

Sample Question Paper

A Level Sociology

H582/01 Socialisation, culture and identity

Time allowed: 2 hours



You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions in Section A.
- Choose **one** option in Section B and answer **all** the questions for that option.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **4** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

Read the source material.

Source A

How does social media and other media influence teenagers?

Teenagers can be smart consumers of the messages that the media can convey. Media influence on teenagers can often be deliberate. For example, advertising is often directed at children of all ages and means that they are increasingly conscious of brands and images. Media influence can also be less obvious. For example, this might include sexualised images and content on Instagram, Snapchat, TikTok and YouTube. It might also include violent imagery and bad language in news media, documentaries, video games and some song lyrics.

Social media and other media can be positive influences on teenage behaviour and attitudes such as encouraging them to become interested in major social and political issues like climate change or help them to explore their identity. However, social media can be negative such as influencing teenagers on issues around body image or producing misinformation on politicians such as fake news or deep fakes.

- 1 Outline the concept of formal social control. Identify and explain an example to support your answer. [4]
- 2 'Media is the most influential agent of socialisation'.
Explain **two** reasons why this view is supported. Use evidence from **Source A** to support your answer. [8]
- 3* Evaluate the view that social class is a strong influence on an individual's identity.
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer.

[16]

Section B

Choose **one** option from this section and answer **all** the questions for that option.

OPTION 1**Families and relationships**

- 4** Outline the concept of the reconstituted family. Identify and explain an example to support your answer. [4]
- 5** Explain **two** reasons why non-family households have increased.
Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]
- 6*** Evaluate the view that relationships between parents and children are changing.
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]
- 7*** Discuss to what extent the roles of men and women in the family have changed.
Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

OPTION 2**Youth subcultures**

- 8** Outline the concept of anti-school subcultures. Identify and explain an example to support your answer. [4]
- 9** Explain **two** reasons why moral panics occur.
Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]
- 10*** Evaluate the view that youth subcultures are related to gender.
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]
- 11*** Discuss to what extent functionalism provides a good explanation of youth deviance.
Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

OPTION 3
Media

- 12** Outline the concept of moral panics. Identify and explain an example to support your answer. [4]
- 13** Explain **two** reasons why the media represent women negatively.
Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]
- 14*** Evaluate the view that the media play a key role in strengthening ruling-class hegemony.
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]
- 15*** Discuss to what extent audiences are active in their use of the media.
Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

END OF QUESTION PAPER

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Sample Mark Scheme

A Level Sociology H582/01 Socialisation, culture and identity

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 80

Version: **Sample**

This document has 37 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.

3. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

4. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
5. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

6. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

7. Subject Specific Marking Instructions

Section A

Q1 Outline the concept of formal social control. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of formal social control given.	1 mark - The outline of formal social control is fully developed/further elaborated.	1 mark – An accurate example of formal social control is identified.	1 mark – The example given is accurately explained in relation to the concept of formal social control.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> Formal social control is the way agencies in society determine behaviour. This is based on laws, written rules and policies. Formal social control comes from organisations that determine the norms and values of society that must be obeyed. Any other reasonable outline. 	<ul style="list-style-type: none"> Formal social control can be used to reinforce the norms of society by using punishments to deter others from deviating, or to punish those that do, such as the use of custodial sentences. Written rules, laws or codes are there to be followed. Different groups of people either follow them in different ways based on their culture or choose not to follow them at all. This could be linked to their primary socialisation. Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> Government. The criminal justice system (police, the legal system, courts). Religion. Workplace. Education. Answers may also discuss examples such as laws, rules about conduct, clothing etc... Any other reasonable example. 	<ul style="list-style-type: none"> Government – creating new and reforming laws Courts - passing of sentences as punishment for deviating from norms and values determined by the government/other official bodies. Religion - formal sanctions taken by some religions to discipline or expel members. Workplace – use of code of conduct, employment law, disciplinary action. Education – use of formal disciplinary procedures/exclusion. Any other reasonable explanation.

Q2 'Media is the most influential agent of socialisation'. Explain two reasons why this view is supported. Use evidence from Source A to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence consistently to explicitly address the specific question. There is effective engagement with, and use of, the source material.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mostly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by frequently using the selected sociological evidence to explicitly address the specific question. Generally, there is good engagement with, and use of, the source material.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by occasionally attempting to use the selected sociological evidence to address the specific question. There is a limited attempt to engage with, or use, the source material.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is a basic attempt to engage with the source material that may only be implied.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q2 'Media is the most influential agent of socialisation'.

Explain **two** reasons why this view is supported. Use evidence from **Source A** to support your answer. **[8]**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for their knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** reason – (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2). Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> One reason why the media influence socialisation so heavily is due to the 'male gaze' which is shown when film camera's objectify women encouraging viewers to assess their bodies. (Mulvey) One reason the media can influence socialisation as it gets people hooked on designer brands like Gucci and BMW car's because so many young people watch so much T.V. or use social media. A 'bulimic society' has been created. (Young) One reason that the media is powerful in socialising society into national identities via symbols such as the national flag during events such as the Olympics to foster national spirit. One reason the media is the most influential agent of socialisation as it enables ethnic minority groups to retain their culture and follow trends such as via Bollywood. Any other reasonable point. 	<ul style="list-style-type: none"> Source A suggests that media can influence teenagers to worry about their individual body image which could then lead to poor mental health. Source A suggests the media can influence children indirectly through sexualised images or violent imagery that can appear on platforms like TikTok which could lead to criminality. A constant want for everything and anything is promoted on YouTube by the huge number of adverts led by celebrities and influencers. Source A suggests that the media can be positive through greater awareness of social issues such as climate change or their own identity. This can help to bring people together and develop a national identity. Source A suggests that the media can lead people into exploring their own identities. An understanding of different cultures and trends can help people experience other cultures and as a result be more tolerant. around body image or generating misinformation in politics through deep fakes or fake news. Any other reasonable point.

Q3* Evaluate the view that social class is a strong influence on an individual's identity.

Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]

Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q3* Evaluate the view that social class is a strong influence on an individual's identity.

Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. **[16]**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 1–2 points for a Level 1 / Level 2 response
- 3–4 points for a Level 3 / Level 4 response.

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Fox discusses the different levels that are present in the middle class which can lead to quite different experiences • Murray argues the underclass are a result of an overly generous welfare system which has created a dependency culture • Bourdieu argues that social class is linked to the opportunities some children get who are from families in the dominant ruling class, based on types of capital being passed down such as economic, social and cultural. • Savage et al. used a scientific quantitative approach when looking at the British class survey and specifically at the ordinary class elite which made up 6% of society who had 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • There are 'upper middles', 'middle middles' and 'lower middles'. Many public sector workers like teachers would see themselves as middle class but so would private sector professionals as well. This means they don't have a common identity. • This dependency culture has developed a culture with its own set of norms and values, and has led to rising numbers of NEETs, reflecting their belief in their own identity. • The higher the cultural capital a person has, the more opportunities they are afforded in society, and this is reflected in upper classes where many will be privately educated. • This group made up a quarter of the British class survey and were likely to show off their higher position in society. This showed that 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</p> <p>- Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • Postmodernist Offe suggests very few individuals share the same experience of full-time work anymore which was the normal way of linking to social class identity. Identities can be created regardless of what qualifications or jobs we have or the social class background of our families. • Marxists would criticise this idea and say it is the capitalist system that leads to poverty and inequality. Blaming the poor for their situation ignores the fact they are victims of the system with many people on benefits wanting to work • The concept of 'social reproduction' exaggerates the extent to which children can be part of the same social class as their parents. It's completely possible for some working-class children to be socially mobile into higher classes. • If one group of people from a pre-determined class group completed the survey more than others from other groups, the validity of the research findings must be called into question. The

<p>the highest levels of economic, cultural and social capital.</p> <ul style="list-style-type: none">• Any other reasonable point.	<p>class identities were weak across the population with only some groups seeing it as important.</p> <ul style="list-style-type: none">• Any other reasonable point.	<p>research group that was being investigated were not reflected in the findings.</p> <ul style="list-style-type: none">• Any other reasonable point.
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Section B: OPTION 1
Families and relationships

Q4 Outline the concept of the reconstituted family. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of the reconstituted family given.	1 mark - The outline of the reconstituted family is fully developed/further elaborated.	1 mark – An accurate example of the reconstituted family is identified.	1 mark – The example given is accurately explained in relation to the concept of the reconstituted family.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> Created when a couple come together and form a family including at least one child from a previous relationship. A family that includes one stepparent or one stepchild. Any other reasonable outline. 	<ul style="list-style-type: none"> They are sometimes called stepfamilies or blended families. Reconstituted families have increased over time. Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> Majority of reconstituted families consist of children staying with their mother. Reconstituted family dynamics are diverse as there are lots of different ways they can be formed. Any other reasonable example. 	<ul style="list-style-type: none"> It has been suggested that men are increasingly likely to be living with other men's children while their own grow up elsewhere. Parentline Plus suggests there are 72 ways stepfamilies can be formed. Any other reasonable explanation.

Q5 Explain two reasons why non-family households have increased. Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is excellent application of this material for both of the two points raised by the question.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is good application of this material for both of the two points raised by the question.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by attempting to use the selected sociological evidence to address the specific question. There is limited application for both or just one of the two points raised by the question.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is basic application for both or just one of the two points raised by the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q5 Explain **two** reasons why non-family households have increased.

Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** reason (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2). Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> Non-family households have increased due to the increase in living alone (Klineberg). Non-family households have increased because it has become easier to do so with new technology via 'The Communications revolution' (Klineberg). Non-family households have increased because the stigma of certain non-family households has lessened so there is less pressure to marry or cohabit earlier, and more people are Living Apart Together – LAT's (Levin). Non-family households have increased due to the increase of households containing two or more unrelated adults who may be choosing a 'creative singlehood' (Hall et al.) e.g. friends sharing accommodation. Non-family households have increased due to the effects of an ageing population. This means many older people may live in care homes instead of a family unit (ONS, Griffiths) or live alone. Any other reasonable point. 	<ul style="list-style-type: none"> Klineberg suggests the increase in living alone is due to the cult of the individual – which is based on cultural pressure to be 'good to oneself'. This is perpetuated through the media and messages about putting one's own needs first. The Communications revolution – Because we can now communicate and develop relationships with people instantly via social media, it is easier to find emotional support and achieve the pleasures of a virtual social life away from traditional family households. Levin – Living Apart Together (LATs) - newly emerging family allowing people to be part of a couple including intimacy whilst having the autonomy of living alone. The cost-of-living crisis has increased groups of friends living together where meaningful friendships can be sustained whilst giving single people more freedom so they can concentrate on their careers. The Ageing Population – People are living longer and therefore older people are more likely to be divorced or widowed and therefore living alone which particularly affects elderly women due to their longer life expectancy. Any other reasonable point.

Q6* Evaluate the view that relationships between parents and children are changing. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q6* Evaluate the view that relationships between parents and children are changing.

Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. **[16]**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 1–2 points for a Level 1 / Level 2 response
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Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Furedi suggests parents are increasingly controlling and over-protective of their children via 'paranoid parenting' • Postman suggests that childhood is disappearing where the line between adulthood and childhood is fading away. Children are becoming more like adults quicker. • Cunningham says that children have become far more closely supervised by parents meaning they have far more restrictions on what they can do • Gray states that fatherhood is changing where fathers want to spend more time with their children out of work time. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • Parents seem to automatically assume that any adult interest in children is suspicious and possibly linked to child abduction. This could put a strain on the relationship between parents and children. • These life stages are merging due to increased knowledge and access to the 'adult world' through the media as children have increasingly the same rights as adults and also seem to dress the same. As a result, this affects the dynamic between parent and child. • The home environment has got smaller for children in privatised families and they are not encouraged to go out on their own till an older age compared with the past. This could lead children into resenting their parents. • Fathers have become more likely to take their children out and play sport to express their feelings of Fatherhood rather than through domestic work. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • For functionalists Murdock, relationships are not changing as childhood is not disappearing and there is a clear distinction between children and parents. He sees there is an educational function of parents with children away from school where children will benefit from parents 'life experiences and knowledge. • For Palmer this means that children have a lack of discipline or get to eat large amounts of junk food etc because parents are busy working full-time, and they give in to their children's demands. This is known as a 'toxic childhood'. • For Marxists, media companies target children in their advertising where children can then use 'pester power' to convince their parents to buy more expensive items when they want them. • For Feminists Delphy and Leonard, they suggest that negative relationships have not changed in some families as men are still regarded as the heads of the household so have

<ul style="list-style-type: none"> Wilmott & Young linked stages of family development to industrialisation using large-scale research. This is a 'march of progress' theory that links into previous functionalist ideas. Any other reasonable point. 	<ul style="list-style-type: none"> The modern nuclear family has less gender segregation than the early industrial family with men and women both in employment and both contributing to domestic chores. Families tend to be smaller, because children remain dependents rather than becoming financial assets, showing how relationships between parents and children are changing Any other reasonable point. 	<p>patriarchal control over children spending time with a specific parent.</p> <ul style="list-style-type: none"> For Feminist Oakley, the outdated research completed in the Greater London area used empirical evidence that was really only based on one question so can't really be generalised. It also didn't include all groups of women like younger married women. Any other reasonable point.
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Q7* Discuss to what extent the roles of men and women in the family have changed. Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]			
Level	AO1 Knowledge and Understanding (AO1 x 8)	AO2 Application (AO2 x 8)	AO3 Analysis and Evaluation (AO3 x 8)
4	7-8 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	7-8 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions that are clearly justified. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	5-6 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	5-6 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw justified conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	3-4 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	3-4 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1-2 marks The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1-2 marks The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1-2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q7* Discuss to what extent the roles of men and women in the family have changed.

Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 4–5 discussion points for a Level 4 response
- 3–4 discussion points for a Level 3 response
- 2–3 discussion points for a Level 2 response
- 1–2 discussion points for a Level 1 response

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Roles between women and men in the family have changed in relation to decision making and domestic labour creating a symmetrical family according to Willmott and Young. • Women working full-time is leading to a more equal division of labour in the home even though women still have more of a dual burden within the family, put forward by Gershuny. • Pahl suggests there is an increasing 'individualisation' when it comes to men and women's finances especially in younger couples. However, financial decision making for older people is still typically done by the males' 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • Roles are now a lot more similar as women now go out to work and men now help with housework and childcare meaning there are joint conjugal roles. • Roles suggest that there are different definitions now of masculinity and femininity and these are more democratic. Men are now expected to do more housework to support working women but often the larger burden still falls to the female. • Men and women often have separate bank accounts and take responsibility for paying for different things. This means there is better financial equality in the financial role both men and women play. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • Roles have not changed between men and women. Duncombe and Marsden discuss the Triple shift how women do housework, childcare and emotional work. Emotion work involving love and sympathy especially seems to be invisible in a woman's domestic work. • Feminist arguments suggesting that roles are still the same and that the view where there is more domestic equality is exaggerated. This is shown by Oakley's study on the sociology of housework. • A lot of women work part-time or unpaid which puts women at a power disadvantage. Marxist feminists argue that when women undertake unpaid work in the family, women end up looking after men's needs but also the needs of a capitalist society.

<ul style="list-style-type: none"> Charles and Kerr interviewed a group of mothers in the North of England that suggested that women's domestic routines are often controlled in subtle ways based on men's preferences for certain food and drink at home. Hakim looked at alternative perspectives on domestic labour and analysed data on how women have a choice between domestic labour and employment. She concluded that women choose to be the main carer which is based on traditional views of gender roles. Any other reasonable point. 	<ul style="list-style-type: none"> Women cook to please men in their household and is a way of showing their affection towards them. If women didn't do this there would be a possibility that men may react violently if they didn't get the foods, they liked. This highlights how roles between women and men haven't changed within the family. Men statistically do substantially more hours of paid work and women's time is divided more clearly between paid (sometimes low-paid) and unpaid work. This shows why more women are the primary carer of children as they do it out of choice and because they are at paid work for less time' Any other reasonable point. 	<ul style="list-style-type: none"> Giddens the late modernist suggested intimate relationships have been transformed showing women no longer need to accept male dominance, as they have far more choice in societies like the UK. Just using statistics fails to find the true meaning as to why women are more likely to choose this role. Berthoud found that South Asian families follow a more traditional approach than compared with White families, but Hakim didn't focus on different ethnic groups which affects the representativeness of her research. Any other reasonable point.
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Section B: OPTION 2
Youth Subcultures

Q8 Outline the concept of anti-school subcultures. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of anti-school subcultures given.	1 mark - The outline anti-school subcultures is fully developed/further elaborated.	1 mark – An accurate example of anti-school subcultures is identified.	1 mark – The example given is accurately explained in relation to the concept of anti-school subcultures.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> • Anti-school subcultures are made up of students that do not conform to the norms and values of the education system and are therefore deviant. • Members of anti-school subcultures are against everything the school stands for and show this through rebellious behaviour • Any other reasonable outline. 	<ul style="list-style-type: none"> • Anti-school subcultures often develop negative attitudes towards teachers or make fun of students who do work hard or succeed within the education system. • Members of anti-school subcultures often gain status from their peers for their deviant and challenging behaviours and attitudes' • Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> • New Wave Girls (Blackman). • Working-class lads (Willis). • Any other reasonable example. 	<ul style="list-style-type: none"> • The New Wave Girls were anti school in rejecting the norms of school and support of teachers but pro-education in still wanting to achieve. • In 'learning to labour' the working-class boys developed a culture of fatalism and accepted they would not succeed in school and so valued behaviours that were deviant to the norms of school. • Any other reasonable explanation.

Q9 Explain two reasons why moral panics occur. Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is excellent application of this material for both of the two points raised by the question.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is good application of this material for both of the two points raised by the question.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by attempting to use the selected sociological evidence to address the specific question. There is limited application for both or just one of the two points raised by the question.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is basic application for both or just one of the two points raised by the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q9 Explain **two** reasons why moral panics occur.

Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** reason (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2). Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> One reason why moral panics happen is to foster fear in society. They can be used to distract the masses by inducing fear as a technique to refocus attention. Fawbert argues that hoodies became demonised in the media. One reason moral panics occur is to distract the masses from the economic crisis of the time and reinforce hegemony as discussed by Hall et al. in 'Policing the Crisis' One reason why moral panics happen is to exaggerate negative behaviour in the media that is deemed as 'deviant' in society. S.Cohen argues in his study on the Mods and Rockers clashes in the 1960's that the media reporting led to further deviancy. One reason was put forward by Goode and Ben-Yehuda who argued that moral panics go through a series of stages like the hostility towards folk devils that is created by the media. This is normally targeted towards young people who are seen as problems in society that need fixing. Any other reasonable point. 	<ul style="list-style-type: none"> This was a reaction to poor youth behaviour in shopping centres and hoodies became the symbol of deviancy in young working-class people who the public were afraid of. Hall argues that 'black mugging' was used to stereotype one ethnic group as criminal and create fear around this in society thus distracting people from the economic crisis in Britain at the time'. The knock-on effect of this over-reporting led to an increase of deviancy in Brighton as newspaper reporting increased. More young people turned up in opposition of each subculture looking to gain status which led to greater deviant behaviours thus fuelling the moral panic. These stages have a clear beginning, middle and end which impacts the consensus in society that subcultures named as folk devils should be feared. This is disproportionately exaggerated. Any other reasonable point.

Q10* Evaluate the view that youth subcultures are related to gender. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q10* Evaluate the view that youth subcultures are related to gender.

Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. **[16]**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 1–2 points for a Level 1 / Level 2 response
- 3–4 points for a Level 3 / Level 4 response.

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Criminal and deviant behaviour can be seen as an extension to masculine characteristics like toughness and physical power. Messerschmidt argues a gang or subculture act as a place to be 'doing masculinity' • Reddington argues girls were often reduced to being the girlfriends of the boys in subcultures such as punkettes. • Thornton's ethnographic study on dance clubs and rave culture argued that girls were often excluded from youth culture and subcultures due to a lack of 'subcultural capital'. • Holland argues the 'bedroom culture' for girls is a thing of the past as there has been an increase in women going out at night, affecting youth culture. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • This masculinity has to be earned and then proven to the rest of the group. As a result this makes it clear that youth subcultures are very much linked to which gender you are. • This means females were not really part of punk culture in the same way that boys were. Female performers were not taken seriously by reviewers and often known as 'punkette's'. • The girls lacked either the disposable income or freedom to adopt the right styles or behaviours to then join in with youth culture. Girls seemed to go clubbing more than boys but males were afforded more status in club culture. • Girls are less restricted and controlled so are out more in public spaces that has seen an increase in 'binge in girls that was traditionally seen as a male activity. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</p> <p>- Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • Feminist arguments and judgements based on youth culture being related to gender this could be the acceptance or rejection of gender roles and expectations of young women and the behaviours/labels attached to this. • For Bennett as a Postmodernist, ideas that postmodern neo-tribes are less gendered meaning girls are able to develop their own identities is explored. • Her work was influenced by Marxist Bourdieu who is a positivist although Thornton's ethnographic research is favoured by Interpretivists. This type of research would gather a huge amount of data so the researcher would have to be selective in what's included and would potentially use what links in with their hypothesis. • For Polhemus, the Postmodernist idea is based on the 'supermarket of style' where youths can create identities by picking and mixing ideas from different cultures, fashions, lifestyles and music. This doesn't necessarily link to gender.

• Any other reasonable point.	• Any other reasonable point.	• Any other reasonable point.
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Q11* Discuss to what extent functionalism provides a good explanation of youth deviance. Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]			
Level	AO1 Knowledge and Understanding (AO1 x 8)	AO2 Application (AO2 x 8)	AO3 Analysis and Evaluation (AO3 x 8)
4	7-8 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	7-8 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions that are clearly justified. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	5-6 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	5-6 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw justified conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	3-4 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	3-4 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1-2 marks The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1-2 marks The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1-2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q11* Discuss to what extent functionalism provides a good explanation of youth deviance.

Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 4–5 discussion points for a Level 4 response
- 3–4 discussion points for a Level 3 response
- 2–3 discussion points for a Level 2 response
- 1–2 discussion points for a Level 1 response

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Cohen argues that young working-class males experience 'status frustration' as they fail to achieve mainstream success in education and thus need illegitimate ways to achieve success. • Miller argues young males reject the traditional norms of society and change them to create their own deviant ones based on the working class focal concerns they have been socialised into. • Cloward and Ohlin argue young males experience blocked opportunities as they fail to achieve in legitimate ways and therefore turn to crime to achieve success instead. They are 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • Status links to respect from others in the peer group. Working-class boys are aware of mainstream values like good qualifications and when they realise, they can't achieve this are left with feelings of frustration which they deal with through acting in a deviant way. • Focal concerns are based on freedom and excitement, and they link to being tough or macho and being smart and streetwise These values that working class youth are socialised into are not dis-similar to deviance and therefore the young people fall into delinquency. • There are types of deviant subcultures that develop depending on the illegitimate means available. They are criminal, conflict and 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • This argument suggests youth deviance is linked to working class boys sharing middle class success goals, only to reject these when they fail. However working-class youth are not all the same, some may engage in deviant behaviour whereas others will not. Middle class youth also commit crime, they are just more likely to get away with it as they are not targeted by the police. • Neo-Marxist's the CCCS rejecting traditional norms and embracing working class focal concerns argue that young people become oppositional or anti-establishment linked to social class and the oppressive nature of capitalism, rather than just rejecting traditional norms. • Matza suggests that young males are not clearly committed to deviant subcultures and instead drift in and out of delinquency.

<p>able to climb the criminal hierarchy in areas where organised crime is prevalent’.</p> <ul style="list-style-type: none"> • Durkheim suggested deviance serves several functions for society which can be linked to youth delinquency. • Murray gives a New Right view focuses on the fact that youths in deviant subcultures have not had the correct socialisation into the value consensus shared with the rest of society. • Functionalists are positivist sociologists and believe there are natural laws that guide our behaviour. Durkheim called these ‘social facts’. Society has a social structure where these laws apply and an example of this is a ‘value consensus’. • Any other reasonable point. 	<p>retreatist types of subcultures. Retreatist subcultures are made up of individuals who step back from society all together and drift into addiction and shoplifting. All of these types of subcultures provide young people with the opportunities for deviance.</p> <ul style="list-style-type: none"> • Through boundary maintenance, deviance helps to reinforce societal norms and values by highlighting the difference between acceptable and unacceptable behaviour. • This view moves away from the functionalist perspective as it highlights how youths without appropriate socialisation, form an underclass that's based on values of dependency, criminality and laziness Youth acts as a bridge for young people, a time where deviance is expected and managed before they have to take on adult responsibilities. • A value consensus is a product of that social structure whereby society agrees on what's right and wrong behaviour when considering deviant behaviour by young people. As a result, functionalists can also be described as structuralists. • Any other reasonable point. 	<ul style="list-style-type: none"> • Becker's Interactionist arguments suggests that functionalism fails to account for the role of labelling and the media in youth deviance and that even if young people do commit to the value consensus a self-fulfilling prophecy can then lead to deviance anyway. • The idea that especially boys who grow up without fathers are normally not socialised properly, is extremely controversial. In some cultures, boys are brought up just by their mothers, but this doesn't leave them unsocialised. • Interpretivist Weber states that human beings are ‘active, conscious beings’ who act with intention and ‘free will’, so their behaviour is not guided by a social structure, as individuals make their own mind up on how to behave. • Any other reasonable point.
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Section B: OPTION 3
Media

Q12 Outline the concept of moral panics. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of moral panics given.	1 mark - The outline moral panics is fully developed/further elaborated.	1 mark – An accurate example of moral panics is identified.	1 mark – The example given is accurately explained in relation to the concept of moral panics.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> • Moral panics refer to the media over-reaction to social groups that are seen as a threat to society. • Moral panics include a group labelled as folk devils who are stereotyped and demonised by the media' • Any other reasonable outline. 	<ul style="list-style-type: none"> • They develop over a series of stages and exaggeration is clear in the media. • As a result of the media reporting this can lead to 'deviancy amplification'. • Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> • Mods and Rockers (S.Cohen). • Hoodies (Fawbert). • Mugging (Hall et al.). • Any other reasonable example. 	<ul style="list-style-type: none"> • Account of the Mods and Rockers at seaside towns in the 1960s and how the media amplified minor scuffles into major fights. • How wearing a hooded top in shopping centres became symbolic of moral decline and lack of social order. • How the media over-reacted to mugging by Black people to distract from Government inadequacy. • Any other reasonable explanation.

Q13 Explain two reasons why the media represent women negatively. Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is excellent application of this material for both of the two points raised by the question.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is good application of this material for both of the two points raised by the question.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by attempting to use the selected sociological evidence to address the specific question. There is limited application for both or just one of the two points raised by the question.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is basic application for both or just one of the two points raised by the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q13 Explain **two** reasons why the media represent women negatively.

Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

Candidates who only provide **one** reason (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2). Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> One reason that the media represent women negatively is to 'symbolically annihilate' them which is evidenced by Tuchman's work. Women occupy a limited number of roles in fictional media representations, like crime dramas. One reason there are negative representations of women can be seen via 'The cult of femininity' content analysis by Ferguson. This showed women portrayed through an ideal image of femininity in terms of being caring for others and concern on their own appearance. One reason that shows how the media discuss females negatively is made clear by the feminist Whelehan's work studying men's magazines like FHM. One reason that the media clearly stereotype girls negatively is shown through the work of the feminist McRobbie. Her later work has considered celebrity magazines like Heat and Closer and how they impact women's identity. Any other reasonable point. 	<ul style="list-style-type: none"> Women are misrepresented stereotypically in terms of being seen as passive sex objects or there only for their looks. This leads to objectification which keeps women down and ignores women's achievements as seen in many action films. Teenage magazines that were aimed at girls often included a broad range of female representations, but the priority was still to offer support on 'looking after him' and on the home. This maintains patriarchal control. Magazines like this promote a 'laddish world' where women are seen as sex objects and any changes in gender roles would be made fun of. This means women in the industry don't get the opportunities that men do and are subjected to what Mulvey calls the 'male gaze'. This type of media can have a negative effect on women's identity by leaving them feeling anxious and self-loathing which then becomes the norm for 'modern womanhood'. This feeling helps to keep men as dominant in the home and in the workplace, as women seek validation from them. Any other reasonable point.

Q14* Evaluate the view that the media play a key role in strengthening ruling-class hegemony. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q14* Evaluate the view that the media play a key role in strengthening ruling-class hegemony.

Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. **[16]**

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 1–2 points for a Level 1 / Level 2 response
- 3–4 points for a Level 3 / Level 4 response.

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Miliband's Marxist argument suggested that the bourgeoisie (ruling class) use the media to control society by presenting capitalism in a positive way. • Neo-Marxists claim that the media play a critical role in strengthening ruling-class hegemony as shown by the findings of the Glasgow Media Group's (GMG) empirical research by Philo et al. • Traditional Marxists suggest that the media uses specific representations of social class to benefit the ruling class. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • There are clear social inequalities created by a capitalist hegemony. These are shown in the media as inevitable and effective for society. As a result, the proletariat accept their position even though it's not in their own interests. • This research looked at representations of different social groups, focusing on asylum seekers and refugees. The research findings mirror representations found in mainstream media outlets and publications that also reinforce stereotypes about these groups. This ensures the dominant ideology is maintained and the ruling class remain at the top of the hierarchy. • One way this is evident is by the media presenting the social class system as fair. This manipulates the working-class into thinking they live in a meritocracy where success is achieved through talent and ability rather than wealth. This maintains hegemonic control for the bourgeoisie. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • For Pluralists traditional Marxists completely ignore the varied range of representations of social class in the media with some of these now criticising the powerful groups in society. • The number of media platforms that now exist which means there is far more opportunity to not just watch the same as everyone else There are clear positive media representations of the proletariat now meaning ruling class hegemony is not as obvious not as obvious and can easily be challenged. • Postmodernists believe the ability to distinguish between social classes is becoming difficult and that the lines between the classes are 'blurred' Social class is not the most important way to differentiate between people's identities any longer.

<ul style="list-style-type: none">• Marxists believe the media is part of the 'Superstructure' which maintains and shapes the base of society. As a result, they favour more quantitative methods• Any other reasonable point.	<ul style="list-style-type: none">• Quantitative methods remain objective and value-free as the methodology is scientific. So, it would become difficult to favour the ruling class when looking at how hegemonic control has strengthened.• Any other reasonable point.	<ul style="list-style-type: none">• Interpretivists disagree by saying a scientific approach is a good thing when studying whether the media play a key role. Validity is far more important than being able to replicate reliable research.• Any other reasonable point.
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Q15* Discuss to what extent audiences are active in their use of the media. Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]			
Level	AO1 Knowledge and Understanding (AO1 x 8)	AO2 Application (AO2 x 8)	AO3 Analysis and Evaluation (AO3 x 8)
4	7-8 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	7-8 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions that are clearly justified. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>
3	5-6 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	5-6 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw justified conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>
2	3-4 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	3-4 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1-2 marks The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1-2 marks The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1-2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q15* Discuss to what extent audiences are active in their use of the media.

Use your knowledge of sociological theories, concepts, evidence and research methods to support and justify your answer. [24]

Guidance:

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 2 response for AO2 application.

Marks should be awarded in line with the qualitative descriptors in the marking criteria to reflect the depth of knowledge and understanding.

As a guide, to reflect the **breadth** of their knowledge, a student would **typically** provide:

- 4–5 discussion points for a Level 4 response
- 3–4 discussion points for a Level 3 response
- 2–3 discussion points for a Level 2 response
- 1–2 discussion points for a Level 1 response

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Audiences use the media in lots of different ways and have different needs in terms of how they use and respond to the media. This is shown by Zillmann who looked at the influence of mood on media choice. • Neo-Marxist Hall also suggests active involvement from an audience. This view recognises that media content benefits capitalism and that the audience can interpret content in different ways. • The Selective filter model by Klapper shows audiences have access to a variety of different ways of filtering content when interacting with the media. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • If the audience feel stressed, they may consume relaxing podcasts or watch meditation videos. The feeling has influenced their choice showing they are active in their decision-making. • Hall suggests there are different ways of reading media messages like the dominant or hegemonic reading where they take in the meaning that media professionals intend so they believe whatever is shared. There is also negotiated and oppositional readings which demonstrate the ability of the audience to be active in their challenging of intended media messages. • The selective ways are through exposure, perception and retention. Retention is where individuals retain the content that links in with their interests and beliefs 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • Active audience approaches ignore the idea that interpretation of media content is shaped by someone's cultural background, so they become too individualistic. • Other Neo-Marxists concede that regardless of the fact the audience is able to decode some messages, the media is still a very dominant institution that controls the production of ideology this reduces the ability of the audience to be active. • Barwise and Ehrenberg disagree by stating that media use is often habitual and isn't based on selection. This means audiences don't have an active choice.

<ul style="list-style-type: none"> • Audiences can be seen to be active as the uses and gratification model looks at why people use certain media platforms rather than just the media content itself which direct effect models focus on • The direct effects of particular types of music on an audience was researched by Anderson et al. It showed the effects of violent song lyrics on the attitudes and emotions of college students. • Research on audience members linking to the uses and gratifications model by McQuail used questionnaires about why, the audience watched certain T.V. programmes. • Any other reasonable point. 	<p>which will be different for everyone. This therefore shows the active nature of the audience .</p> <ul style="list-style-type: none"> • What people actually do with the media is more important as there is far more chance of getting a greater number of responses and interpretations. • The findings highlighted a clear pattern of increased aggressive thoughts and feelings of hostility after listening to the violent song lyrics. This is another clear example of violent content linking to direct violent effects showing the audience as powerless to not let certain media content influence them. • He identified certain categories of common reasons for media use e.g. for entertainment. This would allow the audience to be diverted away from any problems they have and give them a feeling of escapism demonstrating their active involvement with the media. • Any other reasonable point. 	<ul style="list-style-type: none"> • However, the hypodermic syringe model challenges uses and gratifications as it says that regardless of how the audience use the media it is still a powerful influence on people. This is where the media 'injects' messages into the audience and directly affects behaviour and thoughts. For example, Bandura's study on children imitating violence after being shown aggressive behaviour by an adult on a Bobo doll. This suggests the audience are passive, not active. • Whilst the research clearly identifies direct effects it can only really start to prove these effects in the short-term. It's also clear that other influences may also play a part in how active an audience is when consuming certain media content. • Any use of 'self-reports' like questionnaires that are completed by audiences after they have watched something are problematic as viewers may not remember why they chose to watch that specific programme. This would affect the validity of the research. • Any other reasonable point.
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H582/01 Assessment Objectives Grid

Question	AO1	AO2	AO3	Total
1	4	0	0	4
2	4	4	0	8
3	4	4	8	16
4 / 8 / 12	4	0	0	4
5 / 9 / 13	4	4	0	8
6* / 10* / 14*	4	4	8	16
7* / 11* / 15*	8	8	8	24
Totals	32	24	24	80

*These questions include criteria for Quality of Extended Response