

GCE

Sociology

Unit **G672**: Topics in socialisation, culture and identity

Advanced Subsidiary GCE

Mark Scheme for June 2016

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

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Annotations

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

Annotation	Meaning
	Unclear/confused/inaccurate
	Application/context
	Basic point/undeveloped/superficial
	Development of point
	Example
	Evaluation
	Juxtaposition
	Knowledge and understanding
	Limited
	Not relevant
	Repetition
	Unsubstantiated/implicit
	Very good
	Partial relevance/partial explanation

Question		Answer	Mark	Guidance
1	(a)	<p>Identify and explain two reasons why extended family networks may be increasing in importance in the contemporary UK.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as ageing population, sandwich generation, intergenerational relationships, active ageing, grandparent role • As a source of financial, emotional and/or practical support, perhaps with reference to the context of the current recession • Reduced welfare provision by the state • Rising housing costs • Pension underfunding • Increased cost of residential care for elderly • Rising levels of debt • Trends in family life such as increased divorce rate, rising numbers of single-parent families means they provide a source of support • Provision of childcare • Increased profile of the grandparent role • Women's increased role in the labour market • Increased cultural diversity, e.g. impact of different ethnic groups • Decrease in intragenerational relationships may mean intergenerational relationships become more important • Reference to family forms such as beanpole family, modified extended family, vertically extended family, horizontally extended family • Reference to evidence such as Wilmott and Young, Wilmott, British social attitudes surveys, McGlone et al, Park et al, Brannen, Grundy & Henretta, Foster, Finch • Any other reasonable point. 	17	

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the view that the family helps meet the needs of society.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as nuclear family, stabilisation of adult personalities, primary socialisation, nurturing, providing for sexual, economic and welfare needs, consensus, biological differences, gender role socialisation, gender role models, expressive role, instrumental role, family as personality factory, segregated conjugal roles, male disciplinarian, social control, warm bath theory, social stability, cornerstone of society, social status, ideological conditioning device for capitalism, false class consciousness, patriarchal ideology • Studies such as Parsons, Murdock, Chester, Dennis & Erdos, O'Neill, Murray, Morgan, Cheal, Phillips, Edgell, Zaretsky, Engels, Cooper, Feeley, Benston, Ansley • Theories: functionalism, supported by New Right views. Marxists and Marxist feminist views may be used in support of the view if used in relation to capitalist/patriarchal society being supported • Candidates may refer to methodological issues. <p>In evaluation, depending on approach taken:</p> <ul style="list-style-type: none"> • Concepts such as dark side of family life, dysfunctional, exploitation, oppression, reproduction of labour power, reserve army of labour, dual systems, patriarchal terrorism, hegemonic masculinity, patriarchy, false needs, consumerism, overloaded circuit, safety valve, ideological conditioning device, false class consciousness, patriarchal ideology, golden age, diversity and choice • Studies: Barrett & McIntosh, Benston, Ansley, Pahl, Dobash & Dobash, Dunscombe & Marsden, Delphy & Leonard, Oakley, Grundy & Henretta, Gatrell, Warner, Laing, Leach, Cooper, Zaretsky, Marcuse • Theories: Marxism on conflict and change, Marxist feminists on women's role in maintaining capitalism, other feminist views, postmodern views • Impact of family diversity • Differences related to class, ethnicity, sexuality, family diversity • Candidates may refer to methodological issues • Any other reasonable response. 	33	Marxist and Marxist feminist views may be used in support of the view, if used in relation to meeting the needs of capitalism/patriarchy.

Question		Answer	Mark	Guidance
2	(a)	<p>Identify and explain two disadvantages of family diversity in the contemporary UK.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as fragmented family, maternal deprivation, underclass, feral youth, dysfunctional, cycle of dependency, deviance, fatherless families, poverty, nuclear family as cornerstone of society, delinquency, shared norms and values, Izzat • Reference to family types such as single parent families, sexually diverse families, reconstituted families • Impact on the state and welfare dependency • Impact of cultural diversity, e.g. conflict between generations • Views related to inadequate socialisation • New Right views on issues arising from the lack of male role model in single parent families such as educational underachievement, crime, drug taking, underclass • Reference to arguments concerning biology, naturalness of certain family types • Studies such as Dennis & Erdos, Murray, O'Neill, Redwood, De'Ath & Slater, Singh, Bose • Theories: New Right, functionalism • Any other reasonable point. 	17	

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the view that roles within the family have become increasingly equal in recent years.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to as evidence of increasing diversity but is not prescriptive or exhaustive (depending on approach taken):</p> <ul style="list-style-type: none"> • Concepts such as pick and mix, blurred boundaries, coparenting, intimate fathering, civil partnerships, gay marriage, individualisation, feminisation of labour market, diversity and choice, families of choice, confluent love, no fixed ideology, new man, confluent love, egalitarian families, lagged adaptation, crisis in masculinity, complicit masculinity, superdads, the pure relationship, pester power, children's rights, sibling society, consumerism, infantilism • Studies such as Roseneil & Budgeon, Hakim, Giddens, Pahl, Gershuny, Willmott & Young, Warin, Beck, Beck and Beck-Gernsheim, Stacey, Dunne, Gottman, Postman • Theories: postmodernism, liberal feminism • Reference to the range of diverse types of family life including single parent families, beanpole families, reconstituted families, same-sex families • Reference to diverse ways of measuring equality including emotional factors, decision making, household chores, non-decision making • Role of government policy in supporting equality, e.g. paternity leave, Equal Pay Act, Sex Discrimination Act • Impact of media/technology in changing roles between parents and children • Candidates may refer to methodological issues. 	33	Candidates may refer to roles between men and women in the family and may also consider changes in roles between parents and children. It is also valid to consider roles in diverse family types including gay and lesbian families.

Question	Answer	Mark	Guidance
	<p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as golden age, moral decline, neoconventional family, patriarchy, ideology, hegemony, functions of nuclear family, warm bath theory, family as cornerstone of society, social control, ideological conditioning device, dark side of family, biological determinism, underclass, maternal deprivation, dark side of family life, dysfunctional, exploitation, oppression, domestic division of labour, reproduction of labour power, dual systems, emotion work, invisible work, dual burden, triple shift, sandwich generation, hegemonic masculinity, patriarchy, helicopter parents, lawnmower parents, KIPPERS, sexualisation of children • Studies such as Barrett & MacIntosh, Benston, Ansley, Pahl, Dobash & Dobash, Dunscombe & Marsden, Delphy & Leonard, Oakley, Zaretsky, Grundy & Henretta, DeVault, Warner, Edgell, Garrod, Brannen, Furedi • Theories: functionalism on naturalness of nuclear family, New Right on damaging impact of non-traditional roles, Marxism, Marxist feminism, radical feminism, critical views from radical psychiatry • Role of government policy in recognising traditional forms of family life as beneficial, functionalism and New Right as critical of impact of greater equality • Reference to particular family types and ways in which they model traditional family roles • Ideological strength of traditional family roles • Evaluation of impact of wider social changes such as education policies extending compulsory education, impact of increased university fees, economic issues • Differences related to ethnicity, social class and sexuality • Candidates may refer to methodological issues • Any other reasonable response. 		

Question		Answer	Mark	Guidance
3	(a)	<p>Identify and explain two sociological views about mental illness.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as labelling, stigma, social construction, social control, over-representation, inequality, sexism, racism, marginalisation, feminisation of poverty, material disadvantage, patriarchy, social control, social deprivation, cultural relativism, social realism, social capital • Studies such as Scheff, Szasz, Goffman, Rosenhan, Laing, Barrett & Roberts, Rogers et al, Rogers & Pilgrim, Stansfeld et al, Ross et al, Taylor & Field, Gomm, Fryer, McLoone, Reading & Reynolds, Lawrence, Brown et al, Blaxter, Tyrer, Barrett & Roberts, Nazroo, Koffman et al, Foucault, Gove, Virdee, Brown et al, Chesler, Busfield, Link & Phelan, Myers, Putnam, Wilkinson • Theories such as interactionist, Marxist, artefact, cultural, biological/genetic views, structuralist explanations, postmodern views, social causation, social labelling, feminist views • Reference to explanations related to gender, age, ethnicity and social class • The role of ideology in establishing a hegemonic view • Factors including employment patterns, labour conditions in the home, neighbourhood, income, poverty, diet • Explanations related to the power of the medical professions in defining mental illness • Any other reasonable point. 	17	There are a number of approaches to this question, for example, candidates may identify views related to particular social groups or may choose to discuss general sociological explanations.

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the view that medical professionals reinforce inequalities in society.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as gatekeeper role, ideological role, social control, reproduction of labour force, consumerism, false class consciousness, private medicine, medicalisation, proletarianisation, patriarchy, sexism, racism, ageism, determinism, patient role, social closure, professionalisation, status, prestige, esoteric knowledge, exclusion, privilege, deprofessionalisation, care in the community, ideological role, discourses, medicalisation, labelling, power, gender role socialisation, learned helplessness, cultural meanings, medical gaze, exclusion, demarcation • Studies such as Oakley, Rosenhan, Busfield, Goffman, Meershoek, Killianes & Rubenfeld, Waitzkin, Parry & Parry, Cant & Sharma, Navarro, Doyal, Foucault, Witz, Turner, Millerson, Taylor & Field, Friedson, Abbott & Wallace • Theories: feminist views, Marxism, Weberian views, interactionism • Differential access and treatment – related to age, gender, ethnicity and social class • Differentiation between health care professionals • Reference to patterns of ill health, mental illness, disability • Candidates may refer to methodological issues. <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as sick role, rights, obligations, altruism, patient role, rise of complementary/alternative medicine, care in the community as a positive factor, negotiation between doctors and patients, diversity and choice, organic analogy, official gatekeepers, ethics, social order, diversity and choice, Patients' Charter, marketisation, deprofessionalisation • Studies such Parsons, Barber, Giddens, Senior, Hunt & Lightly, Haug, Carpenter • Theories: functionalism, some postmodern views 	33	<p>There are a number of approaches to this question, for example, candidates may construct their answer around a consideration of gender, age, ethnicity and social class as key inequalities. Another approach may be to discuss theoretical views and relate these to inequalities in society.</p>

Question		Answer	Mark	Guidance
4	(a)	<ul style="list-style-type: none"> • Reference to evidence of patient power such as number of complaints against medical professionals, Patients Charter, increased profile of managers and administrators • Professionalisation of nursing • Rise of complementary/alternative medicine as a challenge to role medical professionals • Reference to age, gender, ethnicity and social class and interplay • Candidates may refer to methodological issues • Any other reasonable response. <p>Identify and explain two examples of how social selection explains health and illness.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as social mobility, meritocracy, survival of the fittest, natural selection • Drift hypothesis on mental illness and social class • Goldberg & Morrison on schizophrenia and social class • Wadsworth on effect of childhood illness • Illsley on social mobility in females • Connelly & Crown on mental illness and homelessness • Canning & Bowser on socioeconomic status and good health • Batty & Deary on IQ and health • Reference to differences related to age, gender, ethnicity and social class • Any other reasonable point. 	17	

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate sociological explanations of disability.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as disableism, social exclusion, social arrangements, discriminatory barriers, stigma, myth of personal tragedy, clinical gaze, physical capital, ideological hegemony, medical gaze, language of disability, othering, labelling, stigma, stereotype, master status, impairment, individual limitations, personal tragedy, mechanical metaphor, bell curve • Studies such as Hyde, Oliver, Davies, Barnes, Finkelstein, Foucault, Shakespeare, Bourdieu, Charmaz, Albrecht & Bury, Bourdieu, Tremain, Davis, Anderson & Kitchin, Longmore, Killianes & Rubenfeld, Scott, Goffman Dixon, Freund & MacGuire, Olney & Kim • Theories such as social model, interactionism, Marxism, postmodern views, feminist views, biomedical model • Role of media • Reference to age, gender, ethnicity and social class • Candidates may refer to methodological issues <p>In evaluation (depending on approach taken):</p> <ul style="list-style-type: none"> • Evaluation of concepts such as disabelism, social exclusion, social arrangements, discriminatory barriers, stigma, myth of personal tragedy, clinical gaze, physical capital, ideological hegemony, medical gaze, language of disability, othering, labelling, stigma, stereotype, master status, impairment, individual limitations, personal tragedy, mechanical metaphor, bell curve 	33	<p>There are a number of approaches to this question. Candidates may discuss different views in turn and evaluate or may counter pose medical with social models and/or compare and contrast.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Evaluation of studies such as Hyde, Oliver, Davies, Barnes, Finkelstein, Foucault, Shakespeare, Bourdieu, Charmaz, Albrecht & Bury, Bourdieu, Tremain, Davis, Anderson & Kitchin, Longmore, Killianes & Rubenfeld, Scott, Goffman, Dixon, Freund & MacGuire, Olney & Kim • Evaluation of theories such as social model, interactionism, Marxism, postmodern views, feminist views, biomedical model • Evaluation of the social model of disability using the medical model • Evidence of resistance to definitions of disability • Reference to debates about defining disability, changes over time, different interpretations • Differences relating to age, gender, ethnicity and social class • Candidates may refer to methodological issues • Any other reasonable response. 		

Question		Answer	Mark	Guidance
5	(a)	<p>Identify and explain two reasons why religion is still important in the contemporary UK.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Reference to concepts such as ‘believing without belonging’, ‘belonging without believing’, privatisation, identity, vicarious religion, individualism, spiritual shopping, consumerism, religious pluralism, religious fundamentalism, televangelism, ethnic defence, resacrilisation, religious revival, holistic milieu, liberation theology, empowerment • Reference to evidence from Heelas & the Kendal Project, Stark & Bainbridge, Greeley, Davie • Reference to theories such as postmodern views, functionalism, neo-Marxism, feminist views • Increasing participation in some religions/groups such as Islam, new age movements (NAMs) • Role of religion in supporting the establishment, continuing church and state link • RE in schools • Heightened profile of religion in society, post 9/11 • Impact of Britain as a multicultural society • Reference to age, gender, ethnicity and social class • Any other reasonable point. 	17	

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the view that age is the most important factor in religiosity.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as ageing population, marginalisation, social exclusion, empowerment, conservative force, generational effect, anomie, spiritual shopping, individualism, vicarious religion, identity, disengagement, cultural hybridity • Reference to evidence such as Voas & Crockett, Garrod, Brierley, Davie, Rankin, Modood et al, Heelas, Gill, Lynch, Drury, Mayo, Smith, Rankin, Samad, Archer, Butler, Knott & Khoker, Dwyer • Theory: neo-Marxist views on the appeal of radical religion to deprived groups, e.g. liberation theology • Reference to attendance data, levels of participation, commitment, ageing effect etc. • Differential appeal of NAMs and new religious movements (NRMs) • Impact of class, gender and ethnicity on age groups • Candidates may refer to methodological issues. <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as consensus, collective conscience, agent of socialisation, patriarchal oppression, spiritual shopping, secularisation, ethnocentrism, cultural defence, sexism, racism, false consciousness • Studies such as Beckford, Hamilton, Bird, Miller & Hoffmann, Greeley, Modood, Bruce • Theories such as Functionalism, Weberianism, feminism, post-modern views • Reference to data on decline in religious participation indicating the loss of influence of the church on any social group • Importance of religion to all of society • Other factors as more important such as gender, ethnicity and/or social class • Dimensions of ethnicity, gender, age and the interplay between them • Problems in measuring religiosity • Candidates may refer to methodological issues • Any other reasonable response. 	33	

Question		Answer	Mark	Guidance
6	(a)	<p>Identify and explain two ways of defining religious belief.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as religious belief defined as belief in that which is sacred, inclusive definitions, exclusive definitions, functional definitions, substantive definitions, religiosity as a term to define religious belief, 'believing without belonging', 'belonging without believing', religious belief as privatised, religious belief as constructing identity, civil religion as a form of religious belief, social practice as a form of religious belief, religious belief defined in relation to spirituality • Reference to evidence from Durkheim, Weber, Yinger, Bruce, Hamilton, Aldridge, Self & Starbuck, Davie, Day, Scharf • Explanations concerning issues of private/public belief, practise and belief, attendance figures, complexities involved in discerning discrete religious identity • Any other reasonable point. 	17	

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the view that religion plays a positive role in society.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive (depending on approach taken):</p> <ul style="list-style-type: none"> • Concepts such as collective conscience, consensus, stability, social solidarity, social integration, organic analogy, liberation theology, empowerment, cultural defence, spiritual shopping, diversity and choice, secondary socialisation, contingency, functional, assimilation, civil religion, Protestant work ethic • Research from Malinowski, Parsons, Durkheim, O’Dea, Davie on the continuing importance of religion, Maduro, Mitchell, Bellah, Lyon, Badawi, Ahmed, Watson, Butler, Weber • Theories such as functionalism, neo-Marxism, feminism on religion as empowering, postmodern views on diversity and choice • Positive role of church and state link • Role of RE in schools • Positive impact of Britain as a multicultural society with religious pluralism • Candidates may refer to methodological issues. <p>In evaluation (depending on approach taken):</p> <ul style="list-style-type: none"> • Concepts such as conflict, secularisation, rationalisation, individualism, pick and mix, relativity, diversity, choice, consumerism, hybridity, globalisation, spiritual shopping, secularisation, disengagement, structural differentiation, ‘opium of the people’, social control, patriarchal oppression, societalisation, desacrilisation, disenchantment, belonging without believing • Studies such as Beckford, Hamilton, de Beauvoir, El Saadawi, Leach, Hook, Weber, Marx • Theories: Marxism, Weberianism, feminist views • Negative impact of religious extremism • Reference to data on decline in religious participation 	33	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none">• Differentiation in terms of ethnicity, gender, class, age and religious organisations• Miliband's view of role of media as the new opium of the people• Religious pluralism leading to dilution of belief• Candidates may refer to methodological issues• Any other reasonable response.		

Question		Answer	Mark	Guidance
7	(a)	<p>Identify and explain two ways that youth deviance is related to ethnicity.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts/issues such as social exclusion, opposition, resistance, the myth of black criminality, moral panic, marginalisation, labelling, institutional racism, discrimination, stereotypes, master status, scapegoating, divide and rule, role models, crisis in masculinity, over-representation • Studies by Hall, work of CCCS, Alexander, Phillips & Bowling, Gilroy, Sewell, Mac an Ghail, O'Donnell & Sharpe, Willis, Connolly, Nightingale • Theories: Marxism, neo-Marxism, functionalism, New Right, interactionism • Reference to differential socialisation related to family type • Role of gangs • Role of media • Evidence related to ethnicity and school • Reference to patterns and trends, statistical data on youth deviance and ethnicity • Any other reasonable point. 	17	

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the view that pupils' experience of school is important in forming identity.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts/issues such as hidden curriculum, school subcultures, opposition, resistance, marginalisation, exclusion, labelling, institutional racism, discrimination, cultural navigation, white mask, cultural defence, hybrid subcultures, ethnocentrism, stereotypes, educational success, educational failure, subject choice, lads and ladettes, patriarchy, crisis in masculinity, transition, role allocation, false consciousness, ideological conditioning device • Studies such as Reay, Willis, Sewell, Shain, Mirza, Wright, Lees, Hatcher, Power, Aggleton, Archer & Yamashati, Jackson, Burdsey, Brown, Mac an Ghail, Haywood, Griffin, Skelton, Davis & Moore, Bowles & Gintis, Althusser • Theories such as Marxism, neo-Marxism, interactionism, feminism, functionalism • Reference to initiatives such as GIST, WISE, national curriculum • Reference to subject choice and identity • Candidates may refer to methodological issues. <p>In evaluation (depending on approach taken):</p> <ul style="list-style-type: none"> • Concepts such as innate ability, primary socialisation, diversity and choice, consumer culture, supermarket of style, meritocracy, blurred boundaries, globalisation • Studies such as Thornton on role of media, Murdock and Parsons on importance of family as an agent of socialisation • Theories such as functionalism, New Right, postmodernism • Discussion of youth identity versus identities • Discussion about the dominant social division including reference to age, gender, ethnicity and/or social class • Relative importance of other agents of socialisation in forming youth identity such as youth subcultures, religion, media, family • Postmodern views on identity as no longer fixed 	33	<p>There are a number of approaches to answering this question, for example, candidates may take a perspectives approach and discuss theoretical views. Another approach would be to consider identities related to particular social groups e.g. gender, ethnicity and social class.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none">• Impact of social policy• Candidates may refer to methodological issues• Any other reasonable response.		

Question		Answer	Mark	Guidance
8	(a)	<p>Identify and explain two influences on the social construction of youth.</p> <p>The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts such as transition, secondary socialisation, rite of passage, achieved status, identity, relative affluence, disposable income, generation gap, resistance, conflict, edgework, magical solution, bricolage, hybridity, supermarket of style, diversity, patriarchy, racism, KIPPERS, subcultural capital • Reference to Aries, Parsons, Eisenstadt, Abrams, Roszak, Murdoch & McCron, the work of the CCCS, Hall & Jefferson, Clarke, Hebdige, Cohen, Sivanandan, McRobbie, Thornton, Polhemus • Theories such as functionalism, Marxism, feminism, postmodern views • The role of the media in creating youth culture/subculture, shaping youth tastes, creation of moral panics • Influence of consumption on youth style; postmodern views on supermarket of style • Effect of schooling; extended education prolonging the period of youth, formation of school subcultures • Role of the family as an agent of socialisation • Impact of demographic trends; baby boom generation • Impact of globalisation; Americanisation of youth market, hybrid subcultures • Impact of the economy on education and youth employment, introduction of education maintenance allowance (EMA) • Factors related to ethnicity, gender and social class • Any other reasonable point. 	17	

Question	Answer	Mark	Guidance
(b)	<p>Outline and evaluate the postmodern view that youth subcultures have become fragmented and diverse.</p> <p>The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:</p> <ul style="list-style-type: none"> • Concepts/issues such as fluidity, club cultures, eclecticism, supermarket of style, blurring of identities, hybridity, neotribes, ladettes, girl power, edgework, uncertainty, elective sociality, consumerism, globalisation, hybridity, style over substance, pick ‘n’ mix, fusion • Studies such as Thornton, Lyng, Bennett, Furlong & Cartmel, Muggleton, Polhemus, Redhead, Widdicombe & Wooffitt, Maffesoli, Kahane, Cashmore • Theories: postmodernism • Fragmentation within subcultures, e.g. different types of skinheads, goths, etc. • Importance of the media • Influence of consumption • Impact of globalisation • Candidates may refer to methodological issues. <p>In evaluation:</p> <ul style="list-style-type: none"> • Concepts such as capitalism, patriarchy, racism, social exclusion, discrimination, opposition, resistance, exaggeration, marginalisation, bricolage, magical solution, transition, achieved status, rite of passage, counterculture, cultural comfort zones, common culture, secondary socialisation, bedroom culture, ladettes • Studies such as Parsons, Eisenstadt, McRobbie & Garber, CCCS, Jackson, Smart, Lincoln, Hall, Gilroy, Hebdige, Jones • Theories: functionalism, feminism, Marxism • Persistence of social divisions such as ethnicity, gender and social class • Reference to distinct youth subcultures in contemporary society such as chavs, goths, etc • Candidates may refer to methodological issues • Any other reasonable response. 	33	The range of evidence for counter views is greater so arguments may not be fully balanced.

APPENDIX 1

Part (a) Questions (17 marks)

AO1 Knowledge and Understanding

Level 4

13-17 Candidates show a very good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **and** detailed knowledge and understanding. Sociological evidence will be accurate and explicit. At the top of the band there will be sociological evidence outlined in depth for both factors. At the bottom of the band this may be uneven and provided in depth for only one factor or explanations may be less developed.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

Level 3

9-12 Candidates show good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. Alternatively, responses in this band may be uneven. One way may be a level 4 response and the other way may be a level 2 response. At the bottom of the band evidence will be narrower and less informed.

The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

Level 2

5-8 Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Knowledge and understanding is partial / confused / undeveloped. At the top of the band evidence may be more generalised and/or unsupported by evidence. At the bottom of the band sociological ideas may be marginally related. One factor fully explained can reach the top of this band.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

Level 1

1-4 Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material or material of little relevance. There may be reference to only one factor.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 No appropriate sociological knowledge or understanding.

Part (b) Questions (33 marks)**AO1 Knowledge and Understanding (10 marks)****Level 4**

8-10 Candidates show a very good knowledge and understanding of appropriate sociological theories **and/or** concepts; contemporary evidence/examples may also be included. Sociological evidence will be accurate and explicit. Responses will contain wide ranging **and** detailed knowledge and understanding. At the bottom of the band this may be less detailed, narrower or uneven.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

Level 3

5-7 Candidates show a good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. Expect to see a narrower, less informed response at the bottom of the band.

The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.

Level 2

3-4 Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Whilst the view may be quite well illustrated, knowledge and understanding is partial / confused / undeveloped.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

Level 1

1-2 Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material.

The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.

0 No appropriate sociological knowledge or understanding.

AO2a Interpretation and Application (13 marks)

Level 4

10-13 Candidates show a very good ability to interpret sociological evidence and apply it to the discussion. Expect to see reasonably accurate interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At the top of the band evidence will contain a high level of detail, depth and/or breadth. At the bottom of the band the evidence selected will be less wide ranging or less developed and relevance to the question may be less explicit in parts.

Level 3

7-9 Candidates show a good ability to interpret appropriate sociological evidence and apply it to the discussion. Evidence will be relevant, but may be more implicit. Expect to see some interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At this level there may be more unsubstantiated evidence and/or the evidence selected will be narrow.

Level 2

4-6 Candidates show a basic ability to interpret sociological evidence and apply it to the discussion. Evidence will be only partially relevant to the question. Evidence may be superficial and/or undeveloped and/or contain inaccuracies. More than one dimension to the debate will be applied, for or against the views.

Level 1

1-3 Candidates show a limited ability to interpret sociological evidence and apply it to the discussion. Evidence will have limited relevance. At least one form of data will be applied for or against the view.

0 No appropriate interpretation and application.

AO2b Analysis and Evaluation (10 marks)

Level 4

8-10 Candidates show a very good ability to analyse and evaluate sociological evidence, using available arguments and alternative explanations. Evaluation will be sustained and there may be an evaluative tone to the discussion. Expect to see some explicit evaluation of sociological evidence addressing the debate. There may also be some evaluation of methods. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

Level 3

5-7 Candidates show a good ability to analyse and evaluate sociological evidence. There will be some relevant evaluation but it will be underdeveloped. Responses may contain some juxtaposition but it is likely that sociological evidence presented will be questioned on some level. Expect to see a narrower range of evaluation at a more superficial level. There may be some lack of balance evident. At the bottom of the band some of the evaluation may not fully address the question.

Level 2

3-4 Candidates show a basic ability to analyse **and/or** evaluate sociological evidence. Evaluation will be partially relevant or narrow in focus or evaluation will be implicit through only juxtaposition. Discursive points may be asserted without explanation. Evaluation may be undeveloped and/or less relevant. Answers here will be more superficial and/or inaccurate and are likely to concentrate on one side entirely at the expense of the other.

Level 1

1-2 Candidates show a limited ability to analyse **and/or** evaluate sociological evidence. Evaluation will be minimal with one or two largely implicit points and/or mainly irrelevant.

0 No appropriate evaluation.

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