

# OCR

Oxford Cambridge and RSA

## Sample Question Paper

### A Level Sociology

**H582/01** Socialisation, culture and identity

**Time allowed: 2 hours**

This qualification is in draft form and has not yet been accredited by The Regulator, Ofqual. It is published to enable teachers to have an early sight of our proposed approach to this qualification. Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in 2025.



**You must have:**

- the OCR 12-page Answer Booklet

#### INSTRUCTIONS

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

#### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **8** pages.

#### ADVICE

- Read each question carefully before you start your answer.

## Section A

Read the source material.

## Source A

### How does social media and other media influence teenagers?

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

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

Adapted from: <https://raisingchildren.net.au/pre-teens/entertainment-technology/media/media-influence-on-teens> (2022)

## Source B

### 40 years of British Social Attitudes: Class identity and awareness still matter

The latest annual British Social Attitudes report from the National Centre for Social Research (NatCen) shows that people are just as likely as they were in the 1980s to identify as middle or working class and are also at least as likely to believe that someone's social class affects their opportunities in today's Britain. In the latest survey as many as 77% say that social class affects someone's opportunities in Britain 'a great deal' or 'quite a lot'. This is slightly higher than the 70% who expressed that view in 1983 and the 66% who did so in 1985.

Gillian Prior, Deputy Chief Executive at NatCen said: *"Our annual survey suggests class continues to loom large in people's lives. People are at least as likely as they were forty years ago to identify as working or middle class and to think that class makes a difference to people's lives, while they are now more likely to think that it has become difficult to shift between classes. But people's class identity is not simply shaped by their occupation. It is also about education and income. There are also differences by age, ethnic background and even between different parts of the country."*

Adapted from: <https://natcen.ac.uk/news/40-years-british-social-attitudes-class-identity-and-awareness-still-matter> (2023)

1 Explain the concept of formal social control. Use an example to support your explanation. [4]

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

Explain **two** arguments that support this view. Use evidence from **Source A** to support your answer. [8]

3 'Social class is a strong influence on an individual's identity'.

Explain reasons that support this view. Use evidence from **Source B** to support your answer. [16]

PLEASE TURN OVER FOR SECTION B

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**Section B**

Choose **one** option from Section B and answer **all** the questions for that option.

**OPTION 1****Families and relationships**

- 4 Explain the concept of the reconstituted family. Use an example to support your explanation. [4]
- 5 Explain **two** reasons for the increase in non-family households. Use sociological evidence to support your explanation. [8]
- 6\* 'Relationships between parents and children are changing.'  
Evaluate this view. [16]
- 7\* 'The roles of men and women in the family have changed.'  
Explain and evaluate this view. Use sociological evidence to support your answer. [24]

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

- 8 Explain the concept of anti-school subcultures. Use an example to support your explanation. [4]
- 9 Explain **two** characteristics of moral panics. Use sociological evidence to support your explanation. [8]
- 10\* 'Youth subcultures are related to gender.'  
Evaluate this view. [16]
- 11\* 'Functionalism provides a good explanation of youth deviance.'  
Explain and evaluate this view. Use sociological evidence to support your answer. [24]

**OPTION 3**  
**Media**

- 12 Explain the concept of moral panics. Use an example to support your explanation. [4]
- 13 Explain **two** ways that the media represent women. Use sociological evidence to support your explanation. [8]
- 14\* 'Media representations of age are changing.'  
Evaluate this view. [16]
- 15\* 'Audiences are active in their use of the media.'  
Explain and evaluate this view. Use sociological evidence to support your answer. [24]

**END OF QUESTION PAPER**

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**Sample Mark Scheme**

**A Level Sociology H582/01 Socialisation, culture and identity**

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 80

Version: **Sample**

**This document has 30 pages**

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

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

**3. Crossed Out Responses**

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

**Rubric Error Responses – Optional Questions**

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

**Multiple Choice Question Responses**

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

**Contradictory Responses**

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

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

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

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

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

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

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

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

Award Zero '0' if:

  - anything is written in the answer space and is not worthy of credit (this includes text and symbols).
6. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following

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

## 7. Subject Specific Marking Instructions

## Section A

<b>Q1:</b> Explain the concept of formal social control. Use an example to support your explanation. <b>(4 marks)</b>			
<b>AO1 Knowledge and Understanding (3 marks)</b>			<b>AO2 Application (1 mark)</b>
<b>1 mark</b> - Brief explanation of formal social control given.	<b>1 mark</b> - The explanation of formal social control is fully developed/ further explained.	<b>1 mark</b> - Accurate example of formal social control identified.	<b>1 mark</b> – The example given is accurately applied to the concept of formal social control.

<b>Q1:</b> Explain the concept of formal social control. Use an example to support your explanation. <b>(4 marks)</b>	
<b>Guidance</b>	<b>Indicative content</b>
<p>This is a points-based question (AO1 x 3 marks + AO2 x 1 mark) and should be marked objectively [1+1+1+1].</p> <p>Higher marks demonstrate greater knowledge (through the explanation of the concept) and understanding (through exemplification) of sociological material (theories, concepts and evidence).</p>	<p><b>Explanation of the sociological concept of formal social control could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• Formal social control is the way agencies in society determine behaviour.</li> <li>• Formal social control as the organisations that determine the norms and values of society that must be obeyed.</li> </ul> <p><b>Further development of the concept of formal social control could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• Formal social control can be used to reinforce the norms of society by using punishments to deter others from deviating, or to punish those that do such as custodial sentences.</li> <li>• Written rules, laws or codes to be followed, system of sanctions for those deviating/praise for those conforming, formal agencies of social control.</li> </ul> <p><b>Examples of formal social control could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• Government, the criminal justice system (police, the legal system, courts), religion, the workplace, education, etc.</li> </ul> <p><b>Application of the example to formal social control could include (AO2):</b></p> <ul style="list-style-type: none"> <li>• Government – passing of Laws/Courts – passing of sentences as punishment for deviating from norms and values determined by the government/other official bodies.</li> <li>• Education – use of formal disciplinary procedures/exclusion.</li> <li>• Workplace – use of code of conduct, employment law, disciplinary action)</li> <li>• Religion - formal sanctions taken by some religions to discipline or expel members.</li> </ul>

Q2: 'Media is the most influential agent of socialisation'. Explain <b>two</b> arguments that support this view. Use evidence from <b>Source A</b> to support your answer. (8 marks)		
Level	AO1 Knowledge and Understanding	AO2 Application
<b>4</b>	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material (theories, concepts and evidence) to the view presented in the question. The application of sociological material is made explicit by the candidate, is relevant, and frequently and consistently applied/related to the source. There is excellent engagement with/use of the source material.
<b>3</b>	<b>3 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.	<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material (theories, concepts and evidence) to the view presented in the question. The application of sociological material is made explicit by the candidate, is generally relevant but is only occasionally applied/related to the source. Generally, there is good engagement with/use of the source material.
<b>2</b>	<b>2 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material (theories, concepts and evidence) to the view presented in the question. The material is applied/related to the source mainly implicitly and shows limited focus on the question. There is a limited attempt to engage with/use the source material.
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material (theories, concepts and evidence). The material has marginal relevance and there may only be a partial understanding of the source shown which lacks focus on the question. There is a basic attempt to engage with/use the source material.
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.

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

Explain **two** arguments that support this view. Use evidence from **Source A** to support your answer. **(8 marks)**

**Guidance:**

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

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

Candidates who only provide **one** argument (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2).

AO1 - INDICATIVE CONTENT	AO2 - INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• Mulvey argues the media influence socialisation via the male gaze and hyper sexualisation of women in society.</li> <li>• Marsh and Millard argue the media reinforces traditional stereotypes based on gender linked to superhero texts such as Marvel or DC.</li> <li>• Anderson argues that the media is powerful in socialising society into national identities via symbols such as the national flag during events such as the Olympics to foster national spirit.</li> <li>• Gillespie suggests the media is the most influential agent of socialisation in enabling ethnic minority groups to retain their culture and follow trends such as via Bollywood.</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>apply</b> sociological material to the source by using examples and evidence from the source to illustrate their knowledge and understanding of sociological material. To gain AO2 marks, candidates <b>must</b> specifically engage with/use the source material to support the points they raise.</p> <ul style="list-style-type: none"> <li>• Source A suggests that media can influence children directly e.g. through brands and advertising.</li> <li>• Source A suggests the media can influence children in directly through sexualised images or violent imagery.</li> <li>• Source A suggests that the media can be positive through greater awareness of social issues such as climate change or their own identity.</li> <li>• Source A suggests that the media can be negative in creating issues around body image or generating misinformation in politics through deep fakes or fake news.</li> <li>• Applying any other <b>relevant</b> theory, concept and evidence to the source.</li> </ul>

Q3: 'Social class is a strong influence on an individual's identity'. Explain reasons that support this view. Use evidence from <b>Source B</b> to support your answer. (16 marks)		
Level	AO1 Knowledge and Understanding	AO2 Application
4	<b>7–8 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.	<b>7–8 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material (theories, concepts and evidence) to the view presented in the question. The application of sociological material is made explicit by the candidate, is relevant, and frequently and consistently applied/related to the source. There is excellent engagement with/use of the source material.
3	<b>5–6 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.	<b>5–6 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material (theories, concepts and evidence) to the view presented in the question. The application of sociological material is made explicit by the candidate, is generally relevant but is only occasionally applied/related to the source. Generally, there is good engagement with/use of the source material.
2	<b>3–4 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	<b>3–4 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material (theories, concepts and evidence) to the view presented in the question. The material is applied/related to the source mainly implicitly and shows limited focus on the question. There is a limited attempt to engage with/use the source material.
1	<b>1–2 marks</b> The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.	<b>1–2 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material (theories, concepts and evidence). The material has marginal relevance and there may only be a partial understanding of the source shown which lacks focus on the question. There is a basic attempt to engage with/use the source material.
0	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.

**Q3:** 'Social class is a strong influence on an individual's identity'.

Explain reasons that support this view. Use evidence from **Source B** to support your answer. **(16 marks)**

**Guidance:**

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

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

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

1–2 reasons for a Level 1 / Level 2 response

3–4 reasons for a Level 3 / Level 4 response.

AO1 - INDICATIVE CONTENT	AO2 - INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• Jones argues social class is a strong influence on identity for the working class who are demonised in society from the salt of the earth to the scum of the earth.</li> <li>• Chambliss argues that social class is a strong influence based on the opportunities awarded to the working-class Roughnecks, and middle-class Saints.</li> <li>• Murray argues the underclass are a result of an overly generous welfare system and dependency culture that influences their norms and values.</li> <li>• Bourdieu argues that social class is linked to the opportunities based on capital such as economic, social and cultural. The higher the capital a person has, the more opportunities they are afforded in society.</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>apply</b> sociological material to the source by using examples and evidence from the source to illustrate their knowledge and understanding of sociological material. To gain AO2 marks, candidates <b>must</b> specifically engage with/use the source material to support the points they raise.</p> <ul style="list-style-type: none"> <li>• Source B suggests that social class is a strong influence as people are just as likely to identify as middle or working class as they did 40 years ago.</li> <li>• Source B suggests that people still believe that a person's social class is likely to affect the opportunities that you get in life.</li> <li>• Source B suggests that it is difficult to shift between classes.</li> <li>• Source B suggests that social class identity is complex and it is more than just being constructed through occupation.</li> <li>• Applying any other relevant theory, concept and evidence to the source.</li> </ul>



**Section B: Families and relationships**

<b>Q4:</b> Explain the concept of the reconstituted family. Use an example to support your explanation. <b>(4 marks)</b>			
<b>AO1 Knowledge and Understanding (3 marks)</b>			<b>AO2 Application (1 mark)</b>
<b>1 mark</b> - Brief explanation of the reconstituted family given.	<b>1 mark</b> - The explanation of the reconstituted family is fully developed/further explained.	<b>1 mark</b> - Accurate example of the reconstituted family identified.	<b>1 mark</b> – The example given is accurately <b>applied</b> to the concept of the reconstituted family.

<b>Q4:</b> Explain the concept of the reconstituted family. Use an example to support your explanation. <b>(4 marks)</b>	
<b>Guidance</b>	<b>Indicative content</b>
<p>This is a points-based question (AO1 x 3 marks + AO2 x 1 mark) and should be marked objectively [1+1+1+1].</p> <p>Higher marks demonstrate greater knowledge (through the explanation of the concept) and understanding (through exemplification) of sociological material (theories, concepts and evidence).</p>	<p><b>Explanation of the sociological concept of the reconstituted family could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• Created when a couple come together and form a family including at least one child from a previous relationship.</li> <li>• A family that includes one step-parent or one step child.</li> </ul> <p><b>Further development of the concept of the reconstituted family could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• They are sometimes called stepfamilies or blended families.</li> <li>• Reconstituted families have increased.</li> </ul> <p><b>Examples of the reconstituted family could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• Majority of reconstituted families consist of children staying with their mother.</li> <li>• Grant – study of reconstituted family dynamics.</li> </ul> <p><b>Application of the example to the reconstituted family could include (AO2):</b></p> <ul style="list-style-type: none"> <li>• It has been suggested that men are increasingly likely to be living with other men's children while their own grow up elsewhere.</li> <li>• Reconstituted families are diverse with Parentline Plus suggesting there are 72 ways step-families can be formed.</li> </ul>

<b>Q5: Explain two reasons for the increase in non-family households. Use sociological evidence to support your explanation (8 marks)</b>		
<b>Level</b>	<b>AO1 Knowledge and Understanding (4 marks)</b>	<b>AO2 Application (4 marks)</b>
<b>4</b>	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing relevant examples of sociological evidence for each explanation/argument presented. The examples provided clearly support the points raised. The examples provided are likely to be based on specifically named research, theories and evidence).
<b>3</b>	<b>3 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.	<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing examples of sociological evidence that are generally relevant. An example is provided for each explanation/argument presented. The examples provided are likely to be based on specifically named research, theories and evidence).
<b>2</b>	<b>2 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing examples that may not be completely relevant, or only providing a relevant example to support one explanation/argument presented. The examples provided are unlikely to be based on specifically named research, theories and evidence).
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing examples that have marginal relevance to the explanation/argument presented. The examples provided are unlikely to be based on specifically named research, theories and evidence).
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.

**Q5:** Explain **two** reasons for the increase in non-family households. Use sociological evidence to support your explanation. **(8 marks)**

**Guidance:**

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

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

Candidates who only provide **one** characteristic (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2).

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• Non-family households have increased due to the increase in living alone (Klineberg).</li> <li>• Non-family households have increased because it has become easier to do so with new technology (The Communications revolution).</li> <li>• Non-family households have increased because the stigma of certain non-family households has lessened so there is less pressure to marry or cohabit earlier, and more people Living Apart Together (Levin).</li> <li>• Non-family households have increased due to the increase of households containing two or more unrelated adults e.g. friends sharing accommodation.</li> <li>• Non-family households have increased due to the effects of an aging population.</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>apply</b> sociological material by using examples of the sociological theories, concepts and evidence to illustrate their knowledge and understanding and to directly address the question.</p> <ul style="list-style-type: none"> <li>• Klineberg suggests the increase in living alone due to the cult of the individual – cultural pressure to be 'good to oneself'.</li> <li>• The Communications revolution – Because we can now communicate and develop relationships with people instantly via social media, it is easier to find emotional support and achieve the pleasures of a social life away from traditional family households.</li> <li>• The Aging Population – People are living longer and therefore older people are more likely to be divorced or widowed and therefore living along – particularly affects elderly women.</li> <li>• Levin – Living Apart Together (LATs) - newly emerging family allowing people to be part of a couple with the autonomy of living alone.</li> <li>• Applying any other <b>relevant</b> theory, concept and evidence.</li> </ul>

Q6*: 'Relationships between parents and children are changing.' Evaluate this view. (16 marks)		
Level	AO1 Knowledge and Understanding	AO3 Analysis and Evaluation
4	<p><b>4 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.</p>	<p><b>10–12 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making sound judgements and drawing reasoned conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated.</i></p>
3	<p><b>3 marks</b></p> <p>The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.</p>	<p><b>7–9 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making reasonable judgements and drawing conclusions from this material. A balanced discussion is presented (e.g. considering supporting/ challenging views). <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i></p>
2	<p><b>2 marks</b></p> <p>The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.</p>	<p><b>4–6 marks</b></p> <p>The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including attempts to make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes appropriate.</i></p>
1	<p><b>1 mark</b></p> <p>The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.</p>	<p><b>1–3 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material (theories, concepts and evidence). Attempts to make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i></p>
0	<p><b>0 marks</b></p> <p>No relevant knowledge or understanding.</p>	<p><b>0 marks</b></p> <p>No relevant sociological evaluation.</p>

**Q6\*:** ‘Relationships between parents and children are changing.’ Evaluate this view. **(16 marks)**

**Guidance:**

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO3 analysis and evaluation.

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

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

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

AO1 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• Increasing child-centredness of families where families are focused on children’s needs e.g. King and Raynor say families reinforce attitudes and values about the importance of educational success.</li> <li>• The disappearance of childhood e.g. Postman and the merging of these life stages due to increased knowledge and access to the ‘adult world’ so there is a social blurring meaning there is little difference between adults and children now.</li> <li>• Parents are increasingly controlling and over-protective of their children via paranoid parenting e.g. Furedi. Suggests there is an automatic assumption that any adult interest in children is suspicious.</li> <li>• Changes in types of Fatherhood where fathers wanting to spend more time with their children out of work time. e.g. Gray.</li> </ul> <p>Any other <b>relevant</b> theory, concept and evidence.</p>	<p>Candidates may <b>analyse</b> and <b>evaluate</b> sociological material <b>in order to</b> present arguments, make judgements and draw conclusions, such as:</p> <p>Arguments and judgements based on ideas that children have become far more closely supervised by parents meaning they have far more restrictions on what they can do e.g. Cunningham.</p> <p>Functionalist arguments and judgements based on how relationships are not changing as childhood is not disappearing as there is a clear distinction between children and parents e.g. Murdock.</p> <p>Arguments and judgements based on the idea of a Toxic Childhood (Palmer) where children have a lack of discipline or high amounts of junk food etc because parents are busy working full-time, and they give in to their children’s demands.</p> <p>Feminist arguments and judgements based on ideas that negative relationships have not changed in some families as men are still regarded as the heads of the household so have patriarchal control over children spending time with a specific parent e.g. Delphy and Leonard.</p> <p>Any other relevant argument, judgement or conclusion.</p>

Q7*: 'The roles of men and women in the family have changed.' Explain and evaluate this view. Use sociological evidence to support your answer. (24 marks)			
Level	AO1 Knowledge and Understanding (9 marks)	AO2 Application (6 marks)	AO3 Analysis and Evaluation (9 marks)
4	<b>8–9 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.	<b>6 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material (theories, concepts and evidence). The material is relevant, and explicitly and frequently and consistently applied/related to the question	<b>8–9 marks</b> The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making sound judgements and drawing reasoned conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated.</i>
3	<b>6–7 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/ lack detail.	<b>4–5 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material (theories, concepts and evidence). The material is generally relevant and explicitly, if only occasionally, applied/related to the question.	<b>6–7 marks</b> The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making reasonable judgements and drawing conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/appropriate and supported by some evidence.</i>
2	<b>4–5 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	<b>2–3 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material (theories, concepts and evidence). The material is applied/ related to the question mainly implicitly and lacks focus on the question.	<b>4–5 marks</b> The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including attempts to make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes appropriate.</i>
1	<b>1–3 marks</b> The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material (theories, concepts and evidence). The material has marginal relevance.	<b>1–3 marks</b> The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material (theories, concepts and evidence). Attempts to make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>
0	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.	<b>0 marks</b> No relevant sociological evaluation.

**Q7\*:** 'The roles of men and women in the family have changed.' Explain and evaluate this view. Use sociological evidence to support your answer. **(24 marks)**

**Guidance:**

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

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

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

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

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• The march of progress theory states roles have changed relating to decision making and domestic labour creating a symmetrical family - Willmott and Young.</li> <li>• Women working full-time is leading to a more equal division of labour in the home even though women still have a dual burden – Gershuny.</li> <li>• Feminist arguments and judgements that women do a triple shift of housework, paid work and emotion work now e.g. Dunscombe and Marsden.</li> <li>• Impact of government policy e.g. paid paternity leave for two weeks and where men can also share parental leave e.g. Thompson.</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>apply</b> sociological material by using examples of the sociological theories, concepts and evidence to illustrate their knowledge and understanding and to directly address the question.</p> <ul style="list-style-type: none"> <li>• Roles are now a lot more similar as women now go out to work and men now help with housework and childcare meaning there are joint conjugal roles.</li> <li>• Roles suggest that there are different definitions now of masculinity and femininity and are more democratic. Men are expected to do more housework now and suggests that parental role models are important.</li> <li>• Emotion work involving love and sympathy especially seems to be invisible in a woman's domestic work.</li> <li>• New dads are clearly more willing to combine work with staying at home and looking after children.</li> <li>• Applying any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>analyse</b> and <b>evaluate</b> sociological material <b>in order to</b> present arguments, make judgements and draw conclusions, such as:</p> <ul style="list-style-type: none"> <li>• Arguments or judgements suggesting that roles have not changed e.g. Duncombe and Marsden discuss the Triple shift how women do housework, childcare and emotional work.</li> <li>• Feminist judgements suggesting that roles are still the same and that this view is exaggerated e.g. Oakley's study on the sociology of housework.</li> <li>• Judgements linked to the idea of Hakim and her alternative perspectives on domestic labour and how women have a choice between domestic labour and employment. They choose to be the main carer which is based on traditional views.</li> <li>• Liberal feminists' arguments and judgements suggesting that women remain dissatisfied with many men's refusal to take on a full share of family responsibility e.g. Somerville</li> <li>• Any other relevant argument, judgement or conclusion.</li> </ul>

**Section B: Youth Subcultures**

<b>Q8:</b> Explain the concept of anti-school subcultures. Use an example to support your explanation. <b>(4 marks)</b>			
<b>AO1 Knowledge and Understanding (3 marks)</b>			<b>AO2 Application (1 mark)</b>
<b>1 mark</b> - Brief explanation of anti-school subcultures given.	<b>1 mark</b> - The explanation of anti-school subcultures is fully developed/further explained.	<b>1 mark</b> - Accurate example of anti-school subcultures identified.	<b>1 mark</b> – The example given is accurately applied to the concept of anti-school subcultures.

<b>Q8:</b> Explain the concept of anti-school subcultures. Use an example to support your explanation <b>(4 marks)</b>	
<b>Guidance</b>	<b>Indicative content</b>
<p>This is a points-based question (AO1 x 3 marks + AO2 x 1 mark) and should be marked objectively [1+1+1+1].</p> <p>Higher marks demonstrate greater knowledge (through the explanation of the concept) and understanding (through exemplification) of sociological material (theories, concepts and evidence).</p>	<p><b>Explanation of the sociological concept of anti-school subcultures could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• Anti-school subcultures are those that do not conform to the norms and values of the education system and are therefore deviant.</li> </ul> <p><b>Further development of the concept of anti-school subcultures could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• Anti-school subcultures often develop negative attitudes towards teachers or make fun of students who do work hard or succeed within the education system.</li> </ul> <p><b>Examples of anti-school subcultures could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• New Wave Girls.</li> <li>• Learning to Labour.</li> </ul> <p><b>Application of the example to anti-school subcultures could include (AO2):</b></p> <ul style="list-style-type: none"> <li>• The New Wave Girls were anti school in rejecting the norms of school and support of teachers but pro-education in still wanting to achieve.</li> <li>• In learning to labour the working class boys developed a culture of fatalism and accepted they would not succeed in school and so valued behaviours that were deviant to the norms of school.</li> </ul>



<b>Q9: Explain two characteristics of moral panics. Use sociological evidence to support your explanation (8 marks)</b>		
<b>Level</b>	<b>AO1 Knowledge and Understanding (4 marks)</b>	<b>AO2 Application (4 marks)</b>
<b>4</b>	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing relevant examples of sociological evidence for each explanation/argument presented. The examples provided clearly support the points raised. The examples provided are likely to be based on specifically named research, theories and evidence).
<b>3</b>	<b>3 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.	<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing examples of sociological evidence that are generally relevant. An example is provided for each explanation/argument presented. The examples provided are likely to be based on specifically named research, theories and evidence).
<b>2</b>	<b>2 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing examples that may not be completely relevant, or only providing a relevant example to support one explanation/argument presented. The examples provided are unlikely to be based on specifically named research, theories and evidence).
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing examples that have marginal relevance to the explanation/argument presented. The examples provided are unlikely to be based on specifically named research, theories and evidence).
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.

**Q9:** Explain **two** characteristics of moral panics. Use sociological evidence to support your explanation. **(8 marks)**

**Guidance:**

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

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

Candidates who only provide **one** characteristic (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2).

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• One characteristic of a moral panic is the way they are used to foster fear in society. They can be used to create and us vs them in society between groups or to distract the masses by inducing fear as a technique to refocus attention.</li> <li>• One characteristic of a moral panic is the media becomes the moral entrepreneur of society and reinforces the accepted norms and values as acceptable by pointing out the deviant behaviour or deviant group.</li> <li>• One characteristic of a moral panic is the hyper-exaggeration of behaviour in the media leading to further deviancy. As the media report on deviant behaviour, it can 'advertise' such behaviour to other youths to be part of the media frenzy or status that could come with that.</li> <li>• One characteristic of a moral panic is the creation of folk devils, which are typically young people who are demonised in the media and deviant behaviour is then blown out of proportion.</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>apply</b> sociological material by using examples of the sociological theories, concepts and evidence to illustrate their knowledge and understanding and to directly address the question.</p> <ul style="list-style-type: none"> <li>• Hall in Policing the Crisis argues that 'black mugging' was used to stereotype one ethnic group as criminal and create fear around this in society. It was used as a tool to distract the masses from the economic crisis of the time and reinforce hegemony.</li> <li>• Fawbert argues that hoodies became demonised in the media with a moral panic around the decay of youth behaviours in shopping centres and hoodies became the symbol of deviancy in young working class people.</li> <li>• Cohen argues in his study on the Mods and Rockers that the media reporting led to an increase of deviancy in Brighton where as more reports were made, more young people turned up in opposition of each subculture and led to greater deviant behaviours thus fuelling the moral panic.</li> <li>• Goode and Ben-Yahuda argue that one aspect of a moral panic is the hostility creation linked to folk devils by the media and then the consensus in society that subcultures named as folk devils should be feared and is this disproportionately exaggerated.</li> <li>• Applying any other relevant theory, concept and evidence.</li> </ul>

Q10*: 'Youth subcultures are related to gender'. Evaluate this view. (16 marks)		
Level	AO1 Knowledge and Understanding	AO3 Analysis and Evaluation
4	<p><b>4 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.</p>	<p><b>10–12 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making sound judgements and drawing reasoned conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated.</i></p>
3	<p><b>3 marks</b></p> <p>The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.</p>	<p><b>7–9 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making reasonable judgements and drawing conclusions from this material. A balanced discussion is presented (e.g. considering supporting/ challenging views). <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i></p>
2	<p><b>2 marks</b></p> <p>The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.</p>	<p><b>4–6 marks</b></p> <p>The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including attempts to make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes appropriate.</i></p>
1	<p><b>1 mark</b></p> <p>The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.</p>	<p><b>1–3 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material (theories, concepts and evidence). Attempts to make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i></p>
0	<p><b>0 marks</b></p> <p>No relevant knowledge or understanding.</p>	<p><b>0 marks</b></p> <p>No relevant sociological evaluation.</p>

**Q10\*:** Youth subcultures are related to gender'. Evaluate this view. **(16 marks)**

**Guidance:**

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO3 analysis and evaluation.

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

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

1–2 points for a Level 1 / Level 2 response

3–4 points for a Level 3 / Level 4 response.

AO1 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• Jackson – conducted interviews with teachers which suggested that young girls created groups based around laddish behaviour known as ladettes.</li> <li>• Reddington argues girls were often reduced to being the girlfriends of the boys in subcultures such as punkettes and were not really part of punk culture in the same way that boys were.</li> <li>• Thornton argued that girls were often excluded from youth culture and subcultures due to a lack of subcultural capital. The girls lacked either the disposable income or freedom to adopt the right styles or behaviours to then join in with youth culture.</li> <li>• McRobbie argues that girls were part of youth culture but this was different to boys in that girls created their own bedroom cultures as a result of being more restricted than boys.</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>analyse</b> and <b>evaluate</b> sociological material <b>in order to</b> present arguments, make judgements and draw conclusions, such as:</p> <ul style="list-style-type: none"> <li>• Feminist arguments and judgements based on youth culture being related to gender and could be the acceptance or rejection of gender roles or expectations of young women and the behaviours and or labels attached to this.</li> <li>• Feminist arguments and judgements based around gender and ethnicity intersecting as shown by black ‘ragga’ girls who use music to ridicule male sexism and achieving their own cultural space – McRobbie.</li> <li>• Postmodernist arguments and judgements based on ideas that postmodern neo-tribes are less gendered meaning girls are able to develop their own identities - Bennett.</li> <li>• Postmodernist arguments and judgements based on the ‘supermarket of style’ where youths can create identities by picking and mixing ideas from different cultures, fashions, lifestyles and music that doesn't link to gender – Polhemus.</li> <li>• Any other relevant argument, judgement or conclusion.</li> </ul>

Q11*: 'Functionalism provides a good explanation of youth deviance.' Explain and evaluate this view. Use sociological evidence to support your answer. (24 marks)			
Level	AO1 Knowledge and Understanding (9 marks)	AO2 Application (6 marks)	AO3 Analysis and Evaluation (9 marks)
4	<b>8–9 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.	<b>6 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material (theories, concepts and evidence). The material is relevant, and explicitly and frequently and consistently applied/related to the question	<b>8–9 marks</b> The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making sound judgements and drawing reasoned conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated.</i>
3	<b>6–7 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/ lack detail.	<b>4–5 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material (theories, concepts and evidence). The material is generally relevant and explicitly, if only occasionally, applied/related to the question.	<b>6–7 marks</b> The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making reasonable judgements and drawing conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i>
2	<b>4–5 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	<b>2–3 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material (theories, concepts and evidence). The material is applied/ related to the question mainly implicitly and lacks focus on the question.	<b>4–5 marks</b> The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including attempts to make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes appropriate.</i>
1	<b>1–3 marks</b> The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material (theories, concepts and evidence). The material has marginal relevance.	<b>1–3 marks</b> The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material (theories, concepts and evidence). Attempts to make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>
0	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.	<b>0 marks</b> No relevant sociological evaluation.

**Q11\***: 'Functionalism provides a good explanation of youth deviance.' Explain and evaluate this view. Use sociological evidence to support your answer. (24 marks)

**Guidance:**

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

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

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

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

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• Cohen argues that young working-class males experience status frustration as they fail to achieve mainstream success in education and thus need illegitimate ways to achieve success.</li> <li>• Miller argues young males reject the traditional norms of society and change them to create their own deviant ones based on focal concerns.</li> <li>• Cloward and Ohlin argue young males experience blocked opportunities as they fail to achieve in legitimate ways and therefore turn to crime to achieve but organised crime is also closed to most.</li> <li>• Durkheim suggested deviance serves several functions for society which can be linked to youth delinquency</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>apply</b> sociological material by using examples of the sociological theories, concepts and evidence to illustrate their knowledge and understanding and to directly address the question.</p> <ul style="list-style-type: none"> <li>• Status links to respect from others in the peer group. Working-class boys are aware of mainstream values like good qualifications and when they realise they can't achieve this are left with feelings of frustration.</li> <li>• Focal concerns are based on freedom and excitement, and they link to being tough or macho and being smart and streetwise.</li> <li>• There are types of deviant subcultures that develop depending on the illegitimate means available. They are criminal, conflict and retreatist types of subcultures.</li> <li>• Through boundary maintenance, deviance helps to reinforce societal norms and values by highlighting the difference between acceptable and unacceptable behaviour.</li> <li>• Applying any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>analyse</b> and <b>evaluate</b> sociological material <b>in order to</b> present arguments, make judgements and draw conclusions, such as:</p> <ul style="list-style-type: none"> <li>• Arguments or judgements suggesting that youth deviance is linked to working class boys sharing middle class success goals only to reject these when they fail. This group doesn't necessarily share these mainstream values though.</li> <li>• Marxist arguments and judgements argue that young people become oppositional or anti-establishment linked to social class and the oppressive nature of capitalism, rather than rejecting traditional norms – CCCS</li> <li>• Matza suggests that young males are not clearly committed to deviant subcultures and instead drift in and out of delinquency.</li> <li>• Interactionist arguments and judgements suggesting that functionalism fails to account for the role of labelling and the media in youth deviance and that even if young people do commit to the value consensus a self-fulfilling prophecy can then lead to deviance anyway - Becker</li> <li>• Any other relevant argument, judgement or conclusion.</li> </ul>

## Section B: Media

<b>Q12:</b> Explain the concept of moral panics. Use an example to support your explanation. <b>(4 marks)</b>			
<b>AO1 Knowledge and Understanding (3 marks)</b>			<b>AO2 Application (1 mark)</b>
<b>1 mark</b> - Brief explanation of moral panics given.	<b>1 mark</b> - The explanation of moral panics is fully developed/further explained.	<b>1 mark</b> - Accurate example of moral panics identified.	<b>1 mark</b> – The example given is accurately <b>applied</b> to the concept of moral panics.

<b>Q12:</b> Explain the concept of moral panics. Use an example to support your explanation. <b>(4 marks)</b>	
<b>Guidance</b>	<b>Indicative content</b>
<p>This is a points-based question (AO1 x 3 marks + AO2 x 1 mark) and should be marked objectively [1+1+1+1].</p> <p>Higher marks demonstrate greater knowledge (through the explanation of the concept) and understanding (through exemplification) of sociological material (theories, concepts and evidence).</p>	<p><b>Explanation of the sociological concept of moral panics could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• Moral panics refer to the media over-reaction to social groups that are seen as a threat to society.</li> </ul> <p><b>Further development of the concept of moral panics could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• How they develop over a series of stages.</li> <li>• Deviancy amplification.</li> </ul> <p><b>Examples of moral panics could include (AO1):</b></p> <ul style="list-style-type: none"> <li>• Mods and Rockers (Cohen).</li> <li>• Hoodies (Fawbert).</li> <li>• Mugging (Hall).</li> </ul> <p><b>Application of the example to moral panics could include (AO2):</b></p> <ul style="list-style-type: none"> <li>• Account of the mods and rockers at seaside towns in the 1960s and how the media amplified minor scuffles into major fights.</li> <li>• How wearing a hooded top became symbolic of moral decline and lack of social order</li> <li>• How the media over-reacted to mugging by Black people to distract from Government inadequacy.</li> </ul>

<b>Q13: Explain two ways that the media represent women. Use sociological evidence to support your explanation. (8 marks)</b>		
<b>Level</b>	<b>AO1 Knowledge and Understanding (4 marks)</b>	<b>AO2 Application (4 marks)</b>
<b>4</b>	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.	<b>4 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing relevant examples of sociological evidence for each explanation/argument presented. The examples provided clearly support the points raised. The examples provided are likely to be based on specifically named research, theories and evidence).
<b>3</b>	<b>3 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.	<b>3 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing examples of sociological evidence that are generally relevant. An example is provided for each explanation/argument presented. The examples provided are likely to be based on specifically named research, theories and evidence).
<b>2</b>	<b>2 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	<b>2 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing examples that may not be completely relevant, or only providing a relevant example to support one explanation/argument presented. The examples provided are unlikely to be based on specifically named research, theories and evidence).
<b>1</b>	<b>1 mark</b> The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material (theories, concepts and evidence) by providing examples that have marginal relevance to the explanation/argument presented. The examples provided are unlikely to be based on specifically named research, theories and evidence).
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.



**Q13:** Explain **two** ways that the media represent women. Use sociological evidence to support your explanation. **(8 marks)**

**Guidance:**

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

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

Candidates who only provide **one** characteristic (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2).

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• Tuchman – women are symbolically annihilated and occupy a limited number of roles in fictional media representations.</li> <li>• Ferguson – The cult of femininity – women are portrayed through an ideal image of femininity in terms of sex objects or exaggerated beauty.</li> <li>• Glascock – increasing portrayal of strong independent women such as Lara Croft in Tomb Raider.</li> <li>• Gauntlett – men and women are now often portrayed as having similar skills in modern films.</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>apply</b> sociological material by using examples of the sociological theories, concepts and evidence to illustrate their knowledge and understanding and to directly address the question.</p> <ul style="list-style-type: none"> <li>• One way is that women are represented stereotypically in terms of being seen as passive sex objects or only for their looks. This leads to objectification.</li> <li>• Women occupy a limited number of roles such as being a housewife or mother as shown by magazines which promote traditional ideals of femininity.</li> <li>• Evidence that there is an increasing number of positive female roles in the media which leads to better representation and empowering for women and girls</li> <li>• Using specific examples from fictional media evidence there is an increasing challenge to conventional masculinity by showing traditional masculinity as flawed.</li> <li>• Applying any other relevant theory, concept and evidence.</li> </ul>

Q14*: ‘Media representations of age are changing.’ Evaluate this view. (16 marks)		
Level	AO1 Knowledge and Understanding	AO3 Analysis and Evaluation
4	<p><b>4 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.</p>	<p><b>10–12 marks</b></p> <p>The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making sound judgements and drawing reasoned conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated.</i></p>
3	<p><b>3 marks</b></p> <p>The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/lack detail.</p>	<p><b>7–9 marks</b></p> <p>The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making reasonable judgements and drawing conclusions from this material. A balanced discussion is presented (e.g. considering supporting/ challenging views). <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i></p>
2	<p><b>2 marks</b></p> <p>The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.</p>	<p><b>4–6 marks</b></p> <p>The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including attempts to make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes appropriate.</i></p>
1	<p><b>1 mark</b></p> <p>The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.</p>	<p><b>1–3 marks</b></p> <p>The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material (theories, concepts and evidence). Attempts to make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i></p>
0	<p><b>0 marks</b></p> <p>No relevant knowledge or understanding.</p>	<p><b>0 marks</b></p> <p>No relevant sociological evaluation.</p>

**Q14\*:** 'Media representations of age are changing.' Evaluate this view. **(16 marks)**

**Guidance:**

Assessment Objectives should be marked at each Level independently. For example, it is possible that a student can attain a Level 4 response for AO1 knowledge and understanding, but only a Level 1 response for AO3 analysis and evaluation.

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

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

1–2 points for a Level 1 / Level 2 response

3–4 points for a Level 3 / Level 4 response.

AO1 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• More positive representations of old age are occurring such as Biggs who highlighted how old people appear more in soap operas.</li> <li>• Carrigan and Szmigin who show how advertisers are catering for the 'grey pound'.</li> <li>• Representations are less stereotypical and mirror changes in society via Active Aging – Clarke and Warren.</li> <li>• Neo-Marxist representations of youth has changed from freedom and prosperity in the 1950s and 60s to youth as trouble – Hebdige.</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>analyse</b> and <b>evaluate</b> sociological material <b>in order to</b> present arguments, make judgements and draw conclusions, such as:</p> <ul style="list-style-type: none"> <li>• Arguments and judgements based on media representations not changing and continuing to be stereotypical of the elderly as grumpy and one-dimensional – Landis.</li> <li>• Arguments and judgements highlighting how the elderly only have minor roles - Cuddy and Fiske.</li> <li>• Arguments and judgements showing how young people are negatively portrayed and marginalised – Wayne.</li> <li>• Postmodernist arguments and judgements suggest a blurring of boundaries between social groups due to the wide variety of images being portrayed of age.</li> <li>• Any other relevant argument, judgement or conclusion.</li> </ul>

<b>Q15*:</b> 'Audiences are active in their use of the media.' Explain and evaluate this view. Use sociological evidence to support your answer. <b>(24 marks)</b>			
<b>Level</b>	<b>AO1 Knowledge and Understanding (9 marks)</b>	<b>AO2 Application (6 marks)</b>	<b>AO3 Analysis and Evaluation (9 marks)</b>
<b>4</b>	<b>8–9 marks</b> The candidate demonstrates an <b>excellent</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is accurate and detailed.	<b>6 marks</b> The candidate demonstrates an <b>excellent</b> ability to apply relevant sociological material (theories, concepts and evidence). The material is relevant, and explicitly and frequently and consistently applied/related to the question	<b>8–9 marks</b> The candidate demonstrates an <b>excellent</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making sound judgements and drawing reasoned conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated.</i>
<b>3</b>	<b>6–7 marks</b> The candidate demonstrates <b>good</b> knowledge and understanding of sociological material (theories, concepts and evidence). The material is generally accurate but may be underdeveloped/ lack detail.	<b>4–5 marks</b> The candidate demonstrates a <b>good</b> ability to apply relevant sociological material (theories, concepts and evidence). The material is generally relevant and explicitly, if only occasionally, applied/related to the question.	<b>6–7 marks</b> The candidate demonstrates a <b>good</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including making reasonable judgements and drawing conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i>
<b>2</b>	<b>4–5 marks</b> The candidate demonstrates a <b>limited</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response may contain some inaccuracies and lack detail.	<b>2–3 marks</b> The candidate demonstrates a <b>limited</b> ability to apply relevant sociological material (theories, concepts and evidence). The material is applied/ related to the question mainly implicitly and lacks focus on the question.	<b>4–5 marks</b> The candidate demonstrates a <b>limited</b> ability to analyse and evaluate sociological material (theories, concepts and evidence), including attempts to make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes appropriate.</i>
<b>1</b>	<b>1–3 marks</b> The candidate demonstrates <b>basic</b> knowledge and understanding of sociological material (theories, concepts and evidence). The response contains considerable inaccuracies.	<b>1 mark</b> The candidate demonstrates a <b>basic</b> ability to apply relevant sociological material (theories, concepts and evidence). The material has marginal relevance.	<b>1–3 marks</b> The candidate demonstrates a <b>basic</b> ability to analyse and evaluate sociological material (theories, concepts and evidence). Attempts to make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>
<b>0</b>	<b>0 marks</b> No relevant knowledge or understanding.	<b>0 marks</b> No relevant sociological application.	<b>0 marks</b> No relevant sociological evaluation.

**Q15\*:** ‘Audiences are active in their use of the media.’ Explain and evaluate this view. Use sociological evidence to support your answer. **(24 marks)**

**Guidance:**

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

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

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

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

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Candidates may demonstrate their <b>knowledge</b> and <b>understanding</b> of sociological theories, concepts and evidence such as:</p> <ul style="list-style-type: none"> <li>• Audiences use the media in lots of different ways and have different needs. This is shown by the Uses and Gratifications model – Katz and Blumer.</li> <li>• Audiences filter through active ways through exposure, perception and retention in the Selective Filter Model – Lazarsfeld.</li> <li>• Media messaging contains strong ideological messages that reflect those people who own and control the media – Hall et al.</li> <li>• Postmodern view that because of the amount of choice available the media is key to the creation of the postmodern world</li> <li>• Any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>apply</b> sociological material by using examples of the sociological theories, concepts and evidence to illustrate their knowledge and understanding and to directly address the question.</p> <ul style="list-style-type: none"> <li>• Audience doesn't passively accept messages and instead controls how it's used and how it can impact us.</li> <li>• Media messages are listened or viewed and then if we agree they are accepted. However the messaging only affects us if we remember it.</li> <li>• Audiences have been exposed for some time via the 'drip- drip' effect from media messaging.</li> <li>• Shows how audiences can create their own set of values and understanding of global information.</li> <li>• Applying any other <b>relevant</b> theory, concept and evidence.</li> </ul>	<p>Candidates may <b>analyse</b> and <b>evaluate</b> sociological material <b>in order to</b> present arguments, make judgements and draw conclusions, such as:</p> <ul style="list-style-type: none"> <li>• Traditional Marxist arguments and judgements state media is part of the ideological state apparatus, so assumes audience is passively accepting of capitalism, which contributes to a false class consciousness that accepts exploitation.</li> <li>• Feminist arguments and judgements suggests media controls women and makes sure of patriarchy. The model doesn't look at how sometimes we select messages we don't agree with and may not want to remember, which could link to further objectification of women.</li> <li>• Neo-Marxist arguments and judgements based on recognising that media content benefits capitalism and that the audience can interpret content in different ways.</li> <li>• Judgement based on how viewers will react differently in an audience so some will be passive as seen by the hypodermic syringe model.</li> <li>• Any other relevant argument, judgement or conclusion.</li> </ul>

### Assessment Objectives Grid

Question	AO1		AO2	AO3			Total
	AO1.1	AO1.2	AO2	AO3.1	AO3.2	AO3.3	
1	3	0	1	0	0	0	4
2	4	0	4	0	0	0	8
3*	8	0	8	0	0	0	16
4/8/12	3	0	1	0	0	0	4
5/9/13	4	0	4	0	0	0	8
6*/10*/14*	4	0	0	4	4	4	16
7*/11*/15*	9	0	6	3	3	3	24
<b>Totals</b>	35	0	24	7	7	7	<b>80</b>
	<b>35</b>		<b>24</b>	<b>21</b>			

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