <p>The candidate demonstrates good knowledge and understanding but it may be underdeveloped. The information presented is in the most-part relevant and supported by some material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.</p>		<p>3 marks</p> <p>The candidate demonstrates a good ability to apply relevant sociological material.</p>	
2	<p>2 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped. The information has some relevance and is supported by limited material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.</p>		<p>2 marks</p> <p>The candidate demonstrates a limited ability to apply relevant sociological material.</p>	
1	<p>1 mark</p> <p>The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.</p>		<p>1 mark</p> <p>The candidate demonstrates a basic ability to apply relevant sociological material.</p>	
0	<p>0 marks</p> <p>No relevant knowledge or understanding.</p>		<p>0 marks</p> <p>No relevant sociological application.</p>	

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

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INDICATIVE CONTENT		
Q6: Explain and evaluate the view that the nuclear family is no longer the dominant family type. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the view that the nuclear family is no longer the dominant family type. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • increased diversity in family types e.g., more single parent families, same-sex families etc. • diversity based on ethnicity, sexuality and/or social class • growth in other household types: friends as family, singlehood • increase in divorce rate • decline in marriage/increase in cohabitation • female exploitation in family (Delphy & Leonard) • family display (Finch) • ideology of the nuclear family (Gittins) • the neo-conventional family (Chester) • other concepts such as: neo-conventional family, family diversity, extended families, confluent love, liquid love, secularisation • reference to theories such as: feminism, postmodernism • evidence from statistical trends and patterns relating to family and household diversity <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"> • explaining the ways in which evidence used for AO1 (e.g., evidence of increased diversity, concepts such as neo-conventional family, confluent love, liquid love, studies such as Morgan, Chester, Stacey, Beck and Beck-Gernsheim, Giddens, Bauman, theories such as feminism and postmodernism) supports the view that the nuclear family is no longer the dominant family type • explaining the ways in which evidence used for AO3 (e.g., evidence relating to continued commitment to/ popularity of the nuclear family, concepts such as warm bath, universal nuclear family, studies such as Parsons, Murdock, Popenoe, theories such as functionalism, New Right) directly challenges the view that the nuclear family is no longer the dominant family type 	<p>Arguments and evidence challenging the view that the nuclear family is no longer the dominant family type may include:</p> <ul style="list-style-type: none"> • arguments related to the desirability of nuclear family • the functions of the nuclear family • evidence relating to the continued commitment to marriage (e.g., high levels of remarriage) • concepts such as: primary socialisation, role models, ideological conditioning device, warm bath, universal nuclear family, social control, expressive role, instrumental role • studies such as: Parsons, Murdock, Popenoe, Dennis & Erdos, Murray • theories such as: functionalism, New Right <p>Any other reasonable point.</p>

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Section B – Youth Subcultures		
AO1 Knowledge and Understanding		Indicative content
Q7: Explain, using an example, the concept of deviance amplification. (4 marks)		
Explanation	Example	<p>Explanation/core meaning:</p> <ul style="list-style-type: none"> the real or perceived increase in deviance caused by excessive media coverage and/ or police targeting <p>Development could come from reference to interactionism, labelling, self-fulfilling prophecy, moral panics, folk devils, deviancy amplification spiral, S. Cohen, Wilkins, Young, etc</p> <p>The example used is likely to refer to a specific example of deviance amplification related to a moral panic, such as mods and rockers (Cohen), hoodies (Fawbert), rave (Brown), hippies (Young), black muggers (Hall), etc</p> <p>Any other reasonable point.</p>
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
0 marks No relevant knowledge and understanding		
N.B. An example alone will be capped at a maximum of 1 mark		

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Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q8: Explain, using examples, two examples of hybridity in youth subcultures. (8 marks)				
4	<p>4 marks</p> <p>The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported.</p> <p>Typically, there will be two developed points.</p>	<p>Candidates will refer to two examples of hybridity in youth subcultures, which may include:</p> <ul style="list-style-type: none"> • postmodernism - pick and mix identities • white wannabes (Nayak) • modern primitives (Vale & Juno) • young Brasian subcultures (Johal) • Blasians (Gill) • rap culture (Cashmore) • neighbourhood nationalism (Back) • cultural exchange vs cultural appropriation (Hutnyk, Donovan) • hybrid styles in terms of music/fashion/language, e.g., mods, skinheads, punks, 'Jafaican' (multi-cultural London English) <p>Any other reasonable point.</p>	<p>4 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material.</p>	<p>The selected knowledge should be directly related to the specific question.</p> <p>For example, explaining how the examples identified (such as white wannabes, Brasians, Blasians or rap) demonstrate hybridity in youth subcultures.</p>
3	<p>3 marks</p> <p>The candidate demonstrates good knowledge and understanding but it may be underdeveloped. The information presented is in the most-part relevant and supported by some material.</p> <p>Typically, there will be one developed and one underdeveloped point.</p> <p>Alternatively, both points may be underdeveloped.</p>		<p>3 marks</p> <p>The candidate demonstrates a good ability to apply relevant sociological material.</p>	
2	<p>2 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped.</p> <p>The information has some relevance and is supported by limited material.</p> <p>Typically, there will only be one developed point.</p> <p>Alternatively, there may be two points which are undeveloped.</p>		<p>2 marks</p> <p>The candidate demonstrates a limited ability to apply relevant sociological material.</p>	
1	<p>1 mark</p> <p>The candidate demonstrates basic knowledge and understanding. The information is supported by basic material.</p> <p>Typically, there will be one point, which is undeveloped.</p>		<p>1 mark</p> <p>The candidate demonstrates a basic ability to apply relevant sociological material.</p>	
0	<p>0 marks</p> <p>No relevant knowledge or understanding.</p>		<p>0 marks</p> <p>No relevant sociological application.</p>	

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Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q9: Explain and evaluate functionalist explanations of why young people join gangs. (16 marks)			
4	<p>4-5 marks</p> <p>The candidate demonstrates excellent knowledge and understanding of sociological material which is developed. The information presented is accurate and fully supported. Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.</p>	<p>4-5 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.</p>	<p>5-6 marks</p> <p>The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.</p>
3	<p>3 marks</p> <p>The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped. Typically, there will be one developed or two or more underdeveloped supporting points.</p>	<p>3 marks</p> <p>The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more undeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.</p>
2	<p>2 marks</p> <p>The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.</p>	<p>2 marks</p> <p>The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.</p>	<p>2 marks</p> <p>The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.</p>
1	<p>1 mark</p> <p>The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear. Typically, there will be one or more undeveloped supporting points.</p>	<p>1 mark</p> <p>The candidate demonstrates a basic ability to apply relevant sociological material to the question.</p>	<p>1 mark</p> <p>The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.</p>
0	<p>0 marks</p> <p>No relevant knowledge or understanding.</p>	<p>0 marks</p> <p>No relevant sociological application.</p>	<p>0 marks</p> <p>No relevant sociological evaluation.</p>

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INDICATIVE CONTENT		
Q9: Explain and evaluate functionalist explanations of why young people join gangs. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence explaining functionalist ideas of why young people join gangs. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> pressure on working-class or minority ethnic youths to achieve the same values as other young people (status, success, consumerism) working class youths with different values/ focal concerns (Miller) status frustration (A. Cohen) paradox of inclusion (Nightingale) illegitimate opportunity structure (Cloward & Ohlin) other concepts such as: blocked opportunities, delinquent subcultures, conflict subcultures, criminal subcultures, retreatist subcultures studies such as: Cloward & Ohlin, Hobbs, Parker, Bourgois, Murray reference to theories such as: functionalism <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"> explaining the ways in which evidence used for AO1 (e.g., reference to working class youths' values, concepts such as status frustration, blocked opportunities, focal concerns, studies such as Albert Cohen, Cloward & Ohlin, Miller) explains and supports functionalist explanations of why young people join gangs explaining the ways in which evidence used for AO3 (e.g., concepts such as resistance, pulls and pushes, casino of crime, folk devils, studies such as Harding, Decker & van Winkle, Stan Cohen, CCCS, theories such as neo-Marxism, interactionism) directly challenges functionalist explanations of why young people join gangs 	<p>AO3: Analysis and Evaluation</p> <p>Arguments and evidence challenging functionalist ideas of why young people join gangs may include:</p> <ul style="list-style-type: none"> resistance against social class inequality/economic position pressure to perform masculinity pulls and pushes relating to social class/exclusion (Decker & van Winkle) gangs as 'the only game in town' (Casino of crime – Harding) concepts such as: resistance, accomplishing masculinity, pulls and pushes, casino of crime, labelling, moral panics, folk devils gangs providing inclusion and support (White) studies such as: CCCS (Clarke, Cohen, Hebdige), White, Messerschmidt, Decker & van Winkle, Harding theories such as: Marxism/neo-Marxism, postmodernism, feminism, interactionism <p>Any other reasonable point.</p>

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AO1 Knowledge and Understanding		Section B - Media	Indicative content
Q10: Explain, using an example, the 'hypodermic syringe' model. (4 marks)			
Explanation	Example	Explanation/core meaning: <ul style="list-style-type: none"> A view of media effects which suggests that media content directly affects the audience, as if injected into their brains Development could come from reference to magic bullet theory, Vance Packard, advertising, copycat violence, Bandura's Bobo doll studies, etc <p>The example used is likely to refer to a real-life example involving violence in the media allegedly causing real life violence (e.g., Jamie Bulger's murderers, Columbine High School murders), other areas of concern such as certain films and video games, or a study such as Bandura</p> Any other reasonable point.	
1 mark - Brief explanation of the concept	1 mark - Accurate example identified		
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained		
0 marks No relevant knowledge and understanding			
N.B. An example alone will be capped at a maximum of 1 mark			

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Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q11: Explain, using examples, two ways in which the media create moral panics. (8 marks)				
4	<p>4 marks</p> <p>The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported.</p> <p>Typically, there will be two developed points.</p>	<p>Candidates may use examples of moral panics/studies on moral panics to illustrate the ways they identify, but the focus should be on ways the media create moral panics, not examples.</p> <p>Candidates will refer to two ways which may include:</p> <ul style="list-style-type: none"> • excessive media coverage creating an over-exaggerated reaction from the public to a social issue • use of inflammatory or emotive language, such as ‘hordes’, ‘invasion’, ‘wild ones’ • deviancy amplification – reference to the deviancy amplification spiral and/or explanation of how the media can create an amplification of deviance (Young, Wilkins, Cohen) • the creation of folk devils as scapegoats for a social issue • application of news values • stirring up public indignation • pressuring the police and/or Government into action, which can lead to an increase in perception of the ‘problem’ • identification of subversive minority as a distraction from other social issues (Hall) • points may be supported with reference to folk devils, deviance amplification, interactionism, labelling, S. Cohen, Fawbert, Hall, Young and/or examples of moral panics such as mods and rockers, hoodies, rave, black muggers, etc <p>Any other reasonable point.</p>	<p>4 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material.</p>	<p>The selected knowledge should be directly related to the specific question.</p> <p>For example, explaining how the ways identified (such as excessive coverage, the use of emotive language or the creation of folk devils as scapegoats) show how the media creates moral panics.</p>
3	<p>3 marks</p> <p>The candidate demonstrates good knowledge and understanding but it may be underdeveloped. The information presented is in the most-part relevant and supported by some material.</p> <p>Typically, there will be one developed and one underdeveloped point.</p> <p>Alternatively, both points may be underdeveloped.</p>		<p>3 marks</p> <p>The candidate demonstrates a good ability to apply relevant sociological material.</p>	
2	<p>2 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped.</p> <p>The information has some relevance and is supported by limited material.</p> <p>Typically, there will only be one developed point.</p> <p>Alternatively, there may be two points which are undeveloped.</p>		<p>2 marks</p> <p>The candidate demonstrates a limited ability to apply relevant sociological material.</p>	
1	<p>1 mark</p> <p>The candidate demonstrates basic knowledge and understanding. The information is supported by basic material.</p> <p>Typically, there will be one point, which is undeveloped.</p>		<p>1 mark</p> <p>The candidate demonstrates a basic ability to apply relevant sociological material.</p>	
0	<p>0 marks</p> <p>No relevant knowledge or understanding.</p>		<p>0 marks</p> <p>No relevant sociological application.</p>	

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Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q12: Explain and evaluate the view that representations of age in the media are no longer stereotypical. (16 marks)			
4	<p>4-5 marks</p> <p>The candidate demonstrates excellent knowledge and understanding of sociological material which is developed. The information presented is accurate and fully supported. Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.</p>	<p>4-5 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.</p>	<p>5-6 marks</p> <p>The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.</p>
3	<p>3 marks</p> <p>The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped. Typically, there will be one developed or two or more underdeveloped supporting points.</p>	<p>3 marks</p> <p>The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more underdeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.</p>
2	<p>2 marks</p> <p>The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.</p>	<p>2 marks</p> <p>The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.</p>	<p>2 marks</p> <p>The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.</p>
1	<p>1 mark</p> <p>The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear. Typically, there will be one or more undeveloped supporting points.</p>	<p>1 mark</p> <p>The candidate demonstrates a basic ability to apply relevant sociological material to the question.</p>	<p>1 mark</p> <p>The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.</p>
0	<p>0 marks</p> <p>No relevant knowledge or understanding.</p>	<p>0 marks</p> <p>No relevant sociological application.</p>	<p>0 marks</p> <p>No relevant sociological evaluation.</p>

AS Level Sociology - Paper 1 Socialisation, culture and identity - Mark scheme

INDICATIVE CONTENT		
Q12: Explain and evaluate the view that representations of age in the media are no longer stereotypical. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the view that representations of age in the media are no longer stereotypical. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> reference to age representations relating to children, youth, middle age and/or older age groups more positive representations changes related to consumer culture change in the representation of old people (Biggs) portrayal of children (Heintz-Knowles) pester power (Marcuse) 'grey pound' (Carrigan & Szmigin) other concepts such as: blurred boundaries, active ageing, tweenagers reference to theories such as: postmodernism, pluralism, feminism <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"> explaining the ways in which evidence used for AO1 (e.g., examples of positive representations of older and younger people, concepts such as: blurred boundaries, active ageing, grey pound, studies such as Carrigan & Szmigin, Biggs, and theories such as postmodernism and pluralism) support the view that representations of age in the media are no longer stereotypical explaining the ways in which evidence used for AO3 (e.g., evidence that traditional stereotypes of older and younger people persist, studies such as Heintz-Knowles, Wayne or Age Concern, and theories such as Marxism, neo-Marxism, and feminism) directly challenges the view that representations of age in the media are no longer stereotypical 	<p>Arguments and evidence challenging the view that representations of age in the media are no longer stereotypical may include:</p> <ul style="list-style-type: none"> persistence of traditional stereotypes stereotypes as functional for society concepts such as: 'youth-as-trouble', moral panics, folk devils, stigmatisation, labelling, deviancy amplification, hoodies, scapegoats, under-representation, economic burden, divide and rule, stereotypes studies such as: Osgerby, Wayne, 'Women in journalism' study, Cohen, Age Concern, Landis, Cuddy & Fiske, Milner et al, Newman, Victor, Biggs theories such as: Marxism, neo-Marxism, feminism <p>Any other reasonable point.</p>