

# Sample Question Paper

## AS Sociology

**H182/01** Socialisation, culture and identity

**Time allowed: 1 hour 30 minutes**



**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 **60**.
- 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

Every country around the world has its own culture. Aspects of that culture might seem unusual to people in other countries and cultures who haven't been taught the same norms. What is normal in one country could be quite alien to another. For example, in Japan they traditionally bow rather than shake hands when meeting people. In countries such as France it is the norm to kiss on both cheeks as a greeting.

In France dining etiquette is taken seriously with specific rules about table manners. For example, family members teach children to not start eating their meal until the host invites everyone to do so. Learning these country-specific norms helps to maintain social order but can also lead to misunderstandings when people from different cultural backgrounds interact without knowledge of each other's customs.

In some Middle Eastern countries such as Saudi Arabia, gender-specific norms need to be learnt as there are strict expectations about how men and women interact in public. Meanwhile in Sweden there is a strong cultural emphasis on gender equality and therefore social norms encourage open, informal communication regardless of gender.

Culture can also be context based. During the Covid-19 pandemic several countries where shaking hands when meeting people was a norm encouraged alternatives to handshakes to maintain social distancing. In Australia, for example, people were advised by the Government to pat one another on the back rather than shake hands.

- 1 Outline the concept of values. Identify and explain an example to support your answer. [4]
- 2 Outline the concept of primary socialisation. Identify and explain **one** example of primary socialisation in **Source A**. [4]
- 3 'Norms are relative.'  
Explain **two** reasons why this view is supported. Use evidence from **Source A** to support your answer. [8]
- 4\* Evaluate the view that disability is viewed as a negative 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**

- 5** Outline the concept of joint conjugal roles. Identify and explain an example to support your answer. [4]
- 6** Explain **two** reasons for the decline in the marriage rate in the UK.  
Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]
- 7\*** Evaluate the view that the nuclear family is no longer the dominant family type.  
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]

**OPTION 2****Youth subcultures**

- 8** Outline the concept of deviancy amplification. Identify and explain an example to support your answer. [4]
- 9** Explain **two** reasons why hybridity exists in youth subcultures.  
Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]
- 10\*** Evaluate the view that functionalism best explains why young people join gangs.  
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]

**OPTION 3**  
**Media**

**11** Outline the concept of the 'hypodermic syringe' model. Identify and explain an example to support your answer. [4]

**12** Explain **two** ways in which the media create moral panics.

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

**13\*** Evaluate the view that representations of age in the media are stereotypical.

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

**END OF QUESTION PAPER**

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**Sample Mark Scheme**

**AS Sociology**

**H182/01 Socialisation, culture and identity**

**MARK SCHEME**

Duration: 1 hour 30 minutes

MAXIMUM MARK 60

Version: **Sample**

**This document has 29 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

<b>Q1</b> Outline the concept of values. Identify and explain an example to support your answer. <b>[4]</b>			
<b>AO1 Knowledge and Understanding (AO1 x 4)</b>			
<b>1 mark</b> - Brief outline of the concept of values given.	<b>1 mark</b> - The outline of the concept of values is fully developed/further elaborated.	<b>1 mark</b> – An accurate example of the concept of values is identified.	<b>1 mark</b> – The example given is accurately explained in relation to the concept of values.
<b>AO1 INDICATIVE CONTENT</b>			
<ul style="list-style-type: none"> <li>• Values are beliefs and ideas that are seen as important, desirable or worthwhile in a society.</li> <li>• Values are things that we try to achieve and guide our behaviour</li> <li>• Any other reasonable outline.</li> </ul>	<ul style="list-style-type: none"> <li>• Values are culturally relative.</li> <li>• Values provide the foundation for norms.</li> <li>• Values are a key part of a society's culture.</li> <li>• Values are learnt through primary and secondary socialisation</li> <li>• Any other reasonable elaboration/development.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational achievement.</li> <li>• Obedience.</li> <li>• Conformity.</li> <li>• Knowledge.</li> <li>• Respect.</li> <li>• Any other reasonable example.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing your best at school and working hard.</li> <li>• Showing how you value life through not believing in the death penalty.</li> <li>• Showing how you value family through prioritising your family in decision making.</li> <li>• Being tolerant towards people from different ethnic groups and sexual orientations.</li> <li>• Any other reasonable explanation.</li> </ul>

<b>Q2</b> Outline the concept of primary socialisation. Identify and explain <b>one</b> example of primary socialisation in <b>Source A</b> . [4]			
<b>AO1 Knowledge and Understanding (AO1 x 2)</b>		<b>AO2 Knowledge and Understanding (AO2 x 2)</b>	
<b>1 mark</b> - Brief outline of the concept of primary socialisation given.	<b>1 mark</b> - The outline of the concept of primary socialisation is fully developed/further elaborated.	<b>1 mark</b> – An accurate example in <b>Source A</b> is identified.	<b>1 mark</b> – The example selected is accurately explained in relation to the concept.
<b>AO1 INDICATIVE CONTENT</b>		<b>AO2 INDICATIVE CONTENT</b>	
<ul style="list-style-type: none"> <li>Primary socialisation is learning the basic values and norms that are expected in society.</li> <li>Any other reasonable outline.</li> </ul>	<ul style="list-style-type: none"> <li>It typically occurs within the family and is what is learnt by young children.</li> <li>Any other reasonable elaboration/development.</li> </ul>	<ul style="list-style-type: none"> <li>In France children learn that they have to wait until invited to eat by the host to start eating their meal.</li> <li>Any other reasonable example.</li> </ul>	<ul style="list-style-type: none"> <li>The role of the family to reinforce social norms through primary socialisation is clearly highlighted by this example as it will be ingrained from birth as a result of family dining. Parents will sanction their children to teach them the expectation.</li> <li>Any other reasonable explanation.</li> </ul>

Q3 'Norms are relative'. Explain <b>two</b> reasons why this view is supported. Use evidence from <b>Source A</b> to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
<b>4</b>	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	<b>4 marks</b> The response shows an <b>excellent</b> 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.
<b>3</b>	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mostly detailed.	<b>3 marks</b> The response shows a <b>good</b> 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.
<b>2</b>	<b>2 marks</b> The response shows <b>limited</b> 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.	<b>2 marks</b> The response shows a <b>limited</b> 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.
<b>1</b>	<b>1 mark</b> The response shows <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	<b>1 mark</b> The response shows a <b>basic</b> 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.
<b>0</b>	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.

**Q3** 'Norms are relative'. 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"> <li>One reason that norms are relative is that cultures are different, so they are not the same for everyone in every situation and culture. This can be shown by the example of smoking which used to be a norm in pubs in the U.K. but is now banned, whereas it is still a norm in some European countries.</li> <li>One reason that norms can be seen as relative is due to the cultural diversity in the UK. This links to the idea of intracultural diversity where some ethnic groups 'normal' behaviour is different to other ethnicities within the U.K. For example, most Muslims fast during Ramadan, but Christians don't do this.</li> <li>One reason that norms are clearly relative is because some societies have obvious subcultures. Subcultures are smaller cultures within larger cultures and in the UK this can be seen clearly when looking at different age groups with some young people choosing to be punks or emos who have a distinct fashion sense and music choice.</li> <li>Norms are the appropriate and expected behaviour in a specific situation and therefore informal sanctions will be different in different cultures because the norms themselves will not be the same.</li> <li>Any other reasonable point.</li> </ul>	<ul style="list-style-type: none"> <li>Source A illustrates that norms are culturally relative as it suggests that in Asia it is normal to live with parents up until marriage and common to continue living nearby parents or even in the same building after marriage, however this is not the case in UK society.</li> <li>Source A suggests that a norm in Venezuela is to scream when they cut a birthday cake, whereas in the UK it is more of a norm to sing happy birthday and blow out candles. This highlights how different cultures mark different events in alternate ways.</li> <li>Source A suggests norms are relative as it states that certain behaviours differ from country to country and what's seen as normal in one country would be seen as 'bizarre' in other countries. African countries do not have such clear subcultures and would find the idea of emos very strange.</li> <li>Source A discusses the tradition of smashing ceramics to bring a bride good luck in Germany. In the UK there is a tradition that the groom does not see the bride before the wedding as it is seen as good luck. If people smashed pots outside the bride's house before the ceremony, informal sanctions like excluding that person from that peer group may occur.</li> <li>Any other reasonable point.</li> </ul>

<b>Q4*</b> Evaluate the view that disability is viewed as a negative identity. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. <b>[16]</b>			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
<b>4</b>	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	<b>4 marks</b> The response shows an <b>excellent</b> 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.	<b>7-8 marks</b> The response shows an <b>excellent</b> 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>
<b>3</b>	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	<b>3 marks</b> The response shows a <b>good</b> 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.	<b>5-6 marks</b> The response shows a <b>good</b> 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>
<b>2</b>	<b>2 marks</b> The response shows <b>limited</b> 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.	<b>2 marks</b> The response shows a <b>limited</b> 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.	<b>3-4 marks</b> The response shows a <b>limited</b> 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>
<b>1</b>	<b>1 mark</b> The response shows <b>basic</b> knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	<b>1 mark</b> The response shows a <b>basic</b> ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	<b>1–2 marks</b> The response shows a <b>basic</b> 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>
<b>0</b>	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.

**Q4\*** Evaluate the view that disability is viewed as a negative 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><b>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</b></p> <ul style="list-style-type: none"> <li>• The Medical Model views disability as a personal health problem that needs to be 'fixed', suggesting a sense of abnormality. <b>It focuses on the limitations that are caused by the impairment. Shakespeare argues disabled people are socialised into seeing themselves as a victim.</b></li> <li>• The Social Model argues that disability is a social construct, highlighting that societal barriers and discriminatory attitudes are the</li> </ul>	<p><b>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</b></p> <ul style="list-style-type: none"> <li>• This results in viewing disability as a problem residing within the individual, rather than as a result of societal barriers. For instance, in healthcare and rehabilitation contexts, the focus is often on helping disabled individuals adapt or 'overcome' their limitations. This reinforces the idea that disability is something undesirable. As a result, the Medical Model contributes to the view that disability is a negative identity.</li> <li>• For example, a person using a wheelchair is only 'disabled' when they encounter stairs with no ramp or building without an elevator. By focusing on the external factors, the Social Model shifts the responsibility onto society to remove these barriers, promoting</li> </ul>	<p><b>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</b></p> <p><b>- Present arguments, make judgements, draw conclusions. E.g.</b></p> <ul style="list-style-type: none"> <li>• Critics argue that this approach can reinforce harmful stereotypes, portraying disabled individuals as "broken" or deficient. This perspective can lead to a sense of dependency, where disabled individuals are perceived as requiring constant support rather than empowerment. However, some defend the Medical Model, suggesting that medical interventions can greatly enhance the well-being of disabled people by reducing pain or improving function.</li> <li>• The Social Model may oversimplify the realities faced by those with chronic pain or other physical challenges that medical intervention could alleviate. It may unintentionally shift responsibility away from individuals who could benefit from medical or therapeutic support. Despite these criticisms, the Social</li> </ul>

<p>primary issues—not the impairments themselves.</p> <ul style="list-style-type: none"> <li>• Goffman argued stigmatised groups are often perceived as lesser, fostering feelings of shame and alienation.</li> <li>• Goffmann used participant observation and ethnographic studies. The in-depth interviews and observations allowed him to gather rich, qualitative data on the lived experiences of individuals.</li> <li>• Any other reasonable point.</li> </ul>	<p>a more inclusive view of disability. This perspective challenges the notion of disability as a negative identity, arguing that disability does not inherently reduce a person's value or potential</p> <ul style="list-style-type: none"> <li>• Goffman's theory of stigma can be applied to explain why disability is often viewed as a negative identity—society labels disabled people as “other” or “abnormal,” reinforcing a perception that their identities are somehow incomplete or undesirable.</li> <li>• The research methods used can provide a nuanced understanding of how negative identity is constructed and maintained through social interactions, as well as how individuals resist or redefine their identities in response to societal perceptions. This application illustrates the importance of Goffman's work in exploring the interplay between stigma and identity in contemporary contexts.</li> <li>• Any other reasonable point.</li> </ul>	<p>Model remains influential in advocating for systemic change and challenging the view of disability as a negative identity, encouraging society to embrace diversity and foster inclusivity.</p> <ul style="list-style-type: none"> <li>• Goffman's theory doesn't account for how disabled individuals can resist and challenge stigmatisation, often developing a strong sense of identity and pride. Others argue his work remains relevant for illustrating how societal attitudes can contribute to the perception of disability as a negative identity, while also underscoring the importance of challenging and changing these perceptions.</li> <li>• While Goffman's qualitative methods provide valuable insights into the nuanced experiences of individuals facing stigma, they also come with limitations. One criticism is the potential for observer bias in participant observation, where the researcher's interpretations may be influenced by their own beliefs and experiences. This can lead to skewed understandings of the social dynamics at play.</li> <li>• Any other reasonable point.</li> </ul>
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<b>Q5</b> Outline the concept of joint conjugal roles. Identify and explain an example to support your answer. <b>[4]</b>			
<b>AO1 Knowledge and Understanding (AO1 x 4)</b>			
<b>1 mark</b> - Brief outline of joint conjugal roles given.	<b>1 mark</b> - The outline of joint conjugal roles is fully developed/further elaborated.	<b>1 mark</b> – An accurate example of joint conjugal roles is identified.	<b>1 mark</b> – The example given is accurately explained in relation to the concept of joint conjugal roles.
<b>AO1 INDICATIVE CONTENT</b>			
<ul style="list-style-type: none"> <li>Husbands and wives or same-sex couples both perform paid work and share the unpaid work within the home.</li> <li>Responsibilities taken on within a marriage or partnership which are similar or equal in value.</li> <li>Any other reasonable outline.</li> </ul>	<ul style="list-style-type: none"> <li>Joint decision making, sharing of housework; contrast may be made to segregated conjugal roles (often on gendered lines).</li> <li>There is an increased focus on equality as both people bring in money into the household so pooling of finances is more likely to take place</li> <li>Any other reasonable elaboration/development.</li> </ul>	<ul style="list-style-type: none"> <li>Symmetrical family.</li> <li>Pooling of finances.</li> <li>Childcare responsibilities for both parents.</li> <li>More opportunity to spend leisure time together.</li> <li>Any other reasonable example.</li> </ul>	<ul style="list-style-type: none"> <li>Wilmott and Young show how in heterosexual partnerships males increasingly help with the domestic work like cleaning the house.</li> <li>Couples can join running clubs or gyms together.</li> <li>Both have a joint responsibility in picking up children from school and taking them to sports clubs.</li> <li>Any other reasonable explanation.</li> </ul>

Q6 Explain <b>two</b> reasons for the decline in the marriage rate in the UK. 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	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	<b>4 marks</b> The response shows an <b>excellent</b> 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 <b>both</b> of the two points raised by the question.
3	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	<b>3 marks</b> The response shows a <b>good</b> 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 <b>both</b> of the two points raised by the question.
2	<b>2 marks</b> The response shows <b>limited</b> 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.	<b>2 marks</b> The response shows a <b>limited</b> 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 <b>both or just one</b> of the two points raised by the question.
1	<b>1 mark</b> The response shows <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	<b>1 mark</b> The response shows a <b>basic</b> 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 <b>both or just one</b> of the two points raised by the question.
0	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.

**Q6** Explain **two** reasons for the decline in the marriage rate in the UK.

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** way (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"> <li>• Marriage rate has declined because individuals, particularly women, now prioritise career over marriage (Sharpe).</li> <li>• Marriage rate has declined due to secularisation and the sanctity of marriage no longer being valued as much (Gibson).</li> <li>• Marriage rate has declined due to a change in social attitudes regarding women's roles in society (Wilkinson).</li> <li>• Marriage rate has declined due to an increase in individualisation and self-realisation (Beck and Beck-Gernsheim, Giddens).</li> <li>• Marriage rate has declined due to changing expectations of marriage and the increased acceptability of alternatives – cohabitation, civil partnerships, singlehood (Jamieson).</li> <li>• Any other reasonable point.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharpe showed the changing expectations of women between 1970s and 1990s who may prioritise career over marriage now because of a change in attitudes – with greater ambition and commitment to gender equality meaning marriage and needing the support of a husband has become less of a priority. Therefore there has been a decline in the marriage rate in the UK</li> <li>• Gibson would argue that secularisation has led to a shift away from traditional religious norms and institutions, including marriage. As religious beliefs and practices become less central to people's lives, they may be less inclined to adhere to traditional marital norms and expectations and so the marriage rate has declined.</li> <li>• Wilkinson states that a 'genderquake' means women no longer value marriage in the way they used to. Traditional gender roles have been 'shaken up' and women no longer define themselves solely on the basis of their domestic and marriage roles. This has led to the decline of the marriage rate in the UK.</li> <li>• Beck and Beck-Gernsheim would suggest that people can focus on themselves rather than trying to meet other people's expectations through marriage. Individualisation suggests that there is a shift towards prioritising personal fulfilment over traditional social institutions like marriage which helps to explain the decline in the marriage rate.</li> <li>• Any other reasonable point.</li> </ul>

<b>Q7*</b> Evaluate the view that the nuclear family is no longer the dominant family type. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. <b>[16]</b>			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
<b>4</b>	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	<b>4 marks</b> The response shows an <b>excellent</b> 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.	<b>7-8 marks</b> The response shows an <b>excellent</b> 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>
<b>3</b>	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	<b>3 marks</b> The response shows a <b>good</b> 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.	<b>5-6 marks</b> The response shows a <b>good</b> 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>
<b>2</b>	<b>2 marks</b> The response shows <b>limited</b> 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.	<b>2 marks</b> The response shows a <b>limited</b> 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.	<b>3-4 marks</b> The response shows a <b>limited</b> 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>
<b>1</b>	<b>1 mark</b> The response shows <b>basic</b> knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	<b>1 mark</b> The response shows a <b>basic</b> ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	<b>1–2 marks</b> The response shows a <b>basic</b> 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>
<b>0</b>	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.

**Q7\*** Evaluate the view that the nuclear family is no longer the dominant family type.

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><b>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</b></p> <ul style="list-style-type: none"> <li>• Women can be exploited in the nuclear family via domestic violence and therefore seek alternative types of families as men believe that sex is another type of domestic service that they can demand. (Dobash and Dobash).</li> <li>• Postmodernist, Stacey, shows how families have become increasingly diverse in terms of family types e.g., more single parent families, same-sex families, etc.</li> <li>• Postmodernists like Bernades suggests there is far less certainty on how we should live our lives and the outdated idea that the nuclear family is the best</li> </ul>	<p><b>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</b></p> <ul style="list-style-type: none"> <li>• In the past the state and the police have not always accepted or taken seriously the issue of domestic violence. This has now changed and is far more likely to be prosecuted than before. This means women have more freedom to be away from the nuclear family.</li> <li>• Women have far more freedom to create their own family arrangements that suit them. Increasingly women reject the traditional housewife role within a nuclear family and can focus on things like becoming 'career women'. This has led to a new type of 'divorce-extended family'.</li> <li>• Individuals have the power to move in and out of relationships now. They have a sense of freedom and are no longer constrained by traditional norms like their sexuality. This</li> </ul>	<p><b>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</b></p> <p><b>- Present arguments, make judgements, draw conclusions. E.g.</b></p> <ul style="list-style-type: none"> <li>• Functionalist, Parsons, s shows the nuclear family as being still very dominant, such as the functions of the nuclear family in primary socialisation and providing role models. The warm bath theory shows the family as being warm and satisfying and therefore it remains the dominant family type.</li> <li>• Argument that most people are part of a nuclear family at some point in their life and there is little evidence to suggest people choose to live on a long-term basis in alternatives to the nuclear family. There is more of a neo-conventional family evident (Chester) meaning the nuclear family remains dominant most of the time.</li> <li>• For Dennis and Erdos, the nuclear family is still the best form of family as there is concern about how well socialised children are without fathers in single parent families. These</li> </ul>

<p>way to bring up children should be questioned. Families are not fixed and can be more fluid e.g. extended families or reconstituted families.</p> <ul style="list-style-type: none"> <li>• Marxists like Engels take a positivist 'macro' approach to studying society and suggests there is a system of inheritance that is necessary within nuclear families. Fathers need to know their children in order to pass down property, family practices and rituals and the nuclear family is the best for this. This is why it remains dominant.</li> <li>• Any other reasonable point.</li> </ul>	<p>means the nuclear family is no longer dominant.</p> <ul style="list-style-type: none"> <li>• The family should not be abolished but in communist societies the functions of a family could also be carried out within a community like caring for children. So, one particular type of family, such as the nuclear family, doesn't need to be dominant.</li> <li>• Any other reasonable point.</li> </ul>	<p>children often have poorer health and lower educational attainment as evidenced by The New Right. Therefore the nuclear family remains dominant.</p> <ul style="list-style-type: none"> <li>• Evidence that backs up this approach from Engels is generally seen as particularly weak. He used the earliest societies as a basis, which would make it very difficult to gain any validity as the reasons behind family types in these early societies would be impossible to find out. Nonetheless, it does imply that nuclear families will remain dominant.</li> <li>• Any other reasonable point.</li> </ul>
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**Section B: OPTION 2**  
**Youth subcultures**

<b>Q8</b> Outline the concept of deviancy amplification. Identify and explain an example to support your answer. <b>[4]</b>			
<b>AO1 Knowledge and Understanding (AO1 x 4)</b>			
<b>1 mark</b> - Brief outline of deviancy amplification given.	<b>1 mark</b> - The outline of deviancy amplification is fully developed/further elaborated.	<b>1 mark</b> – An accurate example of deviancy amplification is identified.	<b>1 mark</b> – The example given is accurately explained in relation to the concept of deviancy amplification.
<b>AO1 INDICATIVE CONTENT</b>			
<ul style="list-style-type: none"> <li>• The real or perceived increase in deviance caused by excessive media coverage and/or police targeting.</li> <li>• Police actions and media coverage can actually make deviant individuals into criminals by exaggerating and 'amplifying' their deviance.</li> <li>• Any other reasonable outline.</li> </ul>	<ul style="list-style-type: none"> <li>• Deviancy amplification is a key part of the idea of moral panics and occurs when folk devils have been identified.</li> <li>• Deviancy amplification can be shown via a spiral where an individual will commit further deviant acts based on their label. Illustrating how moral panics increase, S. Cohen, Wilkins, Young, etc.</li> <li>• Any other reasonable elaboration/development.</li> </ul>	<ul style="list-style-type: none"> <li>• Hippies and drug-taking (Young).</li> <li>• Mods and Rockers (Cohen).</li> <li>• Rave culture and the use of ecstasy (Brown).</li> <li>• Any other reasonable example.</li> </ul>	<ul style="list-style-type: none"> <li>• Police labelled hippies as dirty and constant users of marijuana. This resulted in increased drug-taking within this group as it became their master status.</li> <li>• How deviance amplification was key in the moral panic of the mods and rockers as the media coverage and police reaction made the initial problem worse and the violence increased .</li> <li>• Link to a self-fulfilling prophecy and how distorted over-reporting actually influenced more young people into taking the drug as they started to act in the negative ways they were being represented.</li> <li>• Any other reasonable explanation.</li> </ul>

Q9 Explain <b>two</b> reasons why hybridity exists in youth subcultures. 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	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	<b>4 marks</b> The response shows an <b>excellent</b> 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 <b>both</b> of the two points raised by the question.
3	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	<b>3 marks</b> The response shows a <b>good</b> 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 <b>both</b> of the two points raised by the question.
2	<b>2 marks</b> The response shows <b>limited</b> 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.	<b>2 marks</b> The response shows a <b>limited</b> 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 <b>both or just one</b> of the two points raised by the question.
1	<b>1 mark</b> The response shows <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	<b>1 mark</b> The response shows a <b>basic</b> 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 <b>both or just one</b> of the two points raised by the question.
0	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.

**Q9** Explain **two** reasons why hybridity exists in youth subcultures.

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"> <li>One reason hybridity exists in youth subcultures is that some groups prefer a different culture to their own, as cooler and with more status. This was shown by Nayak's idea of 'White wannabes' and how a white working-class group of males adopted the language and style of 'black culture'.</li> <li>One reason for hybridity is the renewed focus on individuality and self-expression in the U.S. and parts of western Europe. Vale and Juno named this group as 'modern primitives' who displayed a hybrid style of Western Culture with body modification associated with primitive tribes.</li> <li>One reason there is hybridity in young British Asian subcultures is because they refuse to accept their subordinate place in society and want to celebrate their culture by making it more fashionable. Johal described 'Brasians' who adopted a hyper-ethnic style.</li> <li>One reason that hybridity exists is that other subcultures are perceived as cooler. Hebdige considered the differing responses to Black immigrant presence in Britain.</li> <li>Any other reasonable point.</li> </ul>	<ul style="list-style-type: none"> <li>This group of males sometimes known as 'wiggers' listen to music like 'gangsta rap' and wear lots of bling and clothes associated with the black culture. This links in with postmodernist pick and mix identities.</li> <li>The body modifications were characterised by tattoos and piercings which can be seen as self-expression and a far less complicated way of living which is appealing to this group. They link this style to non-Western ethnic groups known as 'primitive tribes'.</li> <li>This was an exaggerated form of their parent culture but also involved 'code switching' to a traditional British culture. This has been shown by the popularity of 'fusion' types of music artists like Cornershop and Jazzy B who illustrate this blended culture of so many youth subcultures.</li> <li>This was demonstrated by Mods who were seen as imitating West Indian people and their influence from soul music. Skinheads were also influenced by some fashion and music from West Indian culture even though the subculture stood for racism and resistance. This demonstrates hybridity in terms of switching between two cultures or subcultures.</li> <li>Any other reasonable point.</li> </ul>

<b>Q10*</b> Evaluate the view that functionalism best explains why young people join gangs. 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)
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
<b>4</b>	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	<b>4 marks</b> The response shows an <b>excellent</b> 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.	<b>7-8 marks</b> The response shows an <b>excellent</b> 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>
<b>3</b>	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	<b>3 marks</b> The response shows a <b>good</b> 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.	<b>5-6 marks</b> The response shows a <b>good</b> 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>
<b>2</b>	<b>2 marks</b> The response shows <b>limited</b> 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.	<b>2 marks</b> The response shows a <b>limited</b> 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.	<b>3-4 marks</b> The response shows a <b>limited</b> 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>
<b>1</b>	<b>1 mark</b> The response shows <b>basic</b> knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	<b>1 mark</b> The response shows a <b>basic</b> ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	<b>1–2 marks</b> The response shows a <b>basic</b> 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>

**Q10\*** Evaluate the view that functionalism best explains why young people join gangs.

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><b>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</b></p> <ul style="list-style-type: none"> <li>• Merton's strain theory uses Durkheim's concept of anomie to state young people experience a strain between the goals of society and how to achieve them and thus resort to joining gangs.</li> <li>• Functionalist Cohen suggested delinquent boys joined gangs as a way of dealing with the 'status frustration that they feel with the lack of status they have attained linking to mainstream values.</li> <li>• Cloward and Ohlin's functionalist view states deviants are unable to achieve valued goals so have blocked opportunities. The routes to achieve goals legitimately are hard or not available so</li> </ul>	<p><b>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</b></p> <ul style="list-style-type: none"> <li>• If a goal within society is to achieve 'money success' there aren't enough legitimate opportunities to achieve that goal so young people may join gangs as a result. There are four different types of deviant response to this strain like innovation and and ritualism which involve criminal behaviour.</li> <li>• Working-class boys are aware of the mainstream values like good qualifications and success at school but they can't achieve this. Instead they focus on values like aggression and rebellion which can lead to them gaining status from their peers in an alternative way.</li> <li>• There are three types of deviant subcultures with two of these linking to joining gangs. Criminal subcultures develop in poorer areas due to a hierarchy of criminal opportunity. Boys learn how to commit crime like stealing through their older peers.</li> </ul>	<p><b>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</b></p> <p><b>- Present arguments, make judgements, draw conclusions. E.g.</b></p> <ul style="list-style-type: none"> <li>• For Neo-Marxist's like the CCCS, Functionalist accounts are too generalised and don't take into account social class differences. Young people who join gangs are deviant as a form of resistance against ruling class control and as a reaction to their working class identity and lifestyle being threatened and de-valued.</li> <li>• Interactionist Becker suggests young people would join gangs because society has defined certain behaviour and certain people such as the young, as deviant and so are deviant due to the labelling that has taken place. Deviance is a social construct and the consequence of a self-fulfilling prophecy.</li> <li>• Left Realist arguments from Lea and Young influenced by Marxism, focuses on the alternatives as to why young working class people join gangs which is more based on relative deprivation and marginalisation.</li> </ul>

<p>they resort to illegitimate means through joining gangs.</p> <ul style="list-style-type: none"> <li>• Functionalists would all agree with trusting police statistics on crime which show the 'typical criminal' being young, male and working class and so base their explanations on this. Gangs are predominantly made up from this group.</li> <li>• Any other reasonable point.</li> </ul>	<ul style="list-style-type: none"> <li>• Miller suggests young working-class boys in these gang's share 'focal concerns' like being in trouble and tough which means they are easily identifiable by the police.</li> <li>• Any other reasonable point.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactionist Cicourel suggests working class males have a different relationship with and interact differently towards the police. This means certain situations can escalate rapidly and lead to this group being more likely to be arrested. This affects the validity of the statistics on working class youth crime. Interactionists also point out how middle class youth can negotiate justice and not be arrested which casts doubt on the crime statistics that the functionalist explanations use to explain youth crime.</li> <li>• Any other reasonable point.</li> </ul>
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**Section B: OPTION 3**  
**Media**

<b>Q11</b> Outline the concept of the 'hypodermic syringe' model. Identify and explain an example to support your answer. <b>[4]</b>			
<b>AO1 Knowledge and Understanding (AO1 x 4)</b>			
<b>1 mark</b> - Brief outline of the 'hypodermic syringe' given.	<b>1 mark</b> - The outline of the 'hypodermic syringe' is fully developed/further elaborated.	<b>1 mark</b> – An accurate example of the 'hypodermic syringe' is identified.	<b>1 mark</b> – The example given is accurately explained in relation to the 'hypodermic syringe' model.
<b>AO1 INDICATIVE CONTENT</b>			
<ul style="list-style-type: none"> <li>• A view of media effects which suggests that media content directly affects the audience, as if injected into them.</li> <li>• A model that is also known as the 'magic bullet theory'. Media messages penetrate the audience like a bullet and are immediate in terms of influence.</li> <li>• Any other reasonable outline.</li> </ul>	<ul style="list-style-type: none"> <li>• This model shows how the media have a direct and powerful impact on the audience who remain passive consumers.</li> <li>• Originally this work linked to effects of newspapers but is now used to look at different media types and their influence.</li> <li>• Any other reasonable elaboration/development.</li> </ul>	<ul style="list-style-type: none"> <li>• Media campaign led to 'video nasties' being banned.</li> <li>• Children's imitation of violence as seen by the Bobo Doll experiment. (Bandura, Ross and Ross).</li> <li>• Media has a desensitising effect which can be highlighted by the Jamie Bulger murder.</li> <li>• Any other reasonable example.</li> </ul>	<ul style="list-style-type: none"> <li>• Packard explained how the hypodermic syringe model demonstrated how the advertising industry can affect an individual.</li> <li>• Bandura et al illustrated how copycat violence can occur amongst children from watching violence on tv and thus the media had affected the children similar to the hypodermic syringe model.</li> <li>• Bulger murderers were alleged to have copied some scenes from the horror film Childs Play 3.</li> <li>• Any other reasonable explanation.</li> </ul>

Q12 Explain <b>two</b> ways in which the media create moral panics. 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	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	<b>4 marks</b> The response shows an <b>excellent</b> 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 <b>both</b> of the two points raised by the question.
3	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	<b>3 marks</b> The response shows a <b>good</b> 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 <b>both</b> of the two points raised by the question.
2	<b>2 marks</b> The response shows <b>limited</b> 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.	<b>2 marks</b> The response shows a <b>limited</b> 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 <b>both or just one</b> of the two points raised by the question.
1	<b>1 mark</b> The response shows <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	<b>1 mark</b> The response shows a <b>basic</b> 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 <b>both or just one</b> of the two points raised by the question.
0	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.

**Q12** Explain **two** ways in which the media create moral panics.

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** way (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"> <li>One way moral panics are created is by the media focusing on a particular issue in great quantity which affects society by supporting capitalism. The Marxist, Hall, in his study 'Policing the Crisis' argues that 'black mugging' was used to stereotype one ethnic group as criminal.</li> <li>One way is the media becomes the moral entrepreneur of society and reinforces the accepted norms and values as acceptable by pointing out the deviant behaviour or deviant group. S.Cohen argued in his interactionist study on the Mods and Rockers that the media reporting led to an increase of deviancy within the groups</li> <li>One way is through the hyper-exaggeration of behaviour in the media leading to further deviancy. Fawbert shows the media reporting on deviant behaviour can 'advertise' such behaviour to other youths to be part of the media frenzy or status that could come with that.</li> <li>One way moral panics are created is through the demonisation of certain groups so that they become folk devils, which are typically young people who are demonised in the media and deviant behaviour is then blown out of proportion. Goode and Ben-Yehuda suggest the moral panic goes through a range of different elements including concern and hostility.</li> <li>Any other reasonable point.</li> </ul>	<ul style="list-style-type: none"> <li>This moral panic was designed to distract the masses by inducing fear as a technique to refocus attention in and create fear around this in society. The negative headlines and media sensationalism around black muggers hid the economic crisis of the time and reinforced hegemony.</li> <li>Cohen observed these groups in Brighton and other coastal destinations and noticed as more reports were made, more young people turned up in opposition of each subculture and led to greater deviant behaviours thus fuelling the moral panic.</li> <li>Fawbert argued that hoodies became demonised in the media with a moral panic around the decay of youth behaviours in shopping centres and hoodies becoming the symbol of deviancy in young working-class people. As a result, the wearing of hoodies was banned in shopping centres.</li> <li>The aspect of hostility in a moral panic is the hostility creation linked to folk devils by the media and then the consensus in society that subcultures named as folk devils should be feared which is then disproportionally exaggerated.</li> <li>Any other reasonable point.</li> </ul>

<b>Q13*</b> Evaluate the view that representations of age in the media are stereotypical. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. <b>[16]</b>			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
<b>4</b>	<b>4 marks</b> The response shows <b>excellent</b> relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	<b>4 marks</b> The response shows an <b>excellent</b> 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.	<b>7-8 marks</b> The response shows an <b>excellent</b> 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>
<b>3</b>	<b>3 marks</b> The response shows <b>good</b> relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	<b>3 marks</b> The response shows a <b>good</b> 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.	<b>5-6 marks</b> The response shows a <b>good</b> 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>
<b>2</b>	<b>2 marks</b> The response shows <b>limited</b> 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.	<b>2 marks</b> The response shows a <b>limited</b> 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.	<b>3-4 marks</b> The response shows a <b>limited</b> 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>
<b>1</b>	<b>1 mark</b> The response shows <b>basic</b> knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	<b>1 mark</b> The response shows a <b>basic</b> ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	<b>1–2 marks</b> The response shows a <b>basic</b> 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>
<b>0</b>	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.	<b>0 marks</b> No creditworthy response.

**Q13\*** Evaluate the view that representations of age in the media are stereotypical.

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><b>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</b></p> <ul style="list-style-type: none"> <li>• Wayne researched how young people are negatively portrayed, marginalised and stereotyped and media stories ignore how young people are affected by serious issues like health and unemployment as well.</li> <li>• Landis identified clear stereotyping of the elderly in both T.V and film. These representations were described as completely 'one-dimensional' and the stereotypes were broken up into types which ignored the complexity of real characters.</li> <li>• Osgerby studied how media representations of youth have shifted over time. Post-war there was a more positive outlook based on</li> </ul>	<p><b>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</b></p> <ul style="list-style-type: none"> <li>• When looking at news items across all main T.V channels Wayne found only a small number of stories where young people were the main news item of the day. Over a quarter of these stories focused on young celebrities like Wayne Rooney which helped to feed into the 'commercial culture' that was evident in this age group.</li> <li>• The certain types that linked to these stereotypical age representations included being depressed or lonely, being mentally deficient or actors playing a grumpy old man like one of the lead characters in the programme Parks and Recreation.</li> <li>• This was shown to be the fault of younger people and linked closely with S.Cohens work on Mods</li> </ul>	<p><b>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</b>  <b>- Present arguments, make judgements, draw conclusions. E.g.</b></p> <ul style="list-style-type: none"> <li>• Some studies counter this argument by focusing on the gender aspect of the 'youth' rather than describing them as one. The 'Women in Journalism' study looked at national and regional newspapers and found teenage boys were very rarely portrayed in a good light and were often described as 'jobs' and other negative terms.</li> <li>• For Carrigan and Szmigin the growing older audience has affected advertisers and how they are representing the elderly. They are now catering for the 'grey pound' as there are increased numbers of older people now who have more surplus money to spend. This is starting to decrease negative stereotypes.</li> <li>• Marxist arguments argue that moral panics are used as a form of social control to support capitalism rather than labelling and stereotyping groups of a certain age.</li> </ul>

<p>hope in society where the youth were portrayed positively. As we moved into the 1970's this changed to a darker focus based on youth violence and society falling apart. There is a recurring message that is shared that youths are trouble</p> <ul style="list-style-type: none"> <li>• Heintz-Knowles conducted a content analysis of how girls and boys are portrayed in entertainment programmes on TV. This looked at how child characters were shown in fictional programmes.</li> <li>• Any other reasonable point.</li> </ul>	<p>and Rockers and the moral panic that was created by the media.</p> <ul style="list-style-type: none"> <li>• The representations were often linked to very stereotypical representations of children. Children were often shown to be motivated by peer relationships and romance rather than more serious school related issues. Entertainment television never seemed to depict children dealing with anything serious which is not realistic.</li> <li>• Any other reasonable point.</li> </ul>	<ul style="list-style-type: none"> <li>• Heintz-Knowles' research took place over a number of years. This means using this method is incredibly time consuming and might not be relevant to future time periods. T.V. has changed so this also calls into the question of the validity of the research as well.</li> <li>• Any other reasonable point.</li> </ul>
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H182/01 Assessment Objectives Grid

Question	AO1	AO2	AO3	Total
1	4	0	0	4
2	2	2	0	4
3	4	4	0	8
4	4	4	8	16
5 / 8 / 11	4	0	0	4
6 / 9 / 12	4	4	0	8
7* / 10* / 13*	4	4	8	16
<b>Totals</b>	<b>26</b>	<b>18</b>	<b>16</b>	<b>60</b>

\*These questions include criteria for Quality of Extended Response.