

**Sociology**

General Certificate of Secondary Education

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

**Mark Scheme for June 2012**

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**Annotations**

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

<b>Annotation</b>	<b>Meaning</b>
	NOT USED
	Unclear or confused ideas
	Application or explanation or examples
	Inaccurate ideas
	Developed ideas for 8 markers and 24 markers
	NOT USED
	Evaluation / negative arguments against the claim 24 markers
	Justification/ positive arguments in agreement with claim 24 markers
	Knowledge and Understanding
	Repetition
	Tick
	Undeveloped or implicit ideas 24 markers
	Irrelevant ideas nothing creditable, for 24 marker used for A03 to show no conclusion
	Underdeveloped ideas 24 markers

## Section A – Family

Question		Answer	Marks	Guidance
1	(a)	<b>One mark</b> for correct identification eg the girl was expected to help out with making dinner or loading the dishwasher	1	Candidates should be rewarded if they do not use the specific wording from the source, but show understanding of the source e.g. helping to cook
	(b)	<b>One mark</b> for the correct example recalled Any reasonable response eg To copy their mother and use make up, or to be expected to play with dolls, not being able to stay out late, wear dresses	1	Candidates should be rewarded for showing understanding of gender socialisation in the home
	(c)	<b>One mark</b> for the correct identification ie the boy was not expected to help out with making the dinner or loading the dishwasher or the boy stayed at the table discussing football	1	Candidates should be rewarded if they do not use the specific wording from the source, but show understanding of the source e.g. talking about the sport
	(d)	<b>One mark</b> for the correct identification recalled Any reasonable response eg boys being expected to play with guns, or boys being expected to copy their dads and help with the DIY	1	Candidates should be rewarded for showing understanding of gender socialisation in the home
2	(a)	Beanpole families	1	
	(b)	Boomerang family	1	
	(c)	Serial Monogamy	1	Candidates must write serial monogamy to gain credit
	(d)	Divorce	1	
3		<p>Answer may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• Changing attitudes /values/ norms re religion: Secularisation; changing values within a religion ie Church of England accepting cohabitation</li> <li>• Economic factors: Increasing cost of marriage</li> <li>• Changing attitudes/values/norms on marriage i.e. Marriage is a choice not a necessity (Sue Sharpe)</li> <li>• Changing social and economic position of women e.g. feminisation of the workplace increases female independence (sector shift)</li> <li>• Changing attitudes/values/norms about sex outside marriage</li> </ul>	8	<p>Possible Concepts: Longer life expectancy/ norms/values/secularisation/stigma/economic factors/deviant</p> <p>Answers that have limited understanding of the term cohabitation should be awarded level 1 for both A01 and A02</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Fear of divorce</li><li>• Lack of stigma socially e.g. celebrity role models</li><li>• Improved contraception</li><li>• Feminist belief that marriage and the nuclear family exploits women</li><li>• It is a trial for marriage</li><li>• Longer life expectancy: delaying marriage</li><li>• Changing laws e.g. property laws</li><li>• Increased voluntary childlessness and thus no need to marry</li><li>• Any other reasonable response.</li></ul> <p><b>See generic mark scheme</b></p>		

Question	Answer	Marks	Guidance
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>• Clear segregated roles</li> <li>• Role models for both genders</li> <li>• Functions of the family fulfilled best e.g. Emotional role and economic role are both covered</li> <li>• New Right felt there was less delinquency as the father figure was there</li> <li>• New Right view on the effects of divorce/lone parent families</li> <li>• New Right belief it is a more stable due to role segregation</li> <li>• New Right better life chances e.g. health and education and less likely to commit crime</li> <li>• New Right – traditional conjugal roles benefit as mother can provide adequate socialisation whereas dual earner families mother is absent (Bowlby)</li> <li>• More stable than cohabitation</li> <li>• Less crisis of masculinity as traditional roles are possible</li> <li>• Economic benefits of two parents</li> <li>• Legal benefits eg tax</li> <li>• Theoretical beliefs eg functionalists view – fits the needs of industrial society</li> <li>• Better than extended due to negative issues eg forced marriage</li> <li>• Symmetrical family Young and Willmott</li> <li>• Parsons: warm bath theory</li> <li>• Media image of cereal packet family: most socially acceptable and desirable</li> <li>• Murdock: nuclear family is universal</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Dark side of the family</li> <li>• Leach: nuclear family is too small to fulfil all functions causing dysfunction (source of all disappointment)</li> <li>• Feminists felt they were used to maintain patriarchy</li> <li>• Mother/housewife role was unsatisfying</li> <li>• Triple shift: Dunscombe and Marsden</li> </ul>	24	<p>Candidates should be rewarded for a debate between traditional nuclear family and modern nuclear family i.e segregated versus joint conjugal roles</p> <p>Possible Concepts:  Norms/values, roles, joint/symmetrical roles, segregated roles, gender roles, domestic violence, child abuse, elder abuse, breadwinner, househusband, Functionalist, New Right, Feminist, Marxist, other types of family e.g. lone parent, cohabitation, functions of the family: economic function, emotional care, socialisation, social control, role models, any sociological names of studies e.g. Oakley, cereal packet family, warm bath theory, crisis of masculinity</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Empty shell marriages</li> <li>• Other types of family are better eg extended family</li> <li>• May focus on less traditional ideas being better eg symmetrical families or dual working families</li> <li>• Gershuny: Lagged adaptation, delayed sharing of roles by men whose spouse is working</li> <li>• Oakley: Critique of symmetrical family (Young and Willmott) men help but do not share roles</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 the correct identification of 1/1 teacher	1	
	(b)	<b>One mark</b> for the correct identification of 15/ 15 teachers	1	
	(c) (i)	<b>One mark</b> for any relevant example eg pro school subculture. Answers will be credited if they focus on youth subculture eg Chav	1	
	(ii)	<b>One mark</b> for any relevant answer eg if answered pro school subculture, they may focus on good behaviour in school	1	
6	(a)	OFSTED	1	
	(b)	Setting	1	
	(c)	Selection	1	
	(d)	SATS	1	
7		<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> <li>• Socialisation: norms and values</li> <li>• Competition: through sports days, PE and grading</li> <li>• Hierarchy: through school structure etc</li> <li>• Gender roles: through labelling, role models etc</li> <li>• Acceptance of boredom: repetitive and routine tasks etc</li> <li>• Inequality: through grading, through labelling etc</li> <li>• Lack of power: through prefects and student's position etc</li> <li>• Obedience and acceptance of authority</li> <li>• Punctuality</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	8	<p>Possible Concepts: Sanctions: positive, negative; socialisation, competition, hierarchy, gender roles</p>

Question	Answer	Marks	Guidance
8	<p>Candidates may discuss and evaluate <b>some</b> of the following aspects of the claim</p> <p>For the claim:</p> <p>Economic/material factors:</p> <ul style="list-style-type: none"> <li>• Afford tutors</li> <li>• Afford private school</li> <li>• Environmental factors eg live in a good area with good schools</li> <li>• Space and peace to work</li> <li>• Poverty could lead to ill health, which leads to non attendance</li> <li>• Money for trips etc</li> <li>• Money for equipment such as computers/books</li> <li>• Cost of further education/university.</li> </ul> <p>Cultural factors:</p> <ul style="list-style-type: none"> <li>• Values and attitudes eg middle class parents putting more value on education, working class parents perhaps having a negative set of norms and values (cultural deprivation)</li> <li>• Attitudes to teachers eg if working class parent they may have a fear/negative attitude to teachers and meetings</li> <li>• Cultural capital eg middle class parents are more likely to take children to museums and spend leisure time supporting their education</li> <li>• Any other reasonable arguments.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Gender affects academic achievement more due to school/home/society factors</li> <li>• Ethnicity affects academic achievement more due to school/home/society factors.</li> </ul> <p>School factors matter more:</p> <ul style="list-style-type: none"> <li>• Labelling/self fulfilling prophecy</li> <li>• Setting/streaming</li> <li>• Curriculum factors</li> <li>• Teacher's attitudes</li> <li>• Anti school subcultures.</li> </ul> <p>OR</p>	24	<p>Possible Concepts: material factors/cultural factors/ environmental factors/ values/ norms/ cultural capital/ hidden curriculum/ formal curriculum/ labelling/ self fulfilling prophecy/ anti school subcultures/ peer group/ Different classes: working class/ middle class/ upper class (please do <b>not</b> award if this is not precise ie lower class / higher class)</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Comprehensive education is free</li><li>• Financial/political aids eg EMA</li><li>• Any other reasonable arguments.</li></ul> <p><b>See generic mark scheme</b></p>		

## Section C – Mass Media

Question		Answer	Marks	Guidance	
9	(a)		One mark for the correct identification of 2 or 2 articles	1	
	(b)		One mark for the correct identification of 1 or 1 article	1	
	(c)		<ul style="list-style-type: none"> <li>• Less dominant character</li> <li>• pretty</li> <li>• caring</li> <li>• housewife</li> <li>• mother</li> <li>• love interest</li> <li>• victim</li> <li>• looking for love</li> <li>• consumer</li> </ul>	2	
10	(a)		Audience	1	
	(b)		Self censorship	1	
	(c)		Socialisation	1	
	(d)		Moral panic	1	

Question	Answer	Marks	Guidance
11	<ul style="list-style-type: none"> <li>• Role Models</li> <li>• Copycat</li> <li>• Demonising the undesirable identity</li> <li>• Examples such as size zero</li> <li>• Beauty myth</li> <li>• Ali: Brasian – new identities</li> <li>• Gillespie: Ethnic minorities used the media to change primary socialisation and primary identity</li> <li>• Gerbner and Gross – creation of new culture/identities</li> <li>• Stereotyping</li> <li>• Labelling</li> <li>• Subcultures</li> <li>• Imitation/copying</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	8	Possible Concepts: role models, demonising the undesirable, beauty myth, Brasian, primary socialisation, secondary socialisation, culture, stereotyping, labelling, subcultures, imitation
12	<p>There are many new developments the candidates could choose to discuss, and the following answers are not prescriptive. Candidates may discuss and evaluate <b>some</b> of the following aspects of the claim.</p> <p>For the claim: Globalisation</p> <ul style="list-style-type: none"> <li>• Freedom of information e.g should prevent political crimes to go without trial/improve democracy.</li> <li>• Having international news and programmes allows migrant workers to have a link to home</li> <li>• Having international news and programmes allow a culture of understanding</li> <li>• Personal advantages: Communication/enjoyment</li> <li>• It supports online communities</li> <li>• Allows mobilisation of public support at times of national disaster</li> <li>• Globalisation of work opportunities.</li> </ul> <p>For the Claim: Convergence of Technology</p> <ul style="list-style-type: none"> <li>• Convenience of convergence</li> <li>• Cost effectiveness of convergence.</li> </ul>	24	Possible Concepts: Globalisation/ convergence/ digital divide/ online communities/intertextuality/ interactivity/ digibabble/ self censorship/ censorship/citizen journalists/ Marxism (developments increase upper class control)/Pluralists (increased diversity has led to increased choice)/global village (makes the world one community)/ culture/ norms/ values/ socialisation cyber bullying

Question	Answer	Marks	Guidance
	<p>For the Claim: Intertextuality</p> <ul style="list-style-type: none"> <li>• Allows media to promote media which benefits media owners as it is free advertising.</li> </ul> <p>For the Claim: Interactivity</p> <ul style="list-style-type: none"> <li>• Audience control and involvement i.e. citizen journalists e.g. direct audience footage of 9/11.</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Globalisation of media has largely been based on the progression of digital technology. This has widened the gap between poor and rich, on a personal level i.e. digital divide. Also it widens other gaps eg between the elderly and the young, the rural and the urban</li> <li>• Governments such as China have prevented the freedom of speech globalisation promised to bring, by limiting access to information</li> <li>• A move to a global culture can erode national culture/local cultures</li> <li>• Constant bombardment with information of global issues causing desensitisation</li> <li>• Loss of jobs due to globalisation of job market due to technological globalisation</li> <li>• Concentration (the small number of large media corporations owning the majority of the media e.g. news international) Monopolies being created by the small number of global media providers</li> <li>• Increased opportunities to become victims of crime such as electronic scams</li> <li>• Convergence can make a larger gulf between rich and poor</li> <li>• Interactivity means increased digivable</li> <li>• Intertextuality means a greater monopoly of media widening the gap between rich and poor, e.g. owners such as Murdoch get richer and more powerful whereas consumers get poorer as there is a need to purchase more media.</li> <li>• Self censorship can mean no censorship</li> <li>• Diversification i.e. large media corporations owning many types of media increases the monopoly and widening gap between rich and poor.</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>		<p>e.g. censorship (watershed) is not a new development and therefore cannot be credited. However self censorship is a new development.</p>

## Section D – Work

Question		Answer	Marks	Guidance
13	(a)	<b>One mark</b> for the each correct identification of: be on time, wear smart clothes, be polite to the customers.	2	
	(b)	<b>One mark</b> for the correct example recalled. Any reasonable response eg Respecting your boss, not stealing from work, have lunch breaks provided	1	Answers should be credited that focus norms of the employee or employer
	(c)	<b>One mark</b> for the correct example recalled. Eg Be fired/sacked, suspension, not promoted, formal or informal warning, dock your pay e.g. fined for poor work.	1	
14	(a)	De-skilling.	1	
	(b)	Extrinsic satisfaction.	1	
	(c)	Intrinsic satisfaction.	1	
	(d)	Discrimination.	1	
15		<ul style="list-style-type: none"> <li>• Flexible working eg flexi time</li> <li>• Teleworking eg Working possibly from home, using a computer/phone</li> <li>• Increased part time opportunities</li> <li>• Long hours culture: working more than 35 hours a week</li> <li>• Job sharing</li> <li>• Full time: working 35 hours a week</li> <li>• Working 9-5, 5 days a week, traditional pattern</li> <li>• Shift work</li> <li>• Any other reasonable response</li> </ul> <p><b>See generic mark scheme</b></p>	8	Possible Concepts: Alienation, marginalisation, flexible working, annualised hours, teleworking, work/life balance, flexi time, long hours culture

Question	Answer	Marks	Guidance
16	<p>Candidates will probably focus on the unemployed but may choose to discuss those who cannot/choose not to work ie Housewives. 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>• Absolute poverty: lack of necessities</li> <li>• Relative poverty: may not have an acceptable standard of living compared with others in their society</li> <li>• Social exclusion: inability to take part in leisure activities</li> <li>• Any issues of debt eg repossession of home</li> <li>• Poor health due to lack of money</li> <li>• Effects on family life eg domestic violence IF related to money problems. (Students may not have the poverty terminology, but the descriptions are sociological)</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• Effects on health: mental/physical or social</li> <li>• Stigma</li> <li>• Culture of dependency</li> <li>• Effects on family life</li> <li>• Positive effects such as more time with the family</li> <li>• Lack of social network</li> <li>• Boredom</li> <li>• Cannot generalise effects will vary eg short term or long term unemployment or the support one has</li> <li>• Absolute poverty should not be a problem due to Welfare state</li> <li>• Affects self-esteem and status</li> <li>• May commit crime</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	24	<p>Ideas should be accepted for or against the claim depending on how they explain and apply it to the claim.</p> <p>Concepts: Life chances, identity, absolute poverty, relative poverty, social exclusion, material deprivation, cultural deprivation, stigma, culture of dependency, status, social deprivation</p>

## Section E – Crime and Deviance

Question		Answer	Marks	Guidance
17	(a)	<b>One mark each for:</b> Burglary and theft.	2	
	(b)	<b>One mark for:</b> Drugs.	1	
	(c)	<b>One mark for any relevant answer:</b> Handling stolen goods, prostitution, shoplifting, binge drinking and drug smuggling/mule	1	
18	(a)	Cross-cultural deviance	1	Must write the full concept
	(b)	Conformity	1	
	(c)	Historical deviance	1	Must write the full concept
	(d)	Delinquency	1	
19		<ul style="list-style-type: none"> <li>• Peer pressure: eg Willis working class boys</li> <li>• Subcultures</li> <li>• Boredom eg less material worth means less to do in leisure time</li> <li>• Lack of social control at home</li> <li>• Labelling</li> <li>• Lack of opportunity/Poverty</li> <li>• Lack of opportunity/ Education</li> <li>• Marxism: Structure of society</li> <li>• Status frustration: Cohen.</li> <li>• Inadequate socialisation</li> </ul> <p>Any other reasonable response.</p> <p><b>See generic mark scheme</b></p>	8	Possible Concepts: Material deprivation, Cultural deprivation, labelling, self- fulfilling prophecy, subculture, status frustration, Marxism, norms and values, social control, peer pressure, anomie (sense of normlessness) Durkheim/Merton, sense of belonging, delinquency, conform

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>• Representative, national</li> <li>• OCS gives details of crimes recorded as well as offenders convicted</li> <li>• Now official statistics include the British Crime Survey (BCS)</li> <li>• Other measurements eg victim studies and self report studies have limitations of validity</li> <li>• Cheap to access</li> <li>• Annual / up to date</li> <li>• Good starting point to see patterns i.e ethnicity/class/age/gender</li> <li>• OCS (Official Crime Statistics) includes trends over time</li> <li>• Reliable data: repeatable quantitative data which because it is gathered in a standardised manner it is comparable due to operationalisation</li> <li>• Arguments against other measures e.g. self report studies are not representative</li> <li>• Any other reasonable response.</li> </ul> <p>Against the claim:</p> <p>Reasons for official statistics not being best:</p> <p>It is only reported/recorded crime</p> <ul style="list-style-type: none"> <li>• Dark figure of crime due to embarrassment</li> <li>• Dark figure of crime due to lack of knowledge a crime has been committed</li> <li>• Dark figure of crime due to emotional reasons eg domestic violence</li> <li>• Dark figure of crime due to lack of insurance/reasons to report the crime</li> <li>• Dark figure of crime due to lack of belief that anything can be done</li> <li>• Dark figure of crime due to police not recording the crime due to police discretion (inconsistent recording e.g. differences in regions/ 42 forces)</li> <li>• Dark figure of crime due to lack of victim eg speeding/ drugs/ prostitution</li> <li>• Manipulation or distortion of statistics i.e. stereotyping and labelling</li> <li>• Issues with quantitative data not allowing a valid picture showing anything other than statistics</li> </ul>	24	<p>Ideas should be accepted for or against the claim depending on how they explain and apply it to the claim.</p> <p>Official statistics are compiled by the home office (police is acceptable) on recorded crime</p> <p>Concepts: Hidden iceberg/ Dark figure of crime/ hidden figure of crime/ Methodological concepts: Quantitative data/ Qualitative data Reliability/ validity/ triangulation (using both quantitative and qualitative data to gain validity)/ generalisability (or generalisations)/ operationalisation Victim surveys/ self report studies British Crime Survey/Institutionalised racism/labelling/stereotyping/ relative deviance/ relativity of crime/ generalisations Types of crime: white collar crime/ corporate crime Distortion/ manipulation</p>

Question	Answer	Marks	Guidance
	<p>Other measurements of crime and their benefits:</p> <ul style="list-style-type: none"><li>• Victim Surveys</li><li>• Self report studies</li><li>• Any other reasonable response.</li></ul> <p><b>Whilst the BCS has been made part of official statistics, marking will also credit its use as an evaluative point.</b></p> <p><b>See generic mark scheme</b></p>		

## Section F – Youth

Question		Answer	Marks	Guidance
21	(a)	<b>One mark</b> for each correct identification, <b>maximum of two marks</b> : clothes, music, felt he belonged, could never hang out with the chavs or football boys.	2	
	(b)	<b>One mark</b> for the correct example recalled Any other reasonable response eg similar attitudes/interests/peer group pressure/similar norms and values.	1	
	(c)	Any other reasonable response eg Skinheads, Skaters, Emo's, Mods, Rockers, Punks, sociological eg's such as New Wave Girls, Ear oles, Teddy Boys. Examples of anti-school and pro-school subculture. Gender subculture. Class subculture. Ethnic subcultures. Leisure subcultures e.g. Jocks.	1	Should not credit chavs or football boys as in source.
22	(a)	Status frustration.	1	
	(b)	Peer group pressure.	1	
	(c)	Territory.	1	
	(d)	Scapegoat.	1	
23		<p>Answers may discuss any two of the following. Answers need to give clear reference to behaviour to gain full marks.</p> <ul style="list-style-type: none"> <li>• Negative peer group pressure</li> <li>• Positive peer group pressure</li> <li>• Role models</li> <li>• Inclusion</li> <li>• Exclusion/Marginalised/Alienated</li> <li>• Humiliation</li> <li>• Conformity/Fit in</li> <li>• Positive and negative sanctions</li> <li>• Imitation/Copying</li> <li>• Initiation, to prove yourself.</li> <li>• Any other reasonable response.</li> </ul> <p><b>See generic mark scheme</b></p>	8	Possible Concepts: Negative peer group pressure Positive peer group pressure Role models Inclusion Exclusion/Marginalised/Alienated Humiliation Conformity/Fit in Positive and negative sanctions Imitation Initiation

Question	Answer	Marks	Guidance
24	<p>Candidates may discuss and evaluate some of the following aspects of the claim. For the claim:</p> <ul style="list-style-type: none"> <li>• The law: examples of rights and responsibilities being created by the different countries</li> <li>• Social norms: Customs varying eg In England average age for marriage is 27/in Niger just over 17</li> <li>• Emotional/behavioural norms: eg Mead who argued not every society has emotional problems throughout puberty ie Samoa</li> <li>• Feral children/non socialised children</li> <li>• Differing rites of passage showing that what is youth changes in each society</li> <li>• Functionalism: Eisenstadht transitional stage to allow for dysfunctional behaviour</li> <li>• Media creates youth ie Postman Loss of childhood</li> <li>• Historical relativity: e.g. changing ideas of youth in 1850's</li> <li>• Aries: Appearance of childhood, previously mini adults</li> <li>• Any other reasonable arguments.</li> </ul> <p>Against the claim:</p> <ul style="list-style-type: none"> <li>• It is a biological stage: eg hormonal changes at puberty</li> <li>• It is a biological stage: eg puberty is a time of irritability and being unsure of oneself</li> <li>• It is a biological stage: eg puberty is a time for changes in attitudes and behaviour</li> <li>• Any other reasonable arguments.</li> </ul> <p><b>See generic mark scheme</b></p>	24	<p>Concepts/evidence: Any accurate laws e.g. smoking law changed from 16 to 18 Any accurate cultural social norms eg In England average age for marriage is 27/in Niger just over 17 Norms/ values/ socialisation</p>

## APPENDIX 1

## Generic Mark scheme

<b>8 mark question When marking examiners must not double credit for knowledge and application</b>	
<b>Assessment objectives: A01</b>	
Answer/response has no relevant knowledge or understanding (can only be awarded if 0 for A02)	<b>0</b>
Level 1: Knowledge and understanding limited. May be in the form of a list. <i>Typically answers will be based on common sense with a lack of sociological understanding and only offer one way/idea. Answers which contain sociological evidence but have limited relevance to the question can only be awarded Level 1.</i> Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.	<b>1</b>
Level 2: Basic knowledge and understanding. <i>Typically answers will either be based on common sense with a lack of sociological understanding of two ideas/ways OR only one idea is used with full knowledge and understanding and including sociological terminology/evidence</i> 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.	<b>2</b>
Level 3: Good knowledge and understanding. <i>Answers will include <b>two</b> correct ideas. Typically one idea will include some sociological terminology/evidence.</i> 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.	<b>3</b>
Level 4: Wide ranging knowledge and understanding <i>Answers will include <b>two</b> correct ideas both including some sociological terminology/evidence.</i> 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.	<b>4</b>
<b>Assessment objectives: A02</b>	
Answer/ response has no relevance (can only be awarded if awarded 0 for A01)	<b>0</b>
Level 1: Application and explanation is limited. <i>Typically answers are only vaguely focussed on the actual question or any explanation is very narrow (lip service).</i>	<b>1</b>
Level 2: Application and explanation is basic. <i>Typically answers may be partly focussed on the actual question or are relevant but lack any clear/ accurate explanation or both explanations are underdeveloped. Answers could be based on examples only.</i>	<b>2</b>
Level 3: Application and explanation is good. <i>Answers will fully focus on the question, both ideas must have some explanation, with one developed.</i>	<b>3</b>
Level 4: Application and explanation is very good. <i>Answers will be wide ranging in both their application and explanation. Both ideas must be relevant with developed explanations.</i>	<b>4</b>

<b>24 mark question</b>	
<b>Assessment objectives: AO1</b>	
No relevant points	0
Level 1: Limited knowledge and understanding. <i>Typically answers will be based on common sense only or answers are very narrow.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.	1-2
Level 2: Basic knowledge and understanding. <i>Typically answers will be based on sociological ideas but lacking in accuracy OR lacking sociological language/evidence/examples OR rely on only a couple of ideas.</i>	3-4
Level 3: Good knowledge and understanding. <i>Typically answers will show the ability to recall some sociological knowledge. Answers will either still contain some errors in knowledge or understanding or rely on a narrow body of knowledge with more than a couple of ideas.</i> 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.	5-6
Level 4: Wide ranging knowledge and understanding. Answers will contain wide ranging and accurate sociological evidence. <i>Responses will be awarded bottom of band if there is a range of evidence but it is more generic and less specific to the claim.</i> 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.	7-8
<b>Assessment objectives: AO2</b>	
No relevant points	0
Level 1: Application and explanation is limited. <i>Typically answers are not focussed on the actual question and any examples are anecdotal or not relevant.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.	1-2

<b>24 mark question</b>	
<p>Level 2: Application and explanation is basic.  <i>Typically answers may be partially relevant, or lack the sociological evidence to interpret/apply, or all ideas are relevant but undeveloped. OR explanation/ development may contain inaccuracies. <b>Responses that have basic (level 2) for A01 should not be awarded higher than level 2 for A02 (application)</b></i>            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>	3-4
<p>Level 3: Application and explanation is good.  <i>Typically will be largely focussed on the question, but may contain either some irrelevance OR most ideas are underdeveloped.</i>            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>	5-6
<p>Level 4: Application and explanation is wide ranging.  <i>Answers will focus fully on the task offering relevant examples that show clear understanding of the claim. A range of ideas must be developed to award 8 marks</i>            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>	7-8

<b>Assessment objectives: A03</b>	
No relevant points	0
<p>Level 1: Limited evaluation.  <i>Typically the response may misunderstand the actual debate. It may, at the top of the level show a vague understanding. Evaluation will be minimal or only implicitly relevant.</i>            May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	1-2
<p>Level 2: Basic evaluation.  <i>Typically the response is narrow (i.e. only one idea for and one idea against) or lacks sense and / or sociology. Answers may rely on subtitles, but evaluation is explicit and contains some relevance. <b>Responses that have basic (level 2) for A01 should not be awarded higher than level 2 for A03 (evaluation)</b></i>            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>	3-4
<p>Level 3: Good evaluation.  <i>Typically there will be a debate which is either narrowly based but with more than one idea on at least one side of the debate. Or the debate may be underdeveloped and list like but relevant and accurate.</i>            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>	5-6

<p>Level 4: Wide ranging evaluation.</p> <p><i>Answers will address the debate with a wide ranging discussion of different views. Typically responses should have a wider range of ideas in the debate than for level 3. Responses <b>do not have to have a balanced debate</b> to gain full marks but to gain 8 marks must have a conclusion, and address the debate fully.</i></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>	7-8
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## APPENDIX 2

## Assessment Objectives Grid (includes QWC)

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>	2		2	<b>4</b>
<b>2</b>	4			<b>4</b>
<b>3</b>	4	4		<b>8</b>
<b>4</b>	8	8	8	<b>24</b>
<b>Totals</b>	<b>18</b>	<b>12</b>	<b>10</b>	<b>40</b>

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