Qualification awaiting accreditation

CAMBRIDGE OCR

Sample assessment material

AS Level

Sociology

Cambridge OCR Level 3 Advanced Subsidiary GCE in Sociology

H183/01

Version 1.0 | November 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	1.0	November 2026

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Sample Question Paper

Cambridge OCR Level 3 Advanced Subsidiary GCE in Sociology

H183/01 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 **50**.
- 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.

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Section A

Answer all questions.

1 State what is meant by the concept of values.

You **must** use an example to support your answer. **[2]**

2 **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 not to 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.

Explain **two** ways norms are relative.

You **must** use evidence from **Source A** to support each reason. **[8]**

3* How far is disability viewed as a negative identity?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer. **[15]**

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Section B

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

OPTION 1
Families and relationships

4 State what is meant by joint conjugal roles.

You **must** use an example to support your answer. **[2]**

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

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer. **[8]**

6* How far is the nuclear family no longer the dominant family type?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer. **[15]**

OPTION 2
Youth subcultures

7 State what is meant by deviancy amplification.

You **must** use an example to support your answer. **[2]**

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

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer. **[8]**

9* How far does functionalism best explain why young people join gangs?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer. **[15]**

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OPTION 3
Media

10 State what is meant by the 'hypodermic syringe' model.

You **must** use an example to support your answer. **[2]**

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

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer. **[8]**

12* How far are representations of age in the media stereotypical?

You **must** use your knowledge of sociological theories, concepts and evidence to support your answer. **[15]**

END OF QUESTION PAPER

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Sample Mark Scheme

Cambridge OCR Level 3 Advanced Subsidiary GCE in Sociology
H183/01 Component Title: Socialisation, culture and identity

Mark Scheme

Duration: 1 hour 30 minutes

Maximum Mark: 50

Version
Sample

This document has 40 pages.

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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.

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- 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.

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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).

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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

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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.

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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 paper 01 focus on theories, concepts and evidence. 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 paper 01 will focus on theories, concepts and evidence. 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 paper 01 will focus on theories, concepts and evidence. 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

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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, items in this question paper 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 or length of response. Examiners will mark the response in line with levels of response marking criteria. The use of indicating where in the exemplar an 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 in the specification the content is drawn from and whilst synoptic assessment is only assessed in section B of this question paper, providing the response is valid and answers the question set, the response will be awarded and indicative content may reflect this on occasion. Exemplar responses may sometimes use information or approaches that differ from the relevant knowledge provided. This is because the relevant knowledge is intended to guide the response, rather than prescribe a single fixed answer. Exemplars may draw on additional context, reasonable inference, alternative interpretations, or different ways of applying the underlying principles. All responses should be linked to the focus of the question and the weighting of the assessment objectives.

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Quality of Extended Response

Quality of extended response is included as part of AO3 in all non-synoptic 16-mark questions. Wording in italics within the marking grids highlights the expectation:

Level	Marking Criteria (AO3)
4	*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.*
3	*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.*
2	*The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.*
1	*The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/supported by evidence.*

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.

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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.

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Marking Grids and Indicative Content

Section A

Q1 State what is meant by the concept of values. You must use an example to support your answer. [2]
AO1 Knowledge and Understanding (AO1 x 2)
1 mark – Brief outline given. **1 mark – An accurate example is provided.**
Guidance • Award 1 mark for an appropriate statement. • Award 1 mark for an appropriate example. • The example must be relevant to the statement to be awarded a mark.
• Values are the beliefs and ideas that are seen as important, desirable or worthwhile in a society. They shape society's unwritten rules and behaviours known as norms (1). • One example of values is the value of personal hygiene. The norm of covering your mouth when coughing links to the value of hygiene (1). • Any other reasonable response.

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Q2 Explain two ways norms are relative. You must use evidence from Source A to support each reason. [8]		
Level	**AO1 Knowledge and Understanding (AO1 x 4)**	**AO2 Application (AO2 x 4)**
4	**4 marks** Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	**4 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 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.

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Q2 Explain two ways norms are relative. You must use evidence from Source A to support each reason. [8]

AO1 (4 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of ways that norms are relative.
AO2 (4 marks): Students should be using the source material to apply knowledge and understanding to explicitly address the issue of ways that norms are relative.

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

- (William) Sumner: Norms are expected patterns of behaviours that are based on the values of a culture and therefore culturally relative.
- (Margaret) Mead: Gender role norms can be relative between tribes in Samoa and New Guinea, and evidenced how they were very different when comparing with the U.S.
- Norms are relative in relation to context and time, for example Covid-19 legislation produced rules around social distancing.
- (Erving) Goffman: Interactionism - Norms are relative in terms of place – people adapt their behaviour in the workplace which may differ in certain social settings.

Exemplar response

- One way in which norms are said to be relative is that they differ between cultures and places. Norms are expected patterns of behaviour based on the values of a culture. Sumner highlighted how customs and expectations of behaviour vary between societies, demonstrating that norms are culturally relative. For example, in the UK it is a norm to eat using a knife and fork, whereas in several South Asian countries it is customary to eat using the right hand. Behaviours considered normal in one culture may therefore be regarded as unusual or inappropriate in another (AO1). This is supported by Source A, which describes cultural differences in table manners between countries. For example, in France, parents teach children not to start eating until the host gives permission, which could cause misunderstanding for people from different cultural backgrounds. The source also explains that learning 'country-specific norms helps to maintain social order'. This suggests that understanding the norms of different cultures helps individuals know what behaviour is expected of them and avoid causing offence. Therefore, norms are not universal or fixed but are culturally relative, varying according to the values and expectations of different societies (AO2).

- Any other reasonable response.

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Q3* How far is disability viewed as a negative identity? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [15]			
Level	**AO1 Knowledge and Understanding (AO1 x 6)**	**AO2 Application (AO2 x 4)**	**AO3 Analysis and Evaluation (AO3 x 5)**
4	**5-6 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.	**4 marks** Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	**4-5 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. *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.*
3	**3-4 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. At this level development may be uneven, with some points explained more effectively than others compared with level 4 responses.	**3 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.	**3 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. *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.*
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.	**2 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. *The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.*
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 mark** 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. *The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.*
0	**0 marks** No creditworthy response.	**0 marks** No creditworthy response.	**0 marks** No creditworthy response.

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Q3* How far is disability viewed as a negative identity? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [15]

AO1 (6 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with views of disability and identity.
AO2 (4 marks): Students should be using knowledge and understanding to explicitly address the issue of disability and identity.
AO3 (5 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 disability and identity.

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 three discussion points.

Students should show they understand the relevant material (AO1) and apply it correctly to the issue in the question (AO2) before demonstrating analysis and evaluation (AO3).

A student would be expected to focus most of their answer on AO1 because it carries the highest marks.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 5 AO3 marks are awarded.
Total marks for AO3 are broken down as follows:

- present arguments = 2 marks
- make judgements = 2 marks
- draw conclusions = 1 mark.

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.

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

- (Erving) Goffman: Interactionism - theories on stigma and the presentation of self.
- (Colin) Barnes & Michael Oliver: Marxist / Radical Social Model of Disability - how capitalism and societal structures create barriers.
- (Peter) Conrad: social control and social constructionism, the medicalisation of disability.
- (Tom) Shakespeare: medical sociology and considers both medical and radical social models, focusing on socialisation, individual experience, and identity.
- (Rosemarie) Garland-Thomson: feminism and disability.
- (Wolf) Wolfensberger: normalisation for full inclusion of disabled people.

Exemplar response

- The medical model of health regards disability as an individual medical problem that requires treatment or cure. It defines health in terms of the absence of disease and focuses on the physical or intellectual impairments and limitations experienced by disabled people. Shakespeare argues that disabled individuals may be socialised into seeing themselves as victims, suggesting that disability is also shaped by social and cultural experiences, rather than simply medical conditions (AO1). The medical model may contribute to disability being viewed as a negative identity because it emphasises limitations and can encourage perceptions of disabled people as incapable, dependent or different from others. This may damage their self-concept and lead them to internalise negative attitudes. In contrast, the social model, associated with Michael Oliver, argues that disability is created by social barriers, discrimination and a failure to accommodate individual needs. This suggests that negative identities are imposed by society rather than being an inevitable consequence of impairment (AO2). The medical model is useful because medical treatment and support can improve the quality of life for some disabled people. However, it can be criticised for overlooking the impact of social exclusion and discrimination. Oliver's social model provides a stronger explanation of how negative identities develop because it highlights society's responsibility for disabling individuals. Therefore, disability is not necessarily a negative identity; rather, negative perceptions are often created and reinforced by society (AO3).

- Goffman adopts an Interactionist approach to studying identity through his concept of stigma. He argues that individuals with stigmatised characteristics, including disabilities, may experience a ‘spoiled identity’ because others judge them negatively based on perceived differences. This can result in disabled people being stereotyped, rejected or treated as less worthy than those without disabilities. Goffman suggests that stigma can reduce an individual's identity from that of a ‘whole’ person to a ‘discounted’ one (AO1). This suggests disability can be viewed as a negative identity because disabled individuals may experience discrimination and exclusion during everyday social interactions. They may also internalise negative labels, damaging their self-esteem and self-concept. For example, being repeatedly treated as incapable may lead someone to question their own abilities, even when they are capable of independence (AO2). Goffman's theory is useful because it explains how negative identities can develop through everyday interactions and the reactions of others. However, Barnes challenges this approach, arguing that wider cultural representations, particularly in the media, reinforce negative stereotypes of disabled people as dependent, incapable or tragic. This suggests that negative disability identities are shaped not only by how individuals are treated but also by wider societal attitudes and representations. Furthermore, disability rights movements have enabled disabled people to challenge these stereotypes and develop positive collective identities. Therefore, although stigma can make disability a negative identity, this is not inevitable, as negative representations can be challenged and social attitudes can change (AO3).

- Fine and Asch develop ideas about stigma and identity by examining how disabled individuals manage their identities through social interactions. Their work highlights how disabled people may engage in 'identity work', managing how others perceive them while protecting their own self-esteem. This can involve adapting their behaviour or presentation to avoid negative reactions, challenge stereotypes or gain acceptance from others (AO1). This suggests disability can be viewed as a negative identity because disabled individuals may feel pressured to manage how their impairment is perceived by others. For example, they may attempt to demonstrate their independence or competence to avoid being stereotyped as dependent or incapable. Having to constantly manage other people's perceptions can be emotionally demanding and may undermine confidence and self-esteem. This shows how wider social attitudes can influence an individual's experience of their identity (AO2). Fine and Asch's ideas are valuable because they demonstrate how disability is socially constructed through everyday interactions and the need to manage stigma. However, their argument can be challenged by the development of disability rights legislation, such as the Disability Discrimination Act 1995, which aimed to reduce discrimination and improve equality. Furthermore, disability activism has enabled individuals to challenge stereotypes rather than simply manage them. However, legislation does not necessarily eliminate prejudice or discrimination in everyday life. Therefore, disability can be experienced as a negative identity, but this is strongly influenced by changing social attitudes and the extent to which society accommodates difference (AO3).

- In conclusion, although disability can still be viewed as a negative identity due to persistent stigma, discrimination and social barriers, this is not inevitable and perceptions are increasingly being challenged. Greater media coverage and positive representations of disabled people, particularly through events such as the Paralympics and Invictus Games, help challenge stereotypes of dependency and inability, instead promoting achievement, independence and inclusion. This can influence public attitudes and enable disabled people to develop more positive identities. However, positive representation does not necessarily remove the everyday discrimination and inequalities that disabled people continue to experience. Therefore, whether disability is viewed as a negative identity depends largely on wider social attitudes and the extent to which society accepts and accommodates difference (AO3).

- Any other reasonable response.

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Section B

Option 1: Families and relationships

Q4 State what is meant by joint conjugal roles. You must use an example to support your answer. [2]
AO1 Knowledge and Understanding (AO1 x 2)
1 mark – Brief outline given. **1 mark – An accurate example is provided.**
Guidance • Award 1 mark for an appropriate statement. • Award 1 mark for an appropriate example. • The example must be relevant to the statement to be awarded a mark.
• Joint conjugal roles refer to the division of domestic labour and responsibilities that are shared between married or cohabiting couples (1). • An example is partners that share household tasks such as cooking and cleaning, where there is no rigid division of tasks unlike segregated conjugal roles (1) • Any other reasonable response.

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Q5 Explain two reasons for the decline in the marriage rate in the UK. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	**AO1 Knowledge and Understanding (AO1 x 4)**	**AO2 Application (AO2 x 4)**
4	**4 marks** Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	**4 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 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.

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Q5 Explain two reasons for the decline in the marriage rate in the UK. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

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 decline in marriage rates in the UK.

AO2 (4 marks): Students should be using knowledge and understanding to explicitly address the issue of the reason for the for the decline in marriage rates in the UK.

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

- (Sue) Sharpe: 'Just like a girl' feminist study suggests that girls' aspirations changed to careers rather than marriage and family life.
- (Colin) Gibson: Postmodernist views on secularisation that have contributed to a decline in marriage rates in the UK.
- (Helen) Wilkinson: feminists views on societal attitudes and women's role in society.
- (Ulrich) Beck and (Elisabeth) Beck-Gernsheim: individualisation approach where society is no longer shaped by stable structures like marriage.

Exemplar response

- One reason for the decline in the marriage rate in the UK is that women increasingly prioritise education, careers and financial independence over traditional roles such as marriage and motherhood. Sharpe's research, conducted between the 1970s and 1990s, identified a significant shift in women's aspirations. Women increasingly valued qualifications, professional careers and personal independence, rather than seeing marriage and raising children as their main priorities. This change was supported by expanding educational and employment opportunities, which enabled more women to enter professional occupations and become financially self-sufficient (AO1). Sharpe's findings can be applied to the decline in marriage rates because women are now less economically dependent on men and therefore have less need to marry for financial security. In the past, marriage could provide women with economic stability and a socially accepted role, particularly when opportunities for paid employment were more limited. However, as women have gained greater financial independence, they have more freedom to make choices about their lives without relying on marriage. They may choose

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to prioritise their careers, remain single or cohabit rather than enter into marriage. This suggests that changing gender roles and expectations have reduced the perceived importance of marriage as a necessary life goal for women, contributing to the decline in the UK marriage rate (AO2).

- Any other reasonable response.

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Q6* How far is the nuclear family no longer the dominant family type? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [15]			
Level	**AO1 Knowledge and Understanding (AO1 x 6)**	**AO2 Application (AO2 x 4)**	**AO3 Analysis and Evaluation (AO3 x 5)**
4	**5-6 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.	**4 marks** Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	**4-5 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. *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.*
3	**3-4 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. At this level, though development may be uneven, with some points explained more effectively than others compared with level 4 responses.	**3 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.	**3 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. *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.*
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.	**2 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. *The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.*
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 mark** 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. *The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.*
0	**0 marks** No creditworthy response.	**0 marks** No creditworthy response.	**0 marks** No creditworthy response.

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Q6* How far is the nuclear family no longer the dominant family type? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [15]

AO1 (6 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of the nuclear family no longer being the dominant family type.
AO2 (4 marks): Students should be using knowledge and understanding to explicitly address the issue of the nuclear family no longer being the dominant family type.
AO3 (5 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 nuclear family no longer being the dominant family type.

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 three discussion points.

Students should show they understand the relevant material (AO1) and apply it correctly to the issue in the question (AO2) before demonstrating analysis and evaluation (AO3).

A student would be expected to focus most of their answer on AO1 because it carries the highest marks.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 5 AO3 marks are awarded.
Total marks for AO3 are broken down as follows:

- present arguments = 2 marks
- make judgements = 2 marks
- draw conclusions = 1 mark.

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.

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

- (Judith) Stacey: 'Brave New Families' adopts postmodern perspective and looks at families in postmodern society.
- (Robert) Chester: Functionalist view that families have moved from nuclear to neo-conventional, where the nuclear ideal persists.
- (Rebecca) Dobash and (Robert) Dobash: feminist view that domestic violence is rooted in patriarchy and more prevalent in nuclear families.
- (Jon) Bernades: nuclear families are outdated and several other living arrangements are more popular and diverse.
- (Norman) Dennis and (George) Erdos: the nuclear family is the best arrangement.
- (Talcott) Parsons: Functionalist view that nuclear families provide the best unit to socialise children, the 'warm bath theory.'
- (Charles) Murray: New Right view that nuclear families are the best families to socialise children.

Exemplar response

- The nuclear family is arguably no longer the dominant family type because of increasing family diversity in modern society. Postmodern sociologist Stacey argues that families have become more diverse and fluid, with individuals increasingly choosing family arrangements that suit their personal circumstances. She suggests that women are increasingly rejecting traditional gender roles and that the decline of patriarchy has allowed greater freedom in family life (AO1). This suggests that the nuclear family is no longer dominant because alternative arrangements, such as single-parent, reconstituted and same-sex families, have become more socially accepted. Individuals are no longer expected to follow the traditional nuclear family structure and can choose arrangements that better meet their needs. This challenges the idea that one family type is the norm in modern society (AO2). However, Chester challenges this view through the concept of the neo-conventional family. He argues that although family diversity has increased, the nuclear family remains the most common family type and many individuals experience a nuclear family at some point during their lives. This suggests that greater family diversity does not necessarily mean the nuclear family has lost its numerical dominance. Therefore, Stacey may exaggerate the extent to which traditional family structures have been replaced (AO3).

- Feminist sociologists argue that the nuclear family is no longer dominant because traditional family structures can reinforce gender inequality. Oakley argues that the nuclear family maintains traditional gender roles, with women expected to carry out domestic responsibilities and men taking the breadwinner role. She suggests that social expectations have historically encouraged women to conform to these roles, limiting their independence and opportunities (AO1). However, changing attitudes towards gender equality and increasing female employment have allowed women greater financial independence. As a result, some women are less willing to accept traditional nuclear family arrangements and may choose to live alone, cohabit or become single parents. This suggests that the nuclear family has become less dominant as women have greater freedom to choose alternative family arrangements rather than conforming to traditional expectations (AO2). However, Oakley's argument can be criticised because it does not fully recognise that many couples continue to choose nuclear family arrangements. Census and ONS data continue to show that families containing a couple with dependent children remain a significant family structure in the UK. This suggests that although traditional gender roles have been challenged, the nuclear family has not necessarily lost its numerical dominance. Therefore, changes in gender roles do not automatically lead to the decline of the nuclear family (AO3).

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- Dobash and Dobash also challenge the idea that the nuclear family is the ideal family structure. Their research into domestic violence found that violence against women can occur within marriage and that patriarchal power relationships can contribute to women's exploitation within the family. They argue that the family can be an important site of male power and control rather than necessarily providing equality and security (AO1). Their findings suggest that the nuclear family is not always a safe or positive environment. Increased awareness of domestic violence and greater recognition of women's rights have encouraged some women to leave abusive relationships and establish alternative family arrangements. This supports the view that the nuclear family is no longer necessarily regarded as the ideal family structure because individuals have greater freedom to reject relationships that do not meet their needs (AO2). However, Functionalists disagree with this perspective. Parsons argues that the nuclear family performs essential functions for society, including primary socialisation and the stabilisation of adult personalities. He believes that the nuclear family provides stability for children through the complementary roles of husbands and wives. This suggests that the nuclear family continues to have important social functions and remains valued by many people despite the existence of alternatives. However, Parsons can be criticised for assuming that these functions can only be performed effectively within a traditional nuclear family (AO3).

- In conclusion, although family diversity has increased and traditional gender roles have been challenged, the nuclear family remains an important and widely established family structure. Stacey's postmodern perspective highlights the growing acceptance of alternative arrangements, while Chester's concept of the neo-conventional family suggests that the nuclear family remains numerically significant. It is also important to distinguish between the nuclear family being the most common family type and it being the only socially accepted or preferred arrangement. Therefore, the nuclear family may no longer have the same cultural dominance or status as the unquestioned ideal, but it has not lost its numerical dominance completely. Its position has been challenged rather than replaced by increasing family diversity (AO3).

- Any other reasonable response.

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Option 2: Youth Subcultures

Q7 State what is meant by deviancy amplification. You must use an example to support your answer. [2]
AO1 Knowledge and Understanding (AO1 x 2)
1 mark – Brief outline given. **1 mark – An accurate example is provided.**
Guidance • Award 1 mark for an appropriate statement. • Award 1 mark for an appropriate example. • The example must be relevant to the statement to be awarded a mark.
• Deviance amplification refers to a real or perceived increase in deviance caused by excessive media coverage and/or police targeting. Public fear may increase with media reporting (1). • One example is Stan Cohen's study of the media's response to the Mods and Rockers. Cohen argued that media labelled both groups as deviant and folk devils, exaggerating the conflict between them resulting in reinforced policing. He named this process the 'deviance amplification spiral' (1). • Any other reasonable response.

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Q8 Explain two reasons why hybridity exists in youth subcultures. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	**AO1 Knowledge and Understanding (AO1 x 4)**	**AO2 Application (AO2 x 4)**
4	**4 marks** Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	**4 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 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.

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Q8 Explain two reasons why hybridity exists in youth subcultures. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

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

AO2 (4 marks): Students should be using knowledge and understanding to explicitly address the issue of why hybridity exists in youth subcultures.

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

- (Anook) Nayak: white wannabes and the sociology of race and youth culture.
- (Sukhinder) Johal: Brasians identified as a fusion between British and Asian culture due to increased immigration.
- (Paul) Gilroy: American rap and UK grime music leading to the creation of hybrid subcultures from processes of globalisation.
- (Les) Back: young people's ethnic identities and youth cultures combine with global musical influences, demonstrating cultural hybridity.

Exemplar response

- One reason why hybridity exists in youth subcultures is globalisation, which has increased young people's exposure to different cultural influences. Globalisation refers to the increasing interconnectedness of societies through migration, travel, trade and communication. This allows cultural styles, music and fashions to spread across national boundaries and be adopted by young people in different countries. Nayak's study of 'white wannabes' identified White British males who adopted elements of Black American hip-hop culture, including its dress, language and behaviours (AO1). This demonstrates how young people can combine influences from different cultures to create hybrid identities. For example, White British youths may retain aspects of their own cultural background while adopting the fashion, music and language associated with Black American hip-hop. This creates a mixture of cultural influences within a youth subculture, rather than an identity based on just one culture. Therefore, globalisation encourages hybridity by exposing young people to a wider range of cultural styles and allowing them to combine these when constructing their identities (AO2).

- Any other reasonable response.

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Q9* How far does functionalism best explain why young people join gangs? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [15]			
Level	**AO1 Knowledge and Understanding (AO1 x 6)**	**AO2 Application (AO2 x 4)**	**AO3 Analysis and Evaluation (AO3 x 5)**
4	**5-6 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.	**4 marks** Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	**4-5 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. *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.*
3	**3-4 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. At this level, though development may be uneven, with some points explained more effectively than others compared with level 4 responses.	**3 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.	**3 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. *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.*
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.	**2 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. *The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.*
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 mark** 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. *The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.*
0	**0 marks** No creditworthy response.	**0 marks** No creditworthy response.	**0 marks** No creditworthy response.

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Q9* How far does functionalism best explain why young people join gangs? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [15]

AO1 (6 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of how theories explain why young people join gangs.
AO2 (4 marks): Students should be using knowledge and understanding to explicitly address the issue of how theories explain why young people join gangs.
AO3 (5 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 how theories explain why young people join gangs.

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 three discussion points.

Students should show they understand the relevant material (AO1) and apply it correctly to the issue in the question (AO2) before demonstrating analysis and evaluation (AO3).

A student would be expected to focus most of their answer on AO1 because it carries the highest marks.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 5 AO3 marks are awarded.
Total marks for AO3 are broken down as follows:

- present arguments = 2 marks
- make judgements = 2 marks
- draw conclusions = 1 mark.

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.

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

- (Robert) Merton: 'Strain theory' – a functionalist explanation that young people may experience strain, leading to anomie and potentially deviant behaviour choosing a deviant response such as innovation, which can be applied to explanations for the formation of gangs.
- (Walter) Miller: focal concerns – a functionalist explanation focusing on the different set of cultural values applying to working class youths.
- (Albert) Cohen: functionalist subculturalist theory studying delinquent boys in 'The culture of the gang.'
- (Richard) Cloward and (Lloyd) Ohlin: identified three types of deviant subcultures e.g. conflict subcultures.
- (Charles) Murray: New Right argument that inadequate socialisation may lead boys into becoming deviant, which can be applied to gangs.
- Neo-Marxist views may challenge functionalist explanations, e.g., the CCCS and spectacular subcultures.
- (Howard) Becker: interactionist explanation that labelling theory may challenge functionalist explanation as to why individuals join gangs.

Exemplar response

- Merton's strain theory uses Durkheim's concept of anomie to explain why young people may join gangs. Merton argues that society encourages individuals to achieve cultural goals, such as wealth, success and material possessions, through the idea of the 'American Dream'. However, not everyone has equal access to legitimate opportunities, such as education and employment. This creates strain between society's goals and the legitimate means of achieving them. Merton identified five adaptations to this strain, including innovation, which occurs when individuals accept society's goals but use illegitimate methods, such as theft, drug dealing and gang crime, to achieve them (AO1). This suggests that young people who experience poverty and limited opportunities may join gangs because they provide alternative ways of gaining money, status and material success. For example, a young person who feels excluded from legitimate routes to financial success may become involved in drug dealing to acquire consumer goods and gain recognition from their peers. Gang membership may therefore provide an alternative means of achieving society's material goals (AO2). However, although Merton's theory is influential, it focuses primarily on individual responses to inequality rather than explaining why young people join gangs collectively. It also fails to explain why many disadvantaged young people do not turn to crime. Therefore, strain theory explains how social inequality can encourage gang involvement, but it cannot fully explain the social relationships and group dynamics that attract young people to gangs (AO3).

- Functionalist subculturalist Albert Cohen developed Merton's ideas to explain why young people join gangs collectively. Cohen argues that working-class boys experience 'status frustration' because they struggle to achieve the same educational success and status as their middle-class peers. This creates feelings of inadequacy and rejection by mainstream society. Cohen suggests that these boys respond by forming delinquent subcultures, where mainstream values are rejected and alternative values are created, allowing them to gain status through behaviour that would normally be regarded as deviant (AO1). Cohen's explanation helps explain why young people may join gangs because they provide a sense of belonging, identity and achievement that individuals feel unable to gain through mainstream institutions such as school. For example, young people who experience educational failure may gain recognition and respect from their peers through fighting, offending or demonstrating loyalty to their gang. Gang membership can therefore provide an alternative source of status and overcome feelings of failure (AO2). However, Cohen assumes that working-class boys experience status frustration and respond in similar ways. Marshall challenges this by arguing that most working-class boys continue to share mainstream aspirations, such as gaining

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qualifications and employment, rather than rejecting conventional values. This suggests that status frustration does not inevitably lead to gang membership and Cohen fails to explain why only some young people join gangs. Therefore, although his theory explains the importance of belonging and status, it cannot fully account for differences in individual behaviour (AO3).

- Miller offers another functionalist explanation for why young people join gangs. He argues that working-class boys do not necessarily aspire to middle-class values but instead develop their own set of values known as 'focal concerns'. These include toughness, smartness, excitement, trouble and streetwise behaviour. Miller suggests that these values are embedded in working-class culture and can encourage young men to engage in delinquent activities (AO1). This can explain why young people join gangs because they provide opportunities to demonstrate toughness, gain respect and experience excitement. For example, young people may be attracted to gangs because their members value fighting, risk-taking and criminal activities, allowing them to prove themselves and gain status within their peer group. Gang membership can therefore provide a way of achieving recognition through focal concerns rather than mainstream measures of success (AO2). However, Miller's theory has been criticised for stereotyping working-class communities by suggesting that their values naturally encourage criminal behaviour. Neo-Marxists offer an alternative explanation, arguing that gangs can develop as a response to capitalism, inequality and social exclusion. For example, Hall et al.'s study of the 1970s 'mugging' moral panic linked the portrayal of young Black men as criminals to wider economic and political inequalities. This suggests gang-related behaviour needs to be understood in the context of wider power inequalities rather than simply working-class cultural values. Therefore, Miller's explanation may overlook the structural causes of gang membership (AO3).

- In conclusion, functionalism provides useful explanations for why some young people join gangs, particularly through Merton's emphasis on blocked opportunities and Cohen's explanation of the need for status and belonging. However, these explanations do not fully account for the different motivations and experiences of young people or why only some become involved in gangs. Alternative perspectives offer additional explanations: neo-Marxists highlight how capitalism, inequality and social exclusion can contribute to gang involvement, while Interactionists focus on how labelling, peer relationships and social interactions can influence individuals' involvement in gangs. Therefore, functionalism provides an important explanation of gang membership, particularly the influence of social inequality and subcultural values, but it cannot be regarded as the best or most complete explanation on its own (AO3).

- Any other reasonable response.

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Option 3: Media

Q10 State what is meant by the 'hypodermic syringe' model. You must use an example to support your answer. [2]
AO1 Knowledge and Understanding (AO1 x 2)
1 mark – Brief outline given. **1 mark – An accurate example is provided.**
Guidance • Award 1 mark for an appropriate statement. • Award 1 mark for an appropriate example. • The example must be relevant to the statement to be awarded a mark.
• The 'hypodermic syringe model' argues that the media is like a syringe, directly affecting passive audiences as if it has injected them with messages. It is a direct effect theory suggested by Packard (1). • An example is the political messaging communicated during coverage of the pro-Brexit campaign. Evidence suggests that target advertising encouraged voters to save the NHS by voting leave (1). • Any other reasonable response.

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Q11 Explain two ways in which the media create moral panics. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	**AO1 Knowledge and Understanding (AO1 x 4)**	**AO2 Application (AO2 x 4)**
4	**4 marks** Responses demonstrate clear, accurate and detailed knowledge of sociological material. Both points are developed, with each explained fully and consistently.	**4 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 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.

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Q11 Explain two ways in which the media create moral panics. You must use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

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

AO2 (4 marks): Students should be using knowledge and understanding to explicitly address the issue of the media creating moral panics.

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

- (Stuart) Hall: neo-Marxist view and investigated moral panics of black muggers, created by the state and media in 'Policing the crisis.'
- (Stanley) Cohen: interactionist views on labelling the Mods and Rockers as folk devils during the 1960s.
- Deviance amplification spiral: explains the cycle of moral panics created by fear from exaggerated and sensationalised media reporting.
- (Jack) Fawbert: media focus on youths wearing hoodies, and labelled as folk devils at Bluewater shopping centre.

Exemplar response

- One way in which the media create moral panics is through the exaggeration and sensationalisation of deviant behaviour. The media may report on behaviour that challenges accepted social norms and values, presenting it as a serious threat to society. This can create a reaction that is disproportionate to the original behaviour, increasing public anxiety and demands for greater social control. Stanley Cohen's concept of moral panics explains how the media can construct certain groups as dangerous 'folk devils', encouraging the public to view them as a threat to social order. This can lead to a deviancy amplification spiral, where increased media attention and social control result in further conflict and deviance (AO1). This can be seen in Cohen's study of the Mods and Rockers in the 1960s. He found that relatively minor disturbances between the groups were exaggerated by sensationalist media reporting, portraying them as a significant threat to society. This increased public fear and led to demands for tougher policing, which drew further attention to the groups and their behaviour. This demonstrates how media exaggeration can create a moral panic by turning relatively minor incidents into a perceived threat to wider society (AO2).

- Any other reasonable response.

Draft

Q12* How far are representations of age in the media stereotypical? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [15]

Level	AO1 Knowledge and Understanding (AO1 x 6)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 5)
4	**5-6 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.	**4 marks** Sociological material is applied directly, precisely and consistently to the demands of the question, addressing all points effectively.	**4-5 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. *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.*
3	**3-4 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. At this level, though development may be uneven, with some points explained more effectively than others compared with level 4 responses.	**3 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.	**3 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. *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.*
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.	**2 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. *The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.*
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 mark** 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. *The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/ supported by evidence.*
0	**0 marks** No creditworthy response.	**0 marks** No creditworthy response.	**0 marks** No creditworthy response.

Draft

Q12* How far are representations of age in the media stereotypical? You must use your knowledge of sociological theories, concepts and evidence to support your answer. [15]

AO1 (6 marks): Students should show knowledge and understanding of relevant sociological theories, concepts and evidence dealing with the issue of age representation in the media.
AO2 (4 marks): Students should be using knowledge and understanding to explicitly address the issue of age representation in the media.
AO3 (5 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 age representation in 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 three discussion points.

Students should show they understand the relevant material (AO1) and apply it correctly to the issue in the question (AO2) before demonstrating analysis and evaluation (AO3).

A student would be expected to focus most of their answer on AO1 because it carries the highest marks.

Student responses must move beyond describing ideas and show critical thinking throughout, because this is where the 5 AO3 marks are awarded.
Total marks for AO3 are broken down as follows:

- present arguments = 2 marks
- make judgements = 2 marks
- draw conclusions = 1 mark.

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.

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

- (Mike) Wayne et al: youth portrayal in the media as a violent threat to society, with news stories focussing predominantly on violent crimes.
- (Angela) McRobbie: feminist views on women in the media, the 'Top Girl' ideal and the portrayal of young women as independent, confident, and empowered individuals.
- (Bill) Oggersby: Cultural and youth studies and changing perceptions of youths over time.
- (Helen) Ylänne: cultural studies examining media and age, including the portrayal of older people as active, healthy and independent.
- (Mike) Biggs: older people portrayed as incompetent in the media.
- Growth of the 'grey pound' and changing perceptions of older people.
- (Mark) Batchelor: media representation of young people becoming less stereotypical.

Exemplar response

- Media representations of age tend to be stereotypical, particularly towards young people and older individuals. Wayne researched how young people are negatively portrayed and marginalised in the media. He found that media coverage often focuses on youth crime, deviance and antisocial behaviour, giving little attention to their positive achievements or everyday experiences. Cohen's concept of moral panics can be applied to this, as he argues that exaggerated media reporting of youth behaviour creates public fear and presents young people as a threat to society (AO1). Wayne and Cohen's ideas support the view that media representations of age are stereotypical because they portray young people as a largely homogeneous group associated with deviance and criminality, rather than recognising differences within this age group. Such representations can reinforce public fear and justify increased social control, including policing that disproportionately targets working-class and ethnic minority young people. This demonstrates how media stereotypes can influence wider attitudes and the treatment of particular groups (AO2). However, Batchelor argues that representations are changing, with teen dramas increasingly addressing real social issues and giving young people a voice. Furthermore, social media allows young people to create their own content and challenge negative stereotypes rather than relying on traditional media organisations to represent them. This suggests that representations of youth are becoming more diverse, although negative stereotypes remain influential in mainstream media (AO3).

- Osgerby studied how media representations of young people have changed over time. He found that during the 1950s, young people were often represented positively as a prosperous generation with disposable income and increasing independence. They were associated with new fashions, music and consumer culture. However, more recent representations have increasingly portrayed young people as a social problem, focusing on risky behaviour, crime and antisocial activities (AO1). These changing representations suggest that the media often reflects wider social concerns and anxieties about particular generations. During periods of social uncertainty, young people can become convenient targets for media criticism, reinforcing stereotypes that they are irresponsible or threatening. This demonstrates that media representations are stereotypical because they generalise about young people rather than recognising individual differences. It also shows that stereotypes are socially constructed and can change according to the historical and cultural context (AO2). However, McRobbie challenges the idea that young people are always represented negatively, arguing that young women are increasingly portrayed as independent, confident and empowered. Although these representations can place considerable emphasis on appearance and consumerism, they challenge traditional stereotypes of young women as passive and dependent. This suggests that representations of

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youth are more diverse than Osgerby's argument might imply, although positive representations do not necessarily mean that all stereotypes have disappeared (AO3).

- Older people are also frequently represented stereotypically in the media, often being portrayed as vulnerable, dependent and less capable than younger generations. Cuddy and Fiske researched age stereotypes and found that older people are commonly viewed as warm but incompetent. This means they may be represented positively in terms of kindness but negatively in terms of their abilities and independence (AO1). These representations can reinforce ageist attitudes by suggesting that older people are confused, forgetful and unable to contribute effectively to society. For example, older people may be shown as needing care and support, while younger and middle-aged adults are more commonly represented as successful, capable and independent. This suggests media representations are stereotypical because they assume that people's abilities and characteristics are determined by their age rather than recognising individual differences (AO2). However, Williams and Ylänne argue that representations are changing, particularly through advertising, where older people are increasingly shown as active, healthy and independent. This links to Blaikie's concept of positive ageing, which challenges the assumption that growing older automatically means becoming dependent or incapable. These changing representations suggest that the media can also challenge ageism rather than simply reinforce it. Nevertheless, positive images of older people may still reinforce expectations that they must remain active and healthy to be valued by society (AO3).

- Overall, media representations of age remain considerably stereotypical, particularly because young people are frequently associated with crime and deviance, while older people are often portrayed as vulnerable and dependent. However, these representations are not fixed and have become more diverse over time. The growth of social media, changing advertising practices and more positive representations in television and film have provided opportunities to challenge traditional stereotypes and give different age groups greater control over how they are represented. Nevertheless, the continued influence of negative stereotypes suggests that greater diversity does not necessarily mean that ageism has disappeared. Therefore, representations of age are still largely stereotypical, although the extent of stereotyping varies between age groups, media platforms and historical periods (AO3).

- Any other reasonable response.

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Assessment Objectives Grid

	Question	AO1	AO2	AO3	Total mark for question
Section A (25)	1	2	-	-	**2**
	2	4	4	-	**8**
	3	6	4	5	**15**
Section B (25)	4/7/10	2	-	-	**2**
	5/8/11	4	4	-	**8**
	6/9/12	6	4	5	**15**

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