

Qualification awaiting accreditation

Sample assessment material

A Level

Sociology

Cambridge OCR Level 3 Advanced GCE in Sociology

H583/01

Version 0.1 | May 2026
ocr.org.uk/Sociology

Introduction

This sample assessment material (SAM) is an example exam paper published alongside the specification. It's designed to show the style and structure you can expect from our question papers.

As the qualification develops, we may update the question paper template. To make sure you're working with the most up-to-date information, we recommend using the latest set of past papers where possible.

To help you get the most from this SAM, we also provide two supporting resources:

- **Assessment story** – this explains the research behind the qualification and how feedback from teachers, students and schools has shaped our assessment approach.
- **Annotated SAMs** – these guide you through the key features of the assessment and highlight the different types of questions students will encounter in the exam.

Summary of updates

Section	Change	Version	Date
-	Creation of sample assessment materials	0.1	May 2026



Sample Question Paper

Cambridge OCR Level 3 Advanced GCE in Sociology

H583/01 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 **70**.
- 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 **5** pages.

ADVICE

- Read each question carefully before you start your answer.

Section AAnswer **all** questions

- 1 Outline what is meant by **formal social control**.

You **must** use an example to support your answer.

[5]

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, sexualised images and content on Instagram, Snapchat, TikTok and YouTube, or 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, by encouraging them to become interested in major social and political issues like climate change or helping them to explore their identity. However, social media can have a negative impact, by influencing teenagers on issues around body image or producing misinformation on politicians such as fake news or deep fakes.

- 2 Explain **two** reasons why the media may be seen as the most influential agency of socialisation.

You **must** use evidence from **Source A** to support each reason.

[10]

- 3* How far does social class influence an individual's identity?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[20]

Section B

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

OPTION 1**Families and relationships**

- 4** Outline what is meant by the **reconstituted family**.

You **must** use an example to support your answer.

[5]

- 5** Explain **two** reasons why the number of non-family households have increased in UK society.

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[10]

- 6*** How far have the roles of men and women in the family changed?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[20]

OPTION 2
Youth subcultures

7 Outline what is meant by **anti-school subcultures**.

You **must** use an example to support your answer.

[5]

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

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[10]

9* How far does functionalism explain why some young people participate in deviant subcultures?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[20]

OPTION 3**Media**

10 Outline what is meant by **moral panics**.

You **must** use an example to support your answer.

[5]

11 Explain **two** reasons why women are negatively represented in the media.

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[10]

12* How far do audiences have an active approach in their media use?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer.

[20]

END OF QUESTION PAPER



CAMBRIDGE OCR

Sample Mark Scheme

Cambridge OCR Level 3 Advanced GCE in Sociology
H583/01 Component Title: Socialisation, culture and identity

Mark Scheme

Duration: 1 hour 30 minutes

Maximum Mark: 70

**Version
Sample**

This document has 39 pages.

Marking Instructions

Preparation For Marking

1. RM Assessor

- Access and complete the on-screen marking training packages: OCR Examiner Training (RMA3).
- Read the mark scheme and question paper for this component or unit.
- The mark scheme and question paper are available in RM Assessor or on your Component Page if you use the Training Platform for standardisation.
- Log in to RM Assessor and mark the **required number** of practice scripts and the **required number** of standardisation scripts.

Marking

2. General Guidance

- Mark strictly to the mark scheme.
- Marks awarded must relate directly to the marking criteria.
- If you are in any doubt about applying the mark scheme, consult your Team Leader by phone, email or via the RM Assessor messaging system.
- It is **essential** that you meet the RM Assessor 50% and 100% batch deadlines. For traditional marking this will be 40% and 100%. If you experience problems, contact your Team Leader without delay.
- 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 the annotation '**SEEN**' to confirm that the work has been seen and mark any responses using the RM annotations.

- The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Use these comments when checking your practice responses. **Do not use the comments box for any other reason.**
- **Before the end of the marking period** send a brief report on the performance of candidates to your Team Leader via email. The report should contain notes on strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

3. No Response and Crossed-out Answers

Using the No Response (NR) option. Only mark as NR if:

- the answer space is blank
- there is only a comment not related to the question (e.g., 'can't do', 'don't know')
- there is only a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Enter 0 marks for an attempt that earns no credit (including copying out the question). Do **not** use NR.

Crossed-out answers

If a candidate has crossed out an answer and written a clear alternative, do **not** mark the crossed-out answer.

If a candidate has crossed out an answer and **not** written a clear alternative, mark the crossed-out answer if it is readable.

4. Responses with more answers than needed

- **Multiple-choice question answers**

When a multiple-choice question has only **one** correct answer and a candidate has written two or more answers (even if one of these answers is correct), do **not** award a mark.

When a multiple-choice question asks candidates to select **more than** one option the marking guidance from your Principal Examiner will ensure consistency of approach.

- **Contradictory answers in points-based questions**

Do **not** award any marks, even if one of the answers is correct.

- **Rubric error answers – optional questions**

Where candidates have a choice of question/s and they provide more answers than required, all responses are marked and entered into RM Assessor. The highest mark allowable within the rubric will automatically be selected.

- **Questions that ask for a set number (including 1) of short answers or points**

Mark only the **first set number** of answers/points. (e.g. **two** reasons for something)

First mark the answers/points against printed numbers on the answer lines. Mark the first answer/point against each printed number.

Second, if candidates have not followed the printed numbers, mark the answers/points from left to right on each line. **Third**, mark line by line until the set number of answers/points have been marked. Do **not** mark any remaining answers/points.

Examiners should use their own judgement to decide if a 'second answer' on the same line is adding more detail to the first answer, or if it is a completely separate answer.

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

If the candidates are required to provide a description of, for example, three items and four items are provided, mark line by line until the set number of descriptions have been marked (it is unlikely a candidate will provide more than one response on each line in this scenario).

- **Longer Answer Questions (requiring a developed response)**

If a candidate has written two or more answers to a question that only requires one (developed) answer, only mark the first answer (which has not been crossed out).

5. Questions using levels of response (LOR):

To determine the **level** – start at the highest level and work down until you reach the level that matches the answer.

To determine the **mark** within the level, use the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
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)
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)
On the borderline of this level and the one below	At bottom of level

6. Subject-specific Marking Instructions

Introduction

Your first task is to familiarise yourself with:

- the specification, especially the assessment objectives
- the question paper and any inserts or resource booklets
- the mark scheme, including annotation requirements
- the administrative procedures related to the marking process.

The administrative procedures are set out in the Cambridge OCR booklet **Instructions for Examiners**.

If you are examining for the first time, please read **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

All relevant training materials are accessed from the Training Platform.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

AO guide

AO1: Demonstrate knowledge and understanding of:

- sociological theories, concepts and evidence
- sociological research methods.

The focus of this AO is to assess students' ability to recall and demonstrate understanding of sociological terminology, theories, concepts, evidence, and/or research methods. Questions may focus on factual recall or require a clear explanation of a sociological concept or study. Question papers 01 and 03 will primarily focus on theories, concepts and evidence; question paper 02 will primarily focus on research methods. Marks are allocated for accuracy, clarity, and appropriate use of sociological language, without the need for application or contextualisation, unless the question is designed to target multiple assessment objectives.

AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues;

The focus of this AO is to assess students' ability to apply sociological theories, concepts, evidence and/or research methods to a range of issues. Questions target the student's capacity to select and use relevant sociological material to address the specific demands of the question. Question papers 01 and 03 will primarily focus on theories, concepts and evidence; question paper 02 will primarily focus on research methods. Marks are allocated for the relevance and appropriateness of the material applied, and the extent to which it is used to support or develop a sociological response, rather than for explanation or evaluation alone. In sociology the 'issue' will either be drawn from the question and the provided source, or the issue will be the question itself, and the student will need to apply knowledge and understanding to it. This AO will never be targeted in isolation and typically responses will be applying relevant knowledge and understanding to the given issue.

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:

- present arguments
- make judgements
- draw conclusions.

The focus of this AO is to assess students' ability to analyse and evaluate sociological theories, concepts, evidence, and research methods in order to present arguments, make judgements, and draw conclusions. Questions require students to consider different viewpoints, strengths and limitations, or the significance of evidence and ideas. Question papers 01 and 03 will primarily focus on theories, concepts and evidence; question paper 02 will primarily focus on research methods. Marks are allocated for the clarity, coherence, and depth of the analysis and evaluation, as well as the ability to construct a reasoned argument or conclusion in response to the question. This should be a final verdict on

the overall question rather than summarising it and does not require introducing new evidence. The conclusion should synthesise the main points and highlight the significance of what is being argued directly linked to the question.

As per AO1 and AO2, except for the synoptic question, items will not target theories, concepts and evidence, with research methods. This AO will never be targeted in isolation.

NB: Sociological material in mark schemes refers to sociological theories, concepts and evidence.

Indicative content:

Indicative content provides ideas for content that might be covered, and this is approached in two ways.

1. A list of relevant knowledge that might be used and/or evaluated (this list is not exhaustive and any relevant information should be credited).
2. Exemplar responses, linked to assessment objectives.

It is important to note that exemplar responses are not intended to represent a full answer to any question. They are intended as a guide to examiners as to what and how students might approach the required skill in a given question. These have been designed to replicate this skill in a clear and obvious manner, without being representative of any specific level of response. Examiners will mark the response in line with levels of response marking criteria. The use of indicating where in the exemplar and assessment objective has been met is not intended to highlight the awarding of individual marks. Whilst there is no set amount of points a student may cover within any response, guidance is provided on what would typically be expected to ensure there is enough breadth in a given response. Examiners will mark any reasonable response, regardless of where from the specification the content is drawn from and whilst synoptic assessment is only assessed on question paper 02, providing the response is valid and answers the question set, the response will be awarded and indicative content may reflect this on occasion.

All responses should be linked to the focus of the question and the weighting of the assessment objectives.

Quality of Extended Response

Quality of extended response is included as part of AO3 in all non-synoptic 20-mark questions. Wording in italics within the marking grids highlights the expectation:

Level	Marking Criteria (AO3)
4	<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	<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	<i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	<i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/supported by evidence.</i>

How examiners award quality of extended response

Level 4: At this level, the answer shows a well-developed and sustained line of reasoning that is clear, coherent and logically structured throughout. The argument flows logically from one point to the next, with each paragraph building on the previous one. The response stays focused on the question at all times. Information is relevant and appropriate, and points are supported with accurate sociological evidence, studies, concepts or examples. Evidence is used to strengthen the argument rather than simply being added on. Overall, the writing demonstrates strong organisation, clarity and control, with a convincing and well-supported line of reasoning.

Level 3: At this level, the answer presents a line of reasoning that is reasonably coherent and shows some clear structure. The argument makes sense overall, although it may not be fully sustained or consistently developed. Most of the information included is relevant to the question and is mostly supported by appropriate sociological evidence or examples. There may be some points that are less clearly linked or less fully evidenced. The response shows logical thinking, but with less consistency and depth than Level 4.

Level 2: At this level, the response has limited structure and may feel uneven or loosely organised. A line of reasoning may be present, but it is not clearly sustained or logically developed. Information is sometimes relevant to the question, but there may be sections that drift away from the focus. Evidence is used inconsistently – some points may be supported, while others are not clearly substantiated. The overall argument lacks clarity and development.

Level 1: At this level, the response is poorly structured and lacks a clear line of reasoning. Ideas may be listed rather than developed into a logical argument. Information included is rarely relevant to the question and is unlikely to be supported by appropriate sociological evidence. There is little organisation or coherence, and the argument, if present, is unclear or unsupported. Overall, the quality of extended response is very limited.

Marking Grids and Indicative Content**Section A**

Q1 Outline what is meant by formal social control. You must use an example to support your answer. [5]
AO1 Knowledge and Understanding (AO1 x 5)
1 mark – Brief outline given. 1 mark – The outline is fully developed/further elaborated. 1 mark – An accurate example is provided. 1 mark – The example given is detailed. 1 mark – A clear link is made between the example and the key concept/question.
<ul style="list-style-type: none">• Formal social control is the way society controls behaviour using rules and laws. (1)• It is enforced by official agencies such as the police, courts, or government through sanctions or punishment. (1)• The government creates or reforms laws such as the UK's Online Safety Act. (1)• The Act was passed in 2023 to regulate harmful online behaviour and hold tech companies accountable for removing harmful content such as cyberbullying. (1)• The Act is enforced by Ofcom, and online platforms must meet the requirements set out in the ACT or face fines and prosecution. In addition, criminal action can be taken against companies and managers if found liable, therefore acting as a form of formal social control. (1) <ul style="list-style-type: none">• Any other reasonable response.

Q2 Explain two reasons why the media may be seen as the most influential agency of socialisation. You must use evidence from Source A to support each reason. [10]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	5–6 marks Sociological material from the source is applied directly, precisely and consistently to the demands of the question, addressing both points effectively.
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. Both points are covered, though development may be uneven, with one point explained more effectively than the other.	3–4 marks Sociological material from the source is applied appropriately to the question, with clear relevance to both points, though precision and consistency will be less secure than at Level 4.
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. Both points are identified, though they are underdeveloped and unevenly explained. Or one point might be well explained, but the other absent.	2 marks There is an attempt to apply sociological material from the source, but application is weak, inconsistent or only partially relevant across both points. One point may be applied more effectively but the other absent.
1	1 mark Responses demonstrate basic or inconsistent knowledge of sociological material, which is often unclear or inaccurate. One point may be identified but is weakly or minimally addressed.	1 mark Application of sociological material from the source/item is minimal, tangential or largely irrelevant, with little clear connection to the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

NB: the term “sociological material” refers to theories, concepts and evidence.

Q2 Explain two reasons why the media may be seen as the most influential agency of socialisation. You must use evidence from Source A to support each reason. [10]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of the role of the media as an agent of socialisation.

AO2 (6 marks): Students should be using the source material to apply knowledge and understanding to explicitly address the issue of the role of the media as an agent of socialisation.

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

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).

NB: Marks for AO2 can only be awarded for explicit use of the source material.

Relevant points students might use in their answer include:

- Van Dijk: socialises ethnic identities through media representation, e.g., socialisation promotes western ideologies
- Bollywood: objectification of women
- Manosphere: increasingly popular online communities focusing on masculinity and gender roles.

Exemplar response

- Media is arguably the most influential agency of socialisation. With the rise of television, movies, and especially smartphones and the internet, it is a growing part of everyday life and affects us almost everywhere we go. The media shapes how different groups in society, like women, are shown. Feminists say that women are often shown in unfair and stereotypical ways. Mulvey used the idea of the 'male gaze' to explain how cameras often show women in a way that makes viewers focus on how attractive they are. (AO1) This is supported by Source A as 'social media can be negative such as producing misinformation ...such as deep fakes.' Grok AI has been criticised for generating false and explicit images of women, including Taylor Swift. Sociologists argue this distorts young peoples' perceptions of reality, socialising individuals into unrealistic standards whilst normalising harassment. (AO2)
- Any other reasonable response.

Q3* How far does social class influence an individual's identity? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)	AO3 Analysis and Evaluation (AO3 x 10)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. A range of points from both sides of the view are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	8–10 marks A range of points from both sides are analysed and evaluated in full. Sociological material is used to construct a coherent and sustained argument, weighing strengths and weaknesses, comparing perspectives and/or evidence in making sound judgements and leading to a clear, logical and well-supported conclusion. <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 Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. A range of points from both sides of view are covered, though development may be uneven, with some points explained more effectively than others.	3–4 marks Sociological material is applied appropriately to the question, with clear relevance to the points made, though precision and consistency will be less secure than at Level 4.	5–7 marks A range of points from both sides are analysed and evaluated. Sociological material is used to develop a reasoned argument, considering strengths and weaknesses and making some comparison of perspectives and/or evidence in making a reasonable judgement, leading to a partially developed conclusion. Arguments made at this level will lack the development of level 4 responses or provide an uneven treatment of the points raised. <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 Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. More than one point is included, though these are underdeveloped and unevenly explained.	2 marks There is an attempt to apply sociological material, but application is weak, inconsistent or only partially relevant across more than one point. Precision and consistency will be limited at this level.	3–4 marks Points are limited in analysis and evaluation. Sociological material used to construct arguments is sometimes relevant but may be descriptive and/or superficial. Judgements may rely on assertion and may not compare both sides of arguments. Conclusions, if present, are unclear, unsupported or illogical. Arguments at this level will lack the more consistent analysis and depth of level 3 responses. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark Responses demonstrate basic knowledge of sociological material, which is often unclear or inaccurate. One or more points may be identified but are weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the question.	1–2 marks Points demonstrate limited or no effective evaluation of sociological material. If present, evidence will be anecdotal and/or common sense and lack relevance. Comments are typically assertive or unsupported, with little or no analysis. Conclusions, if present, are brief, unclear and unsupported. Arguments at this level will lack appropriate structure and evidence of level 2 responses. <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* How far does social class influence an individual's identity? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with social class and identity.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of the impact of social class on identity formation.

AO3 (10 marks): Students should analyse and evaluate the selected theories, concepts and evidence to present arguments, make judgements and draw conclusions to address the issue of the how strong social class is on identity formation.

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.

No set amount of points are required, though as a guide, to reflect the range of their knowledge, a student would typically provide at least four discussion points.

A student would be expected to focus most of their answer on AO3 because it carries the highest marks. This means that after showing they understand the relevant material (AO1) and applying it correctly to the issue in the question (AO2), they must demonstrate analysis and evaluation.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 10 AO3 marks are awarded. Total marks for AO3 are broken down as follows:

- present arguments = 4 marks
- make judgements = 4 marks
- draw conclusions = 2 marks.

Examiners will use a best fit approach when deciding which level a student response falls into based on the level descriptors, but to be awarded in the top levels, all three elements must be present.

In addition, these questions will target quality of extended response, which is indicated in the question paper with an asterisk (*) and in the marking grids using italicised wording.

NB: for AO2 marks to be awarded answers must be applied to the issue in the question.

Relevant knowledge, understanding and evidence students might use in their answer includes:

- Fox: different levels in the middle classes
- Savage and Roberts: difficulties generalising middle classes
- The Great British Class Survey
- Postmodernist views such as Offe and Pakulski and Waters
- Marxism: Class culture replaced by consumer culture.

Exemplar response

- Murray (New Right) argues the underclass developed as a result of an overly generous welfare system which has created a dependency culture. (AO1) 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 suggesting social class is a strong influence on an individual's identity. (AO2) Studies (such as Dunn) of the long-term unemployed reject Murray's view that an underclass exists and suggests that most unemployed individuals want to work, dismissing claims of a distinct underclass and its impact on identity. (AO3)
- Skeggs' study of working-class women found that many felt humiliated and negatively judged by professionals such as teachers and doctors. They were highly aware that these professionals were typically middle-class. As a result, the women took great care with their appearance and behaviour. (AO1) This suggests that social class continues to have a strong influence on an individual's identity and how they see themselves. The women felt they were being judged against middle-class standards. They presented themselves respectfully to present themselves as worthy of being taken seriously. (AO2) In contrast, postmodernists Pakulski and Waters argue that in today's consumer society, identity is shaped more by what people buy than by their social class or occupation. They claim that traditional class identities are outdated in the postmodern world and no longer play a significant role in shaping who we are. (AO3)
- 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. (AO1) 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. Class is therefore a strong influence on an individual's identity. (AO2) Functionalists would argue that the concept of 'social reproduction' exaggerates the extent to which children can be part of the same social class as their parents so is not a strong influence on identity. Society is meritocratic so it is possible for some working-class children to be socially mobile into higher classes. (AO3)
- Savage's *Great British Class Survey* collected more than 160,000 responses to investigate social class in the UK. He identified seven social classes, adding five new categories to the traditional working and middle classes. (AO1) This suggests that social class still plays an important role in shaping identity in contemporary UK society, although it has become more complicated than the traditional class model. (AO2) However, Offe challenges this view by arguing that fewer people now share the common experience of full-time employment, which historically shaped identity. As a result, individuals increasingly form their identities independently of their job or qualifications, suggesting that social class may be less important today. (AO3)

- In conclusion, social class does not appear to be as strong an influence on an individual's identity that it used to be. It is clear that social class maintains a degree of influence, but Erber notes that social class is not the only determiner influencing identity, and status and power should also be considered as useful dimensions of stratification.
- Any other reasonable response.

Section B**Option 1: Families and relationships**

Q4 Outline what is meant by the reconstituted family. You must use an example to support your answer. [5]

AO1 Knowledge and Understanding (AO1 x 5)

1 mark – Brief outline given.

1 mark – The outline is fully developed/further elaborated.

1 mark – An accurate example is provided.

1 mark – The example given is detailed.

1 mark – A clear link is made between the example and the key concept/question.

- Formed when two families join including at least one child following separation or divorce. (1)
- Legal change has made it easier for individuals to form reconstituted families (Divorce Reform Act, recognition of cohabitation). (1)
- One example is a blended family (the new couple have children together). (1)
- It has been suggested that men are increasingly likely to be living with other men's children while their own grow up elsewhere. (1)
- A blended family is an example of a reconstituted family and can sometimes be referred to as a stepfamily. Families are diverse structures which adapt to social changes and provide support systems for their members. (1)
- Any other reasonable response.

Q5 Explain two reasons why the number of non-family households have increased in UK society. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the issue in the question, addressing both points effectively.
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. Both points are covered, though development may be uneven, with one point explained more effectively than the other.	3–4 marks Sociological material is applied appropriately to the issue in the question, with clear relevance to both points, though precision and consistency will be less secure than at Level 4.
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. Both points are identified, though they are underdeveloped and unevenly explained or one point might be well explained, but the other absent.	2 marks There is an attempt to apply sociological material to the issue in the question, but application is weak, inconsistent or only partially relevant across both points. One point may be applied effectively but the other absent.
1	1 mark Responses demonstrate basic or inconsistent knowledge of sociological material, which is often unclear or inaccurate. One point may be identified but is weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the issue in the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q5 Explain two reasons why the number of non-family households have increased in UK society. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of the reason for the increase in non-family households.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of the reason for the increase in non-family households.

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

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).

NB: Marks for AO2 can only be awarded for application of knowledge and understanding to the issue in the question.

Relevant points students might use in their answer include:

- LATs: conform to Giddens' concept of 'pure love'
- LATs: possible responsibility for children or elderly relatives in existing households
- Risk factor: LATs may wish to avoid potential future breakdown in relationship
- 'Apartners': work commitments in different places, so live in different places
- Weeks: chosen family
- Gillespie: childfree women
- Feminists argue that women may choose to live alone due to growing independence.

Exemplar response

- The number of non-family households is increasing as more people are choosing to live alone. Data from the ONS estimates there were nearly 8.5 million non-family households in 2024. (AO1) One reason for this increase is the rise of individualism. Klineberg's study (Going Solo) suggests the increase in living alone is due to the cult of the individual, which is perpetuated through the media and messages about putting one's own needs first. Developments in communication also allow individuals to live alone whilst developing relationships online and through social media away from traditional family households. (AO2)
- Any other reasonable response.

Q6* How far have the roles of men and women in the family changed? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)	AO3 Analysis and Evaluation (AO3 x 10)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. A range of points from both sides of the view are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	8–10 marks A range of points from both sides are analysed and evaluated in full. Sociological material is used to construct a coherent and sustained argument, weighing strengths and weaknesses, comparing perspectives and/or evidence in making sound judgements and leading to a clear, logical and well-supported conclusion. <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 Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. A range of points from both sides of view are covered, though development may be uneven, with some points explained more effectively than others.	3–4 marks Sociological material is applied appropriately to the question, with clear relevance to the points made, though precision and consistency will be less secure than at Level 4.	5–7 marks A range of points from both sides are analysed and evaluated. Sociological material is used to develop a reasoned argument, considering strengths and weaknesses and making some comparison of perspectives and/or evidence in making a reasonable judgement, leading to a partially developed conclusion. Arguments made at this level will lack the development of level 4 responses or provide an uneven treatment of the points raised. <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 Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. More than one point is included, though these are underdeveloped and unevenly explained.	2 marks There is an attempt to apply sociological material, but application is weak, inconsistent or only partially relevant across more than one point. Precision and consistency will be limited at this level.	3–4 marks Points are limited in analysis and evaluation. Sociological material used to construct arguments is sometimes relevant but may be descriptive and/or superficial. Judgements may rely on assertion and may not compare both sides of arguments. Conclusions, if present, are unclear, unsupported or illogical. Arguments at this level will lack the more consistent analysis and depth of level 3 responses. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark Responses demonstrate basic knowledge of sociological material, which is often unclear or inaccurate. One or more points may be identified but are weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the question.	1–2 marks Points demonstrate limited or no effective evaluation of sociological material. If present, evidence will be anecdotal and/or common sense and lack relevance. Comments are typically assertive or unsupported, with little or no analysis. Conclusions, if present, are brief, unclear and unsupported. Arguments at this level will lack appropriate structure and evidence of level 2 responses. <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* How far have the roles of men and women in the family changed? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of changing roles in the family.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of changing roles in the family.

AO3 (10 marks): Students should analyse and evaluate the selected theories, concepts and evidence to present arguments, make judgements and draw conclusions to address the issue of changing roles in the family.

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.

No set amount of points are required, though as a guide, to reflect the range of their knowledge, a student would typically provide at least four discussion points.

A student would be expected to focus most of their answer on AO3 because it carries the highest marks. This means that after showing they understand the relevant material (AO1) and applying it correctly to the issue in the question (AO2), they must demonstrate analysis and evaluation.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 10 AO3 marks are awarded.

Total marks for AO3 are broken down as follows:

- present arguments = 4 marks
- make judgements = 4 marks
- draw conclusions = 2 marks.

Examiners will use a best fit approach when deciding which level a student response falls into based on the level descriptors, but to be awarded in the top levels, all three elements must be present.

In addition, these questions will target quality of extended response, which is indicated in the question paper with an asterisk (*) and in the marking grids using italicised wording.

NB: for AO2 marks to be awarded answers must be applied to the issue in the question.

Relevant Knowledge, understanding and evidence students might use in their answer includes:

- Charles and Kerr: women's domestic routines
- Dunscombe and Marsden, feminists: triple shift
- Hakim, feminist: preference theory
- Dermott: The Intimate Father
- Berthoud: traditional approaches
- Parsons, functionalist: Instrumental and expressive roles
- Postmodernism: changing roles, dual-earners
- Elston: professional couples and childcare
- Crompton: women's earning power and housework
- Gershuny, Sullivan: women working full time and housework
- Barrett: women's jobs and family compatibility
- Beck: the role of fathers
- Gray: fathers and childcare.

Exemplar response

- The roles of men and women in the family appear to be changing. In the past, segregated conjugal roles saw men perform the instrumental role as 'breadwinners' with little domestic involvement, whilst women fulfilled the expressive role and cared for her family and home. Parsons argued the nuclear family as the ideal unit to fulfil these functions. (AO1) These roles have been largely replaced by joint conjugal roles where men and women both do paid work and are involved with domestic duties and childcare. This has changed the dynamic between men and women in terms of roles. (AO2) Others disagree; Dunscombe and Marsden discuss the Triple Shift and claim that roles have only changed for women as they are now in paid work as well as undertaking childcare and domestic duties. (AO3)
- 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. The symmetrical family is one where roles are shared between men and women. (AO1) Their study suggested that roles have changed and were more equally shared as more women go to work. (AO2) The feminist Oakley disagrees that roles have changed and argues that Willmott and Young's concept of the symmetrical family is flawed. Domestic equity is exaggerated, creating a dual burden for women of childcare and housework. (AO3)
- Pahl suggests there is an increasing 'individualisation' when it comes to men and women's finances especially in younger couples. (AO1) This suggests that roles are changing as 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. (AO2) Not all women experience financial independence. 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. However, financial decision making for older people is still typically done by the males. Although there is some evidence to suggest roles

are changing, figures from the ONS suggest that women still do significantly more childcare and domestic chores than men. Radical feminists Delph and Leonard argue that family relationships involve economic exploitation as men benefit from unpaid work inside the home. (AO3)

- Dermott's study 'the intimate father', investigated the concept that the role of fathers has changed in recent years. The study aimed to identify what 'new fathering' involved. (AO1) Dermott's study acknowledges that the role of breadwinning has receded and the importance of intimacy is paramount, a role traditionally associated with women and the expressive role. This suggests that roles between men and women have changed. (AO2) However, women and especially those with young children, still do the bulk of unpaid care despite working, suggesting that we have yet to see a 'gender role revolution' as suggested by Esping-Andersen. (AO3)
- In conclusion, it seems that the roles of men and women in the family have changed to some extent. However, the British Attitudes Survey suggests that women's increased participation in the labour market is not matched by men's contributions to unpaid labour in the home. Domestic role divisions appear to be behind the pace of cultural change.
- Any other reasonable response.

Option 2: Youth Subcultures

Q7 Outline what is meant by anti-school subcultures. You must use an example to support your answer. [5]

AO1 Knowledge and Understanding (AO1 x 5)

1 mark – Brief outline given.

1 mark – The outline is fully developed/further elaborated.

1 mark – An accurate example is provided.

1 mark – The example given is detailed.

1 mark – A clear link is made between the example and the key concept/question.

- Anti-school subcultures are made up of students that do not conform to the norms and values of the school system. (1)
- Members of anti-school subcultures often gain status from their peers for their deviant and challenging behaviours and attitudes.(1)
- One example is working-class lads who were studied by Willis (1)
- In Willis's '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. (1)
- Willis argued that anti-school subcultures recognised that schools did not provide equal opportunities which led them to reject the school system. The lads valued practical skills and alternative knowledge so were not anti-education, although they did reject the school's curriculum and disciplinary structures. (1)
- Any other reasonable response.

Q8 Explain two reasons why moral panics occur. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the issue in the question, addressing both points effectively.
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. Both points are covered, though development may be uneven, with one point explained more effectively than the other.	3–4 marks Sociological material is applied appropriately to the issue in the question, with clear relevance to both points, though precision and consistency will be less secure than at Level 4.
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. Both points are identified, though they are underdeveloped and unevenly explained or one point might be well explained, but the other absent.	2 marks There is an attempt to apply sociological material to the issue in the question, but application is weak, inconsistent or only partially relevant across both points. One point may be applied effectively but the other absent.
1	1 mark Responses demonstrate basic or inconsistent knowledge of sociological material, which is often unclear or inaccurate. One point may be identified but is weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the issue in the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q8 Explain two reasons why moral panics occur. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of why moral panics occur.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of why moral panics occur.

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

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).

NB: Marks for AO2 can only be awarded for application of knowledge and understanding to the issue in the question.

Relevant points students might use in their answer include:

- Goode and Ben-Yehuda, Hall: Policing the Crisis, folk devils
- Wilkins and Social Deviance: the deviancy amplification spiral
- Battle of the Beanfield
- Youth gangs
- Interactionism: Jock Young and labelling
- Becker: labelling theory, self-fulfilling prophecy, stigmatisation
- S. Cohen, interactionist: stages of moral panics and the Mods and Rockers
- McRobbie, feminist: moral panics as a form of social control
- Marxism: deviancy and moral panics as a form of social control.

Exemplar response

- One reason why moral panics occurs is due to sensationalised reporting of threats to society's norms and values in the media. Cohen popularised the term 'moral panic' in his study of the media's response to fights between two youth subcultures (the Mods and Rockers) in the 1960s. (AO1) Cohen argues the media created an exaggerated picture of the conflict between the subcultures which led to them being labelled as 'folk devils'. The concern led to a moral panic characterised by reinforced policing and societal concern. (AO2)
- Any other reasonable response.

Q9* How far does functionalism explain why some young people participate in deviant subcultures? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)	AO3 Analysis and Evaluation (AO3 x 10)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. A range of points from both sides of the view are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	8–10 marks A range of points from both sides are analysed and evaluated in full. Sociological material is used to construct a coherent and sustained argument, weighing strengths and weaknesses, comparing perspectives and/or evidence in making sound judgements and leading to a clear, logical and well-supported conclusion. <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 Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. A range of points from both sides of view are covered, though development may be uneven, with some points explained more effectively than others.	3–4 marks Sociological material is applied appropriately to the question, with clear relevance to the points made, though precision and consistency will be less secure than at Level 4.	5–7 marks A range of points from both sides are analysed and evaluated. Sociological material is used to develop a reasoned argument, considering strengths and weaknesses and making some comparison of perspectives and/or evidence in making a reasonable judgement, leading to a partially developed conclusion. Arguments made at this level will lack the development of level 4 responses or provide an uneven treatment of the points raised. <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 Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. More than one point is included, though these are underdeveloped and unevenly explained.	2 marks There is an attempt to apply sociological material, but application is weak, inconsistent or only partially relevant across more than one point. Precision and consistency will be limited at this level.	3–4 marks Points are limited in analysis and evaluation. Sociological material used to construct arguments is sometimes relevant but may be descriptive and/or superficial. Judgements may rely on assertion and may not compare both sides of arguments. Conclusions, if present, are unclear, unsupported or illogical. Arguments at this level will lack the more consistent analysis and depth of level 3 responses. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark Responses demonstrate basic knowledge of sociological material, which is often unclear or inaccurate. One or more points may be identified but are weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the question.	1–2 marks Points demonstrate limited or no effective evaluation of sociological material. If present, evidence will be anecdotal and/or common sense and lack relevance. Comments are typically assertive or unsupported, with little or no analysis. Conclusions, if present, are brief, unclear and unsupported. Arguments at this level will lack appropriate structure and evidence of level 2 responses. <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.

Q9* How far does functionalism explain why some young people participate in deviant subcultures? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of youth deviance.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of youth deviance.

AO3 (10 marks): Students should analyse and evaluate the selected theories, concepts and evidence to present arguments, make judgements and draw conclusions to address the issue of youth deviance.

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.

No set amount of points are required, though as a guide, to reflect the range of their knowledge, a student would typically provide at least four discussion points.

A student would be expected to focus most of their answer on AO3 because it carries the highest marks. This means that after showing they understand the relevant material (AO1) and applying it correctly to the issue in the question (AO2), they must demonstrate analysis and evaluation.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 10 AO3 marks are awarded.

Total marks for AO3 are broken down as follows:

- present arguments = 4 marks
- make judgements = 4 marks
- draw conclusions = 2 marks.

Examiners will use a best fit approach when deciding which level a student response falls into based on the level descriptors, but to be awarded in the top levels, all three elements must be present.

In addition, these questions will target quality of extended response, which is indicated in the question paper with an asterisk (*) and in the marking grids using italicised wording.

NB: for AO2 marks to be awarded answers must be applied to the issue in the question.

Relevant Knowledge, understanding and evidence students might use in their answer includes:

- A. Cohen, functionalist: delinquent boys have status frustration
- Merton, functionalist: may be applied to subcultures although he explained general deviance
- Durkheim, functionalist: youth deviance performs societal functions such as boundary maintenance
- Parsons, functionalist: youth is a transitional stage where they may engage in deviant subcultures
- Murray, New Right: inadequate socialisation
- Becker, interactionist: labelling and self-fulfilling prophecy leading to deviance subcultures, anti-school subcultures
- Erikson, functionalist: safety valve may be applied to deviant subcultures.

Exemplar response

- Cohen offers a Functionalist-based explanation and 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. (AO1) Status links to respect from others in the peer group. Working-class boys may turn to deviance to gain status illegitimately, reversing norms and values thus forming a deviant subculture where they gain respect from their peers. (AO2) 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 youths also commit crime; they are just more likely to get away with it as they are not targeted by the police. This links to Chambliss' theory of selective perception and labelling, challenging Functionalist ideology. (AO3)
- Functionalist Miller argues that working class boys have been socialised into their own 'focal concerns' or working-class values that reject traditional norms and values. These differ from traditional middle-class values and focus on being streetwise and macho. (AO1) These focal concerns have the potential to lead to deviant and criminal behaviour offering a good Functionalist explanation of why there are higher levels of deviance recorded by the working class. (AO2) Many sociologists disagree with Miller. Feminists argue that these qualities describe masculinity rather than a deviant subculture of young working-class men. Neo-Marxist's or the Centre of Contemporary and Cultural Studies (CCCS) argue that youths were rejecting traditional norms and embracing working class focal concerns by becoming oppositional or anti-establishment about the oppressive nature of capitalism, rather than just rejecting traditional norms. (AO3)
- Functionalist subculturalists Cloward and Ohlin, argue that some young males experience 'blocked opportunities' to achieving success (such as money and possessions) through legitimate ways, such as educational opportunities. They may therefore reject the values of mainstream culture. (AO1) They claim that youths may engage in deviant subcultures depending on the illegitimate means available, such as criminal, conflict or retreatism subcultures. (AO2) Criticisms of the Functionalist views include the generalisation of working-class youths, which is not entirely accurate. Matza suggests that young males are not clearly committed to deviant subcultures and instead drift in and out of delinquency where they may act upon subterranean values. This offers an alternative view to Functionalist explanations of youth deviance. (AO3)

- Functionalists Durkheim and Eisenstadt argue that youth crime serves functions for society, namely 'boundary maintenance' and acting as a 'safety valve'. (AO1) When society reacts to youth deviance with punishments, Durkheim argues that society's collective conscience was strengthened by reinforcing shared values. Eisenstadt argues that youth deviance acts as a safety valve, allowing youths to 'let off steam' before moving onto adulthood. Both theories support Functionalist explanations of deviance. (AO2) In conclusion, Functionalists accept official data showing the typical deviant as young, male and working-class. Interactionists may challenge these statistics as they believe police labelling makes them over-represented and youth deviance is just more visible. (AO3)
- In conclusion, Functionalists offer some explanations for youth deviance but the counter arguments are too convincing to ignore. Lyng challenges this view in '*Edgework*' and argues that behaviours among young people are sometimes motivated by thrill-seeking, rather than social factors. Functionalist explanations cannot therefore fully account for all youth deviance, as they ignore the role of individual choice and the pursuit of excitement.
- Any other reasonable response.

Option 3: Media

Q10 Outline what is meant by moral panics. You must use an example to support your answer. [5]
AO1 Knowledge and Understanding (AO1 x 5)
1 mark – Brief outline given. 1 mark – The outline is fully developed/further elaborated. 1 mark – An accurate example is provided. 1 mark – The example given is detailed. 1 mark – A clear link is made between the example and the key concept/question.
<ul style="list-style-type: none">• Moral panic is the exaggerated anxiety amongst the public against a perceived threat (1)• Media coverage sensationalises the threat, fuelling public concern and calls for action from agencies such as the police (1).• An example is the Mods and Rockers studied by Cohen in the 1960s (1).• Cohen argues that media reported the Mods and Rockers as violent or ‘folk devils’ (1).• The over-reaction is said to create the moral panic itself, known as deviance amplification (1).• Any other reasonable response.

Q11. Explain two reasons why women are negatively represented in the media. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the issue in the question, addressing both points effectively.
3	3 marks Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. Both points are covered, though development may be uneven, with one point explained more effectively than the other.	3–4 marks Sociological material is applied appropriately to the issue in the question, with clear relevance to both points, though precision and consistency will be less secure than at Level 4.
2	2 marks Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. Both points are identified, though they are underdeveloped and unevenly explained or one point might be well explained, but the other absent.	2 marks There is an attempt to apply sociological material to the issue in the question, but application is weak, inconsistent or only partially relevant across both points. One point may be applied effectively but the other absent.
1	1 mark Responses demonstrate basic or inconsistent knowledge of sociological material, which is often unclear or inaccurate. One point may be identified but is weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the issue in the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q11. Explain two reasons why women are negatively represented in the media. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [10]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of why women are negatively represented in the media.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of why women are negatively represented in the media.

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

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).

NB: Marks for AO2 can only be awarded for application of knowledge and understanding to the issue in the question.

Relevant points students might use in their answer include:

- Wheelan: study of mens' magazines
- McRobbie, feminist: study of magazines and their impact on identity
- Mulvey, feminist: male gaze
- Jane: Gendered Cyberhate
- Tebbel: the Beauty Myth
- Giroux: The Mouse that Roared.

Exemplar response

- Sociological research into gender representation in the media between the 1960s and 1980s, found that women were portrayed differently to men. Women were depicted as wives, mothers and sex objects whilst men were seen in more dominant and leading roles. (AO1) Tuchman's study agrees and argues that the narrow range of roles available to women amounted to 'symbolic annihilation', meaning that women are ignored, trivialised or condemned in the media. (AO2)
- Any other reasonable response.

Q12* How far do audiences have an active approach in their media use? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 6)	AO3 Analysis and Evaluation (AO3 x 10)
4	4 marks Responses demonstrate clear, accurate and detailed knowledge of sociological material. A range of points from both sides of the view are developed, with each explained fully and consistently.	5–6 marks Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	8–10 marks A range of points from both sides are analysed and evaluated in full. Sociological material is used to construct a coherent and sustained argument, weighing strengths and weaknesses, comparing perspectives and/or evidence in making sound judgements and leading to a clear, logical and well-supported conclusion. <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 Responses demonstrate generally accurate and relevant knowledge of sociological material, with some detail. A range of points from both sides of view are covered, though development may be uneven, with some points explained more effectively than others.	3–4 marks Sociological material is applied appropriately to the question, with clear relevance to the points made, though precision and consistency will be less secure than at Level 4.	5–7 marks A range of points from both sides are analysed and evaluated. Sociological material is used to develop a reasoned argument, considering strengths and weaknesses and making some comparison of perspectives and/or evidence in making a reasonable judgement, leading to a partially developed conclusion. Arguments made at this level will lack the development of level 4 responses or provide an uneven treatment of the points raised. <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 Responses show limited knowledge of sociological material, which may include inaccuracies and little detail. More than one point is included, though these are underdeveloped and unevenly explained.	2 marks There is an attempt to apply sociological material, but application is weak, inconsistent or only partially relevant across more than one point. Precision and consistency will be limited at this level.	3–4 marks Points are limited in analysis and evaluation. Sociological material used to construct arguments is sometimes relevant but may be descriptive and/or superficial. Judgements may rely on assertion and may not compare both sides of arguments. Conclusions, if present, are unclear, unsupported or illogical. Arguments at this level will lack the more consistent analysis and depth of level 3 responses. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark Responses demonstrate basic knowledge of sociological material, which is often unclear or inaccurate. One or more points may be identified but are weakly or minimally addressed.	1 mark Application of sociological material is minimal, tangential or largely irrelevant, with little clear connection to the question.	1–2 marks Points demonstrate limited or no effective evaluation of sociological material. If present, evidence will be anecdotal and/or common sense and lack relevance. Comments are typically assertive or unsupported, with little or no analysis. Conclusions, if present, are brief, unclear and unsupported. Arguments at this level will lack appropriate structure and evidence of level 2 responses. <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.

Q12* How far do audiences have an active approach in their media use? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [20]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of if audiences are active in their use of the media.

AO2 (6 marks): Students should be using knowledge and understanding to explicitly address the issue of if audiences are active in their use of the media.

AO3 (10 marks): Students should analyse and evaluate the selected theories, concepts and evidence to present arguments, make judgements and draw conclusions to address the issue of if audiences are active in their use of the media.

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.

No set amount of points are required, though as a guide, to reflect the range of their knowledge, a student would typically provide at least four discussion points.

A student would be expected to focus most of their answer on AO3 because it carries the highest marks. This means that after showing they understand the relevant material (AO1) and applying it correctly to the issue in the question (AO2), they must demonstrate analysis and evaluation.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 10 AO3 marks are awarded.

Total marks for AO3 are broken down as follows:

- present arguments = 4 marks
- make judgements = 4 marks
- draw conclusions = 2 marks.

Examiners will use a best fit approach when deciding which level a student response falls into based on the level descriptors, but to be awarded in the top levels, all three elements must be present.

In addition, these questions will target quality of extended response, which is indicated in the question paper with an asterisk (*) and in the marking grids using italicised wording.

NB: for AO2 marks to be awarded answers must be applied to the issue in the question.

Relevant Knowledge, understanding and evidence students might use in their answer includes:

- Katz and Lazarsfeld: The Two-step flow model
- Packard: Audiences can be manipulated, media is powerful
- Hall: coding/decoding media content
- Gerbner Cause: effect between media and violence
- Norris: media consumption and voting, direct and indirect
- Anderson: effects of song lyrics
- Goode and Ben-Yehuda: Elements of a moral panic
- McQuail's Mass Communication Theory
- Baudrillard's concept of hyperreality.

Exemplar response

- Active audience models argue audiences have an important role by actively selecting and using the media rather than passively consuming its content. They suggest that indirect and direct theories of media underestimate the importance of the audience who interpret its content. (AO1) Uses and gratification theorist Zillman, also suggests that individuals are active in their use of media. Mood may have a strong influence on media choice, as well as individual needs associated with personality, background and social roles. (AO2) Active audience approaches are criticised for ignoring socio-cultural factors. Individuals' use of media content is likely shaped by their background and socio-economic status. (AO3)
- McQuail's research in the uses and gratification model requires audience members to explain why they watched a TV programme using categories; information, personal identity, integration and social interaction, and entertainment. (AO1) The approach suggests that audiences are active in their use of the media which is relative to factors such as peoples' social class, age, gender and ethnicity. (AO2) Marxists argue that the need for media products is created by capitalism to distract people from their exploitation and social inequality through false class consciousness. (AO3)
- The Selective filter model by Klapper shows audiences have access to a variety of different ways of filtering content when consuming media. The selective ways are through exposure, perception and retention. (AO1) Audiences choose what they are exposed to, process the media through their own filters according to values and retain what aligns with their beliefs. Audiences are therefore active in their use of media. (AO2) Barwise and Ehrenberg disagree by stating that media use is often not based on selection. They suggest audiences may consume media in a ritualistic manner. This means audiences don't have an active choice. (AO3)
- Neo Marxist Hall's coding/decoding model suggests that media messages are communicated in a way that support power structures, but that individuals can decode the messages to reflect their background and ideas. (AO1) Hall argues that media recipients may negotiate or construct a meaning to the intended message, suggesting that audience have an active role in their use of media. (AO2) However, other

neo-Marxists argue that the media is powerful and controls ideology despite the audience de-coding some of the messages. (AO3)

- In conclusion, active audience models provide the most convincing argument that audiences can be seen as active in their use of media. Evidence suggests that individuals can interpret and filter information effectively. However, differences in digital literacy and access mean that not everyone can participate as an equally active member of the audience.
- Any other reasonable response.

Assessment Objectives Grid

	Question	AO1	AO2	AO3	Total mark for question
Section A (35)	1	5	-	-	5
	2	4	6	-	10
	3	4	6	10	20
Section B (35)	4/7/10	5	-	-	5
	5/8/11	4	6	-	10
	6/9/12	4	6	10	20

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