

**GCSE**

**Sociology**

Unit **B672**: Socialisation, Culture and Identity

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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

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

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.














All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2017

**Annotations** used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Inaccurate
	Application/Explanation
	Cross (Incorrect answer on 1 or 2 mark Qs ONLY)
	Development
	Evaluation for 24 mark Q only
	Justification for 24 mark Q only
	Knowledge and Understanding (Concepts/studies/theories/statistics/Legal Acts)
	Repetition
	Tick (Correct answers 1 & 2 mark Qs/Use for ideas for 8 mark Qs) 24 mark questions, use for each idea that contains a KU (see marker guidance, level 4 consistent use of evidence.)
	Not relevant/creditable for Q
	Blank Page
	24 mark Q- shows implicit evaluation
	24 mark Q- shows implicit justification

## Section A – Family

Question		Answer	Marks	Guidance
1	(a)	<b>One mark</b> for correct Bangladeshi and Pakistani.	<b>2</b>	
	(b)	<b>Two marks</b> for the correct identification of: reconstituted families/blended, same sex families/gay families, extended families, beanpole, polygamy (polygyny and or polyandry), living apart together, couple families, foster families, families through adoption, boomerang families, empty nest families. Any other reasonable response.	<b>2</b>	Be careful to only accept families NOT mentioned in the source OR a variation of it IE lone parents (single parent families), divorced or cohabitation. Do not double credit for two names for the same type of family. E.g. beanpole and extended.
2	(a)	Serial monogamy.	<b>1</b>	
	(b)	Marriage.	<b>1</b>	
	(c)	Family.	<b>1</b>	
	(d)	Beanpole families.	<b>1</b>	
3		<p>Answer may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• Legal: 1969 (1971) Divorce Reform Act: made it easier and cheaper to divorce merely needing to prove irretrievable breakdown this freed people up to marry again.</li> <li>• 1984 Family Law Act allowed couples to apply for divorce after one year of marriage instead of three. Legal changes made divorce easier which means that reconstituted families are then possible.</li> <li>• Changing attitudes: Secularisation (world is less religious) allowing people to see marriage in a different way allowing for reconstituted families, less stigma for reconstituted families. Acceptance of new norms.</li> <li>• Changing expectations: people have higher expectations of marriage and will not put up with anything less than the perfect media “cereal packet family” which has led to a rise of confluent love (love is not a lifetime commitment if it does not work for them), which leads to more reconstituted families. Example of changing attitudes: Sue Sharpe 2001, marriage is a choice, not a necessity.</li> <li>• Changing role women: Sex Discrimination Act 1975, Equal Pay Act 1970, both have allowed women to be independent financially allowing women to leave an unhappy marriage and try again.</li> <li>• Women working: some feel this has led to a dual or even triple burden in</li> </ul>	<b>8</b>	Ideas <b>must</b> refer to reconstituted families to receive credit.

Question	Answer	Marks	Guidance
	<p>families that have segregated roles. This means women may divorce and strive to find another family life, leading to more reconstituted families.</p> <ul style="list-style-type: none"> <li>• Isolation: as many families are no longer extended, there may be less pressure on families to stay together, which may lead to moving on to another reconstituted family.</li> <li>• Longer life expectancy can cause couples to continue to look for love and form a reconstituted family, instead of staying in an empty shell marriage.</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>		
4	<p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Domestic violence can occur: physical, emotional, sexual: female and or male victims.</li> <li>• Elder abuse can occur: Help the aged 2006 46% of abusers of family were relatives with 25% being a son or daughter.</li> <li>• Child abuse can occur: neglect, physical abuse, sexual abuse, emotional abuse.</li> <li>• Patriarchy due to segregated roles leads to women being exploited. Feminists feel that the nuclear family not only exploits women but due to socialisation maintains patriarchy through gender socialisation.</li> <li>• Honour based violence can occur.</li> <li>• Other types of family prove better for its members e.g. extended family may be better equipped to provide the necessary functions such as economic support.</li> <li>• Isolation from support. This can be either for the nuclear family itself (some support for the idea that divorce has increased due to a lack of ties to extended family) or for extended members of the family e.g. the elderly relatives not being included in the nuclear family unit.</li> <li>• Marxists see the only benefit of the nuclear family is for the bourgeoisie. This may be through providing a free set of childcare; socialisation of an obedient workforce, economic support which enables the government not to take that role, safety valve stopping males from revolting against the</li> </ul>	24	

Question	Answer	Marks	Guidance
	<p>bourgeoisie exploitation.</p> <ul style="list-style-type: none"> <li>• Leach: the nuclear family is too small to successfully maintain its functions with too much pressure on it.</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• New Right stated the 1950s cereal packet family was the ideal with traditional gender roles, they use low divorce rates to substantiate its worth.</li> <li>• New Right views on the importance of a stable set of married parents who live together and parent together</li> <li>• Murray: families without fathers lead to delinquent youth.</li> <li>• Functionalist sociologists believe that families are the best to perform the functions society needs the family to perform: socialisation, regulation of sex, physical care, social control, emotional support, economic support, a place in society.</li> <li>• Nuclear families offer role models for both sons and daughters.</li> <li>• Alternative families contain the dark side: Growing reports of violence in same sex relationships: Donovan 40% of females and 35% of males in same sex relationships reported abuse.</li> <li>• Golden age of families</li> <li>• Any other reasonable response</li> </ul> <p><b>See generic mark scheme</b></p>		

## Section B – Education

Question		Answer	Marks	Guidance
5	(a)	<b>One mark</b> for each correct identification of: every student studies the important core subjects (maths, English, science), made education fair for all students, improved education of the poor, improved education for females.	2	The core subjects can be credited separately.
	(b)	<b>Two marks</b> for the correct identification of : Introduction of national testing (SATS), League tables to be published, introduction of Ofsted, increased power and responsibility away from the local authority and to the schools (opting out), more choice/parentocracy, introduction of CTC's. Any other reasonable response.	2	Be careful NOT to award marks for national curriculum or any description of it, as it is in the source. NB: The introduction of GCSE were not a part of the 1988 education Reform Act
6	(a)	Labelling.	1	
	(b)	Subculture.	1	
	(c)	Self-fulfilling prophecy.	1	
	(d)	Cultural deprivation.	1	
7		Answer may discuss any two of the following: Patterns: At GCSE Indians, Chinese, Whites do amongst the best (2004 ONS) At GCSE Afro Caribbean's, Pakistanis ad Bangladeshis did less well (2004 ONS)  Effects on experience and thus achievement: Cultural effects: background can cause advantages/disadvantages e.g. language culture can affect attitudes / values e.g. Asian F/ Tiger mums negative/no experience of education for parents can affect schooling/achievement for children e.g. poorer immigrants from Bangladesh  Material deprivation: poverty and ethnicity can be linked, thus affecting education  School factors: Labelling (positive and negative) and self-fulfilling prophecy Lack of role models from minority ethnic groups Ethnocentric curriculum	8	This can be answered either by exploring patterns of achievement, which will require detail to achieve full A01 marks <b>OR</b> By discussing effects on the academic experience, thus leading to differences in achievement.  As religion is part of ethnicity answers that refer to effects due to religion should be credited.

Question	Answer	Marks	Guidance
	Institutional racism Effects on subcultures Racism amongst peer groups Joining pro/anti school subcultures		
8	<p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Economic role : preparation for the workplace skills and values</li> <li>• Hidden curriculum : teach to accept boredom, to accept authority and hierarchy, punctuality, preparation for the workplace, competition, to accept inequality (Marxist view)</li> <li>• Selective role: functionalist sorting ground/ role allocation for meritocracy and roles in life</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• To educate – formal curriculum, formal learning</li> <li>• To socialise – teach norms and values – formal or informal curriculum (informal learning)</li> <li>• To teach roles – gender/age/ethnic/ class</li> <li>• To control – formal or / and informal control eg detentions / rewards</li> <li>• Functionalist: to enable consensus</li> <li>• Feminist: tool of patriarchy</li> <li>• Marxist : tool of oppression</li> </ul> <p>Any other reasonable arguments.</p> <p><b>See generic mark scheme</b></p>	24	<p>It is possible that some aspects of the debate could be used either for or against the claim, this will be judged on its explanation.</p>



## Section C – Mass Media

Question		Answer	Marks	Guidance	
9	(a)		Two marks for the correct identification of: grumpy, sweet little old ladies/sweet	2	
	(b)		One mark for a group and one mark for a matching description e.g's of answers: Youth/teenagers: often stereotyped as rebellious, Ethnic minorities/religious groups: often stereotyped as criminal/deviant, Immigrants: Often stereotyped as criminal National groups: often stereotyped e.g. English have a stiff upper lip Political groups: E.g. EDL are thugs Genders: Males often stereotyped as aggressive, and Females as sex objects/housewives Single parents often stereotyped as benefit scroungers, Disabled often stereotyped as victim, Non heterosexual people often stereotyped as morally wrong. Groups based on social class: E.g. Working class as benefit scroungers Leisure groups/ subcultures. E.g. Emo's self-harm. Any group relating to body image e.g. Overweight people are lazy/demonised Any other reasonable response.	2	
10	(a)		Audience.	1	
	(b)		Agenda setting.	1	
	(c)		Editor.	1	
	(d)		Culture.	1	

Question	Answer	Marks	Guidance
11	<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• Uneven globalisation leads to digital divide: e.g. based on cost. This can be discussed internationally or more individually.</li> <li>• Global media is easier to censor than traditional media. E.g. government misuse of censorship disallowing whole nations' access to the internet/Open Net Initiative research of 1000s of websites showed different countries are filtering internet use, some global companies are blocked e.g. Google e.g. North Korea.</li> <li>• Move from national culture to a global culture, ignores celebration of difference and eroding national culture.</li> <li>• Increased Americanisation.</li> <li>• Increased crime using digital resources e.g. grooming, terrorism, hacking, releasing national secrets.</li> <li>• Less ability to solve cyber-crime as globalised and harder to detect sources of crime.</li> <li>• Difficulty of global policing of cyber-crime, working with different formal agencies of social control with different laws/working practices.</li> <li>• Increased power in the hands of a few conglomerates. (Marxist/Feminist ideas)</li> <li>• Concentration/ diversification have happened due to globalisation.</li> <li>• Concentration/ diversification has happened as transnational corporations have taken over causing monopolies and eroding local media.</li> <li>• Easier to spread ideologies that threaten stability</li> <li>• Could increase global tension/ Global instability</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	8	<p>Answers must show understanding of media becoming more globalised to receive full marks for A02.</p> <p>E.g. Discussion of censorship but not clearly linking it to globalised media can be credited for AO1, but is not developed enough to receive full marks for AO2.</p>
12	<p>Candidates may discuss and evaluate <b>some</b> of the following aspects of the claim.</p> <p>For:</p> <ul style="list-style-type: none"> <li>• Moral panics (Cohen 1972)</li> <li>• Hypodermic syringe model e.g. copycat killings (Jamie Bulger).</li> <li>• Bandura – Bobo doll experiment.</li> <li>• Depends on audience e.g. young children more prone to being effected</li> </ul>	24	<p>It is possible that some aspects of the debate could be used either for or against the claim, this will be judged on its explanation.</p> <p>Detailed contemporary examples can be credited as sociological</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Cultural effects model/ drip drip theory – over time it makes people change</li> <li>• Two step flow model- opinion leaders</li> <li>• Desensitising long term effect can lead to a normalisation of violence.</li> <li>• Need for censorship.(watershed, certification, Official secrets Act</li> <li>• Role models / imitation.</li> <li>• Rap and music videos promote sexism and male aggression.</li> <li>• Effects of violent video games. (Provenzo, sexism and macho behaviour)</li> </ul> <p>Against:</p> <ul style="list-style-type: none"> <li>• Uses and gratifications model: we choose media that suits our needs, thus if we are violent, we may choose violent media.</li> <li>• Censorship is used to prevent violent behaviour</li> <li>• Influence of other agents of socialisation (family, peer group, education)</li> <li>• Lack of social control causes violence, not media (family, peer group, education)</li> <li>• Lack of effect of formal agents of social control (police, judiciary, government)</li> <li>• Too difficult to isolate causes of violent behaviour.</li> </ul> <p><b>See generic mark scheme</b></p>		evidence E.g Copycat killing in Thailand linked to Grand theft Auto

## Section D – Workplace

Question			Answer	Marks	Guidance
13	(a)	(i)	<b>One mark</b> for the correct identification of: feeling alienated.	1	
		(ii)	<b>One mark</b> for the correct identification of: bored, not using any skills.	1	
	(b)		<b>One mark</b> for each correct reasons: automation, computerisation, mechanisation de-skilling caused by changes to employment, re-skilling necessary due to changes to employment, growth of call centres/unsecure contracts and other types of employment that isolate employees, working longer hours due to globalisation e.g. working with international colleagues on different time lines. Working longer hours due to economic factors/changes. Discrimination/prejudice based on racism, sexism, ageism, disability. Negative effects to quality of life. Decreased leisure time. Any other reasonable response.	2	
14	(a)		Socialisation.	1	
	(b)		Racism.	1	
	(c)		Ageism.	1	
	(d)		Identity.	1	
15			<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• Horizontal segregation: females only found in certain types of work.</li> <li>• Vertical segregation: less promotion or chance of breaking through the glass ceiling or concrete ceiling.</li> <li>• Face discrimination e.g. not employing females due to their perceived family role.</li> <li>• Face sexual harassment.</li> <li>• Paid less despite Sex Discrimination Act 1975 and Equal Pay Act 1970.</li> <li>• Type of work: more likely to be in part time work, with a possible reference to part time trap.</li> <li>• 2008 EHRC Sex and Power report stated there are still barriers for well-qualified young women.</li> <li>• Due to changes in employment there has been a reduction of traditionally male jobs such as in manufacturing. Some believe this has led to a crisis in masculinity.</li> </ul>	8	It is likely answers will focus on negative impact, but positive impact is also acceptable, answers may also choose to either focus on males OR females. Either is acceptable and can gain full marks as long as there are two discreet ideas fully developed with sociological evidence.

Question	Answer	Marks	Guidance
	<p>Positive impact</p> <ul style="list-style-type: none"><li>• Legislation is helping females gain better career opportunities.</li><li>• Due to changes in employment there has been a feminisation of the workplace with more jobs for women i.e. service sector</li><li>• Any other reasonable response.</li></ul> <p><b>See generic mark scheme</b></p>		

Question	Answer	Marks	Guidance
16	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• They negotiate with management over working conditions and pay - Collective bargaining.</li> <li>• They support members in dispute over being treated unfairly.</li> <li>• They provide services such as legal advice or financial support when a member is in dispute.</li> <li>• They put pressure on the government over working conditions/laws and policies regarding employment.</li> <li>• Unite 2008 launched a campaign for restaurant staff who were not receiving minimum wage.</li> <li>• They can call national strikes over public employment using a secret ballot of members.</li> <li>• They can call for other industrial action: go slow, work to rule, overtime bans, sabotage.</li> <li>• Marxist ideas re collective action.</li> <li>• Examples of industrial action, or examples of action leading to change e.g. Ford female workers industrial action and it's part in bringing about the 1970 Equal Pay Act.</li> </ul> <p>Any other reasonable response.</p> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Restrictions that have limited trade union power: cannot force members to take part in industrial action, limiting picketing.</li> <li>• Failure to create an equal employment situation e.g. many workers globally have very poor working conditions.</li> <li>• Some governments do not allow trade unions.</li> <li>• Employers still have all the control re employment, firing, pay, Deskilling, alienation (Blauner).</li> <li>• Marxist view: Bourgeoisie have all the power in the workplace</li> <li>• Feminist view: Males have all the power in the power in the workplace</li> <li>• Unfair working practices e.g. Zero hours contract: mutual agreement (unfairly) to waive workers' rights, insecure contracts.</li> <li>• Power of shareholders.</li> </ul>	24	

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Power of consumers, supply and demand controls the employment market.</li><li>• Legislation: government has all the control.</li><li>• Trade unions has less power due to mechanisation and computerisation</li></ul> Any other reasonable response. <b>See generic mark scheme</b>		

## Section E – Crime and Deviance

Question			Answer	Marks	Guidance
17	(a)	(i)	<b>One mark the correct identification of:</b> fear of teachers	1	
		(ii)	<b>One mark for the correct identification of:</b> fear they will not get a job	1	
	(b)		<b>One mark for a correct identification of :</b> Police, Government, Penal system (prison or any other group within the penal system), Army Or any other reasonable response	1	Be careful NOT to award answers in the source: Family, education, courts, judiciary, peer group, employers OR answers that do not focus on an agent e.g. Law
18	(a)		Conformity.	1	
	(b)		Delinquency.	1	
	(c)		Deviance.	1	
	(d)		Norm.	1	
19			Answers may discuss any two of the following: <ul style="list-style-type: none"> <li>• Prevention</li> <li>• Deterrence</li> <li>• Punishment</li> <li>• Reform/Rehabilitate</li> <li>• Keep the public safe</li> <li>• Restorative justice</li> <li>• Influence/socialise us into desired behaviour</li> <li>• Enforce society's norms &amp; values/conformity</li> <li>• Enforce the law</li> </ul> Any other reasonable response.  <b>See generic mark scheme</b>	8	Be careful not to credit answers that fail to identify a function of an agent of social control



Question	Answer	Marks	Guidance
20	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> <li>• Gender stereotyping.</li> <li>• Police targeting.</li> <li>• Cicourel originally wrote about labelling and youth, can apply to males</li> <li>• Sexism (anti male) in the criminal justice system (e.g. chivalry thesis means females are less likely to be prosecuted).</li> <li>• Less than 5% of prison population is female</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Differential gender socialisation (males expected to be risk takers, adventurous, assert masculinity possibly through deviant or more violent behaviour).</li> <li>• Different levels of social control (males may still have more freedom than females to be out on the street; which is a high crime area for young males).</li> <li>• Lack of opportunity (as traditional breadwinner).</li> <li>• Peer-group pressure (males more likely to be involved in gangs).</li> <li>• Subcultures (males more likely to be in criminal subcultures).</li> <li>• Boredom (link with social expectations for males being different).</li> <li>• Status frustration (link to male role).</li> <li>• Criticising the validity of official statistics</li> </ul> <p>Any other reasonable response</p> <p><b>See generic mark scheme</b></p>	24	Ideas <b>must</b> refer to being <b>male</b> to receive credit.

## Section F – Youth

Question		Answer	Marks	Guidance
21	(a)	<b>One mark</b> for each correct identification of: only the rich were educated, poor children worked in dangerous jobs, poor children working up chimneys, poor children working in the cotton mills, lack of protection over children.	<b>2</b>	
	(b)	<b>One mark</b> for each correct identification: Eliminating curriculum gender differences in education, marital age raised to 16 (with parental permission), Education Acts, Children’s Act 2004 (includes no hitting if you leave a bruise)/ other protection of childhood acts, Employment Acts, juvenile offenders acts, increased child-centeredness, Emergence of tweenagers, Stay in education longer, extension of childhood.  Any other reasonable response.	<b>2</b>	
22	(a)	Bedroom subculture.	<b>1</b>	
	(b)	Growth of affluence.	<b>1</b>	
	(c)	Disappearance of childhood.	<b>1</b>	
	(d)	Teenage.	<b>1</b>	
23		Answers may discuss any two of the following.  Initiation rites/ Tribal rites of passage <ul style="list-style-type: none"> <li>• Suri life: Rora initiation into male adulthood, acts of violence</li> <li>• Danssanech life: initiation to womanhood through circumcision</li> </ul> Social rites of passage <ul style="list-style-type: none"> <li>• Satere-Maue: Brazilian bullet ants</li> <li>• Debutantes: upper class coming out ball</li> </ul> Religious ceremonies <ul style="list-style-type: none"> <li>• Bar/Bat Mitzvah/ confirmation/holy communion</li> </ul> Legal rites of passage <ul style="list-style-type: none"> <li>• Right to vote/drive/drink</li> </ul> Biological rites of passage <ul style="list-style-type: none"> <li>• Puberty</li> </ul> Influence from agents of socialisation <ul style="list-style-type: none"> <li>• Peer groups, role model adult behaviour, peer pressure</li> <li>• Media – Postman</li> </ul>	<b>8</b>	Any transition ( <b>with detail</b> e.g. name, country of origin, tribe) or reference to legal considerations (18 to vote in the UK) must be credited as sociological evidence.  Imprecision i.e. “voting age” lacks the detail needed to count as sociological evidence.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Family – responsibility eg carer</li><li>• Education eg graduation, prom</li><li>• Work eg start full time work at 18</li><li>• Any other reasonable response.</li></ul> <p><b>See generic mark scheme</b></p>		

Question	Answer	Marks	Guidance
24	<p>Candidates may discuss and evaluate some of the following aspects of the claim. For the claim – How the peer group can influence:</p> <ul style="list-style-type: none"> <li>• Role model</li> <li>• Inclusion/exclusion</li> <li>• Labelling</li> <li>• Peer group pressure</li> <li>• Conformity Asch (conformity experiment) Need to fit in</li> <li>• Humiliation/bullying</li> <li>• Acceptance/rejection</li> <li>• Physical bullying</li> <li>• Verbal bullying</li> <li>• Construction of identity</li> <li>• Imitation/ copying</li> <li>• Examples of being in a gang/subculture and its' effect on behaviour.</li> <li>• Positive and negative sanctions               <ul style="list-style-type: none"> <li>• Any other reasonable arguments.</li> </ul> </li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Influence of mass media</li> <li>• Influence of family</li> <li>• Influence of religion</li> <li>• Influence of education</li> <li>• Influence of work</li> <li>• Agents of formal social control (police, courts, army)</li> <li>• Increased role of the state in previously primary role eg pre school social skills</li> <li>• Evaluation dependent on age (research states this is more an issue for youth)               <ul style="list-style-type: none"> <li>• Any other reasonable arguments.</li> </ul> </li> </ul> <p><b>See generic mark scheme</b></p>	24	<p>Responses <b>must</b> fully focus on <b>influencing behaviour</b> to gain full marks.</p>

## APPENDIX 1

## Generic Mark scheme

<b>8 mark question</b>	
<b>Assessment objective: AO1</b>	
<p><b>Wide ranging knowledge and understanding</b> Answers will include <b>two</b> correct ideas both including sociological terminology/evidence.</p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<b>4</b>
<p><b>Good knowledge and understanding.</b> Answers will include <b>two</b> correct ideas. Typically one idea will include some sociological terminology/evidence.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	<b>3</b>
<p><b>Basic knowledge and understanding.</b> Typically answers will <b>either</b> be based on common sense with a lack of sociological understanding of two ideas/ways <b>OR</b> only one idea is used with full knowledge and understanding and including sociological terminology/evidence.</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>	<b>2</b>
<p><b>Knowledge and understanding limited.</b> Typically answers will be based on common sense with a lack of sociological understanding and only offer <b>one</b> way/idea.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<b>1</b>
<b>No relevant knowledge or understanding</b>	<b>0</b>

<b>8 mark question</b>	
<b>Assessment objective: AO2</b>	
<b>Very good application and explanation</b> <b>Two</b> fully relevant ideas both applied and developed fully with coherence.  Answers will be wide ranging in both their application and explanation	<b>4</b>
<b>Good application and explanation</b> Typically answers will <b>either</b> have application in both ideas and development in one <b>OR</b> both are fully developed but the response lacks the full coherence for level 4 <b>OR</b> the ideas/application are not distinctly different.	<b>3</b>
<b>Basic application and explanation</b> Typically answers will either have brief application for 2 ideas <b>OR</b> apply and develop 1 idea	<b>2</b>
<b>Limited application and explanation</b> Typically answers are very narrow with only limited application of only <b>1</b> idea	<b>1</b>
<b>No application</b> Creditable ideas without any relevant application	<b>0</b>

<b>24 mark question – Assessment objective AO1</b>	
<p><b>Wide ranging knowledge and understanding</b>            Answers will be wide ranging with accurate explicit sociological knowledge (Concepts/studies/theories/statistics/Legal Acts) showing full understanding and applied <b>consistently</b>.</p> <p>Top of the level- a wide range of ideas, all with sociological knowledge that shows good understanding.            Bottom of the level- a wide range of ideas with some understanding <b>OR</b> ideas may be less clearly expressed.</p> <p>Wide range of complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<b>Level 4</b> <b>7-8</b>
<p><b>Good knowledge and understanding.</b>            Answers will show a range of ideas with some explicit sociological knowledge and understanding.            Answers will either have some range of sociological knowledge and understanding <b>OR</b> the sociological knowledge will be wide ranging but used with inconsistency.</p> <p>Top of the level-knowledge may have some range and have some good understanding with some coherence            Bottom of the level-some understanding may be less coherent.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	<b>Level 3</b> <b>5-6</b>
<p><b>Basic knowledge and understanding.</b>            Answers will have a narrow range of sociological ideas.</p> <p>Top of the level - answers will contain a narrow range of explicit sociological knowledge and understanding.            Bottom of the level- answers will rely solely on implicit sociology <b>OR</b> sociological knowledge shows a lack of understanding e.g. listing concepts with no explanation <b>OR</b> more than one idea but sociological knowledge is very narrow.</p> <p>Some ideas have been expressed in an appropriate</p>	<b>Level 2</b> <b>3-4</b>
<p><b>Limited knowledge and understanding.</b>            Answers will be very narrow in range <b>OR</b> based on non-sociological/anecdotal ideas only <b>OR</b> provide only a plan.</p> <p>Top of the level there may be some range <b>and</b> some sociological understanding.            Bottom of the level answers will be based on non-sociological/anecdotal ideas.            Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<b>Level 1</b> <b>1-2</b>
<p><b>No relevant knowledge or understanding</b></p>	<b>0</b>

<b>24 mark question – Assessment objective AO2</b>	
<p><b>Wide ranging application and explanation.</b> Answers will focus fully and coherently on the task offering relevant examples that show clear understanding of the claim.</p> <p>Top of the level - a wide range of ideas will be developed and coherent. Bottom of the level-ideas will mainly be developed <b>OR</b> is less coherent in parts.</p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<b>Level 4 7-8</b>
<p><b>Good application and explanation.</b> Answers will largely answer the question and have a range of applied ideas</p> <p>Top of the level-answers will have a range of applied ideas and start to include some development Bottom of the level-a range of ideas may be applied but without development <b>OR</b> application may lack some clarity.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	<b>Level 3 5-6</b>
<p><b>Basic application and explanation.</b> Answers will have a narrow focus on the actual question <b>Or</b> have a narrow amount of applied ideas.</p> <p>Top of the level-there will be some coherence and more than one idea will have clear application <b>OR</b> a wider range of applied ideas without sociological knowledge. Bottom of the level-application will be less coherent.</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><b>Responses that have a basic (level 2) for AO1 must not be awarded higher than level 2 for AO2 (application)</b></p>	<b>Level 2 3-4</b>
<p><b>Limited application and explanation.</b> Answers will either vaguely focus on the actual question <b>OR</b> examples/ evidence may be largely irrelevant, lack coherence/anecdotal <b>OR</b> application is very narrow.</p> <p>Top of the level-answer will have limited coherence or application. Bottom of the level-answer will have a brief point of application.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<b>Level 1 1-2</b>
<b>No relevant application</b>	<b>0</b>



<b>24 mark question – Assessment objective AO3</b>	
<p><b>Wide ranging evaluation.</b>            Answers will have a wide ranging discussion of different views. The debate will be coherent and explicitly address the claim. To gain full marks the essay must have a form of conclusion. Responses <b>do not</b> have to have a balanced debate to gain full marks.</p> <p>Top of the level-the debate is coherent, clearly expressed and with a conclusion            Bottom of the level- may lack a conclusion and/or the debate is less clearly expressed.</p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<b>Level 4 7-8</b>
<p><b>Good evaluation.</b>            There will be a range of ideas debated.</p> <p>Top of the level-will have some range of explicit evaluation and some coherence.            Bottom of the level-may be less coherence OR some implicit evaluation.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	<b>Level 3 5-6</b>
<p><b>Basic evaluation.</b>            The response is narrow OR lacks sense and/or sociology OR all evaluation is implicit OR answers are reliant on subtitles.</p> <p>Top of the level-evaluation may be narrow, but explicit and have some coherence OR evaluation is wide ranging but not substantiated with sociological evidence.            Bottom of the level-evaluation may be implicit and/OR have some confusion about the debate.</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.            Responses that have a basic (level 2) for AO1 must not be awarded higher than level 2 for AO2 (application)</p>	<b>Level 2 3-4</b>
<p><b>Limited evaluation.</b>            The response may misunderstand the actual debate OR has only provided a plan</p> <p>Top of the level- a vague understanding OR a simple yes/no response but with a limited coherence or relevance.            Bottom of the level- one side of the argument may rely solely on assertion OR the response may be in the form of a list.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<b>Level 1 1-2</b>
<p><b>No evaluation attempted.</b></p>	<b>0</b>

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2017

