

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
Advanced Subsidiary GCE

SOCIOLOGY

Culture and Socialisation

2533

REVISED SPECIMEN PAPER JUNE 2002 ONWARDS

Additional materials:

16 page Answer Book

4 page continuation Answer Book

TIME 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- There are eight questions in this paper. You should answer any **two** questions. Each question has **two** parts.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **90**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

This specimen paper consists of 3 printed pages and 1 blank page.

There are **eight** questions in this paper. You should answer any **two** questions.
Each question has **two** parts.

OPTION 1

The Family

- 1 (a) Identify and explain **two** ways in which the nuclear family benefits its members. [15]
(b) Outline and discuss the view that the nuclear family is bad for its members. [30]
[45 marks]
- 2 (a) Identify and explain **two** ways in which government policy has affected family life. [15]
(b) Outline and discuss the view that UK government policy does not take enough account of the diversity of family life. [30]
[45 marks]

OPTION 2

Mass Media

- 3 (a) Identify and explain **two** trends in the ownership of the mass media which have occurred over the last 25 years. [15]
(b) Outline and discuss the view that owners of the media manipulate the audience. [30]
[45 marks]
- 4 (a) Identify and explain **two** ways in which screen violence is said to affect the viewer. [15]
(b) Outline and discuss the view that the media should be subjected to more censorship. [30]
[45 marks]

OPTION 3**Religion**

- 5 (a) Identify and explain **two** ways in which religion continues to be a significant influence on society. [15]
- (b) Outline and discuss the view that the influence of religion on UK society is declining. [30]
- [45 marks]
- 6 (a) Identify and explain **two** characteristics of religious fundamentalism. [15]
- (b) Outline and discuss the view that religion, in general, has negative consequences for women. [30]
- [45 marks]

OPTION 4**Youth and Culture**

- 7 (a) Identify and explain **two** trends in female delinquency. [15]
- (b) Outline and discuss the view that the deviant behaviour of young females is seen differently from that of young males. [30]
- [45 marks]
- 8 (a) Identify and explain **two** reasons for the development of youth subcultures in Britain over the last fifty years. [15]
- (b) Outline and discuss the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people. [30]
- [45 marks]

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MARK SCHEME

GENERAL MARKING GUIDELINES

It is important to remember that the Advanced Subsidiary GCE is assessed at a standard appropriate for candidates who have completed the first half of a full Advanced GCE course i.e. between GCSE and Advanced GCE. Candidates will mainly be 17 years old writing under examination conditions. Before you begin marking it is strongly recommended that you examine the Advanced Subsidiary Assessment Matrix on page 59 of the Specifications in order to obtain a feel for the general qualities we are seeking at this level. The mark scheme for each unit gives more detailed guidance on the possible responses to each question.

Marking must be positive. Candidates should not be penalised for errors, inaccuracies or irrelevancies. Credit should be given for what is there rather than what you think should be there. Credit should also be given for responses which take an unusual approach not covered by the mark scheme, which are judged to be valid alternatives. The Assessment Matrix on page 59 of the Specifications should be used to mark such responses. Please consult your team leader if necessary for further guidance.

Marks for quality of written communication are embedded with the AO1 criteria. Answers to all questions should be written in continuous prose and will be assessed according to clarity of expression and presentation, taking account of grammar, punctuation and spelling.

It is extremely important that the whole range of marks be used in order to differentiate between candidates. Full marks should be awarded for responses which are the best that can be reasonably expected of AS candidates who have completed one year of study. A perfect answer is not required. If the candidate's response to a question is such that the mark scheme allows full marks to be awarded, full marks must be given. If a candidate's answer does not deserve any credit, no marks should be awarded.

OPTION 1: The Family**1 (a) Identify and explain two ways in which the nuclear family benefits its members.****[15 marks]***AO1 Knowledge and Understanding*

[13-15] The candidate shows a range of knowledge and understanding of **two** ways in which the nuclear family benefits its members.

Candidates may elaborate on any two from :-

- Stabilisation of adult personalities, *couples ease the burden of work and social life for each other, relieving frustration, tension.*
- Geographically mobile and relatively affluent due to few dependent kin.
- Effective socialisation of young, expressive role of mother, instrumental role of father, *boys and girls have appropriate role models and discipline preparing them for adult roles.*
- Stable satisfaction of sexual needs, *couples have a meaningful sexual relationship minimising the risks from sex outside marriage which could lead to marital instability or sexually transmitted disease.*
- Provides warmth security, emotional support, *all family members benefit from the loving relationships that they share with each other*
- Financial and physical security, *provision of housing and protection*
- Sense of identity. *Clearly important to family members as evidenced by interest in genealogy.*
- Informal education *families facilitate/support learning for the young.*
- Shared leisure, *family holidays, special occasions e.g. weddings, birthdays, outings, educational visits etc.*
- Or any other relevant point

Answers at the top of this band are likely to include theoretical and/or conceptual and/or empirical evidence to support both benefits. At the bottom of the band, evidence may be uneven and provided in depth for only one benefit. The candidate will present a coherent answer which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.

[9-12] The candidate displays knowledge and understanding of **two** ways in which the nuclear family benefits its members and of associated sociological evidence and ideas. Expect to see less developed explanations where the direct benefit may not be explicitly linked to family membership. The candidate will present partial or uneven material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[5-8] The candidate displays some knowledge and understanding of **two** ways in which the nuclear family benefits its members and of associated sociological evidence and ideas. More than one benefit may be referred to but both are unlikely to be explained. One way fully explained can reach the top of the band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-4] The candidate displays an awareness of at least **one** way in which the nuclear family benefits its members or one explanation. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive .

[0] No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that the nuclear family is bad for its members.**[30 marks]**

Candidates may refer to:- the work of Radical Psychiatrists such as Laing and Cooper, family causes schizophrenia, is an ideological conditioning device, Marxist views may be mentioned i.e. benefits ruling class in helping to create and maintain false consciousness, excessive emphasis on consumption, Edmund Leach, family emotionally overloaded like an electrical circuit, Feminists on domestic violence, conjugal roles, role of the nuclear family in the oppression of women, gender role socialisation and gender inequality in the family, effect of patriarchy, child abuse etc. Evidence which illustrates the negative impact of nuclear family living may be theoretical or empirical e.g. most divorce petitions are by women, drug/alcohol abuse on the increase especially among the young, housewives on Valium etc. Some candidates may pick up on the relative isolation of the nuclear family and loss of mutual support gained from extended family in particular care of elderly, lack of informal childcare arrangements. In evaluation, the various positions may be challenged, some reference may be made to increasing family diversity as evidence of a response to the negative experiences of living within a nuclear family.

AO1 Knowledge and Understanding

(9 marks)

[8-9] The candidate shows a range of knowledge and understanding which clearly and explicitly illustrates the impact of the nuclear family on its members. At the top of the band, candidates will demonstrate balanced knowledge and understanding of relevant concepts and/or empirical evidence and/or theory, displaying breadth, detail and/or depth. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[5-7] The candidate displays knowledge and understanding of the view that the nuclear family is bad for its members. A range of concepts and/or empirical evidence and/or theoretical positions may be presented, but will be more implicit and less developed than in the above band. At the bottom of the band answers are likely to be one-sided, concentrating mainly on either the negative or positive aspects of nuclear family living. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[3-4] The candidate displays some knowledge of the view that the nuclear family is bad for its members. It is likely that evidence will be inaccurate, and/or anecdotal, presented in common sense and/or with limited focus on the question. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-2] The candidate displays an awareness of at least one aspect of the view that the nuclear family is bad for its members. The candidate may present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

(12 marks)

[10-12] The candidate shows the ability to select and analyse data appropriate to the view that the nuclear family is bad for its members. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data and/or theoretical summaries for and against the view expressed in the question.

[7-9] The candidate displays the ability to select from and appropriately interpret different types of data about the view that the nuclear family is bad for its members. Expect to see some interpretation of patterns and/or trends and/or research data and or theoretical summaries for and against the view expressed in the question.

[4-6] The candidate displays some ability to interpret different types of data about the view that the nuclear family is bad for its members. More than one dimension to the arguments pertaining to the view expressed will be evident though evidence may be superficial or inaccurate.

[1-3] The candidate displays limited ability to use at least one form of data about the view that the nuclear family is bad for its members.

[0] No relevant interpretation and analysis.

AO2b Evaluation

(9 marks)

[8-9] The candidate shows the ability to evaluate specific sociological arguments using a wide range of available evidence and alternative explanations about the view that the nuclear family is bad for its members. Candidates may select from and use a range of arguments both in favour of and against the range of positions expressed.

[5-7] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the nuclear family is bad for its members. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

[3-4] The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that the nuclear family is bad for its members. It is unlikely that positions presented will be questioned. Evaluation may be assertive and/or one sided.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the view that the nuclear family is bad for its members.

[0] No relevant evaluation.

2 (a) Identify and explain *two* ways in which government policy has affected family life.

[15 marks]

AO1 Knowledge and Understanding

[13-15] The candidate displays a range of knowledge and understanding of **two** ways in which government policy has affected family life. Expect to see reference to specific policies with explicit links made to their effect on family life and a range of supporting evidence. Answers may include any two from the following:-

- Changes to divorce law. *More serial monogamy, reconstituted families*
- Child support agency. *Affects other welfare benefits, undermines ability of father to support new family*
- Care in the community. *Burden of care on women*
- Arrangements for care of the elderly. *Less inheritance for offspring*
- Child benefit for all children under 16. *Said by some to encourage large families*
- Free contraception *prevents large families*
- IVF programmes supported by NHS. *Helps childless couples start a family.*
- Some reference may be made to labour thinking on paternity leave, Welfare to work, affect of New Deal on single mothers, recent family welfare and tax law etc.
- Or any other relevant points

Answers at the top of this band are likely to include reference to recent government policy and/or attribute it to party and/or political position. At the bottom of the band, substantial evidence may be provided for only one aspect of policy. The candidate will present material, which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.

[9-12] The candidate displays knowledge and understanding of **two** ways in which government policy has affected family life. In this band, there may be a tendency to make the links between particular policies and the effect on family life less explicit than in answers in the top band. At the top of the band, some empirical evidence may be presented but it is likely to be insubstantial and/or contain some inaccuracies. At the bottom of the band both account of policy and their effects on family life (as well as supporting evidence for both) may be partial or uneven. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[5-8] The candidate displays some knowledge and understanding of **two** ways in which government policy has affected family life and of associated sociological evidence and ideas. The ways in which they have affected family life if described will lack detail and/or accuracy, and will be less developed than in the above. At the top of the band, some evidence of change or effects should be accurately presented. At the bottom of the band, supporting evidence may not be provided or answers may tend to be assertive. One way fully explained can reach the top of this band. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-4] The candidate displays an awareness of at least **one** way in which government policy has affected family life and/or of one associated concept. At the bottom of the band, candidates may present one policy without referring to the effect on family life. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

- (b) Outline and discuss the view that UK government policy does not take enough account of the diversity of family life. [30 marks]

Candidates may elaborate on any **two** from:

- *Candidates may argue that successive governments have tended to support a traditional model of the family. i.e. WASP, married, heterosexual with children, a male breadwinner and dependent wife.*
- *Evidence may include policy supporting this model e.g. same sex couples not afforded same rights as heterosexuals, promotion of marriage in sex education, divorce law and cooling off period, housing priority to couples with children, Child support agency enforcing role of male breadwinner, cohabiting man assumed to financially support woman and children, limited nursery provision, care in the community relying on informal care of relatives (by women). Housing provision generally for nuclear family with 2 children.*
- *Discussion of family diversity might include: more single person households, more elderly relatives for longer, more single parenthood, dual career families, cultural variations in family structures, more under age sex/pregnancy, increased demand for abortions, more homosexual partners with children, more fatherless families by choice, more cohabitation.*
- *In evaluation, candidates may elaborate on:- policy which is against the traditional family model or supportive of alternative family forms e.g. lowering of age of consent for homosexuals, abolition of clause 28, tax incentives to remain single, child benefit paid to mothers, welfare state support for single parents, working family tax credit, New Deal, removal of married mans tax allowance, tax relief on childcare allowing women to work, separate tax assessments for husbands and wives, proposals that the state should fully support care of the elderly, significant paternity leave proposed.*

AO1 Knowledge and Understanding

(9 marks)

[8-9] The candidate shows a range of knowledge and understanding of the view that UK government policy does not take enough account of the diversity of family life. At this level reference to policy will be well informed and knowledge and understanding of both sides of the argument will be evident. At the top of the band, answers will possess depth, detail and/or breadth. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material, which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[5-7] The candidate displays knowledge and understanding of the view that UK government policy does not take enough account of the diversity of family life. Expect to see less of an informed response with more anecdotal references at the bottom of the band. Both support for the traditional family and for family change should be referred to. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[3-4] The candidate displays some knowledge of the view that UK government policy does not take enough account of the diversity of family life. The candidate will present a range of arguments but is likely to concentrate solely on either the negative or positive aspects of government policy in relation to family change and diversity. Answers may be anecdotal or lack accuracy, The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-2] The candidate displays an awareness of at least one aspect of the view that UK government policy does not take enough account of the diversity of family life. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

(12 marks)

[10-12] The candidate shows the ability to select and analyse data appropriate to the view that UK government policy does not take enough account of the diversity of family life. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on both sides of the argument expressed.

[7-9] The candidate displays the ability to select from and appropriately interpret different types of data about the view that UK government policy does not take enough account of the diversity of family life. Expect to see some interpretation of patterns and/or trends and/or research data on both sides of the argument expressed. At this level there may be more anecdotal or unsubstantiated evidence presented. e.g. young girls get pregnant knowing that they will go to the top of the housing queue.

[4-6] The candidate displays some ability to interpret different types of data about the view that UK government policy does not take enough account of the diversity of family life. Answers here will be more superficial and/or inaccurate than in the above levels and will concentrate on one side of the view at the expense of the other.

[1-3] The candidate displays limited ability to use at least one form of data about the view that UK government policy does not take enough account of the diversity of family life.

[0] No relevant interpretation and analysis

AO2b Evaluation

(9 marks)

[8-9] The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that UK government policy does not take enough account of the diversity of family life. Expect to see substantial evaluation of both sides of the argument. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

[5-7] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that UK government policy does not take enough account of the diversity of family life. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

[3-4] The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that UK government policy does not take enough account of the diversity of family life. Evaluation may be assertive and/or one sided.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the view that UK government policy does not take enough account of the diversity of family life.

[0] No relevant evaluation.

OPTION 2: Mass Media

- 3 (a) Identify and explain **two** trends in the ownership of the mass media which have occurred over the last 25 years. [15 marks]

AO1 Knowledge and Understanding

[13-15] The candidate shows a range of knowledge and understanding of **two** trends in the ownership of the mass media which have occurred over the last 25 years. Candidates may elaborate on any two from:

- Increased concentration of ownership *fewer companies own more and more e.g. by 1988 3 groups had over four fifths of all newspaper circulation*
- More diversification. *Sony own electronics, computing, music publishing and production as well as film production companies. Granada Bowling, TV rental, TV studios and Motorway services*
- Cross-media ownership /Development of multimedia conglomerates
- Cross media mergers - *e.g. Time Warner/EMI*
- Trans-national companies/global media groups *e.g. Disney, News International*
- Increasing importance of IT companies in the media marketplace *e.g. Microsoft.*
- Or any other relevant point

Aside from trends described above, expect to see examples of media companies and owners such as Branson, Chris Evans, Murdoch, Bill Gates. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both trends. At the bottom of the band this may be uneven and provided in depth for only one trend. The candidate will present material which directly addresses the question There will be few if any, errors of spelling, grammar and punctuation.

[9-12] The candidate displays knowledge and understanding of trends in the ownership of the mass media over the last 25 years. At this level, answers will accurately explain and define **two** trends in ownership but may not provide relevant examples or accurate evidence to support each trend presented and/or may lack depth, detail and/or breadth. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation .

[5-8] The candidate displays some knowledge and understanding of trends in the ownership of the mass media over the last 25 years. Candidates will explain **two** trends in ownership but are unlikely to use the appropriate technical terms or support their answers with relevant examples or empirical data. One trend fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-4] The candidate displays an awareness of at least **one** trend in the ownership of the mass media over the last 25 years. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

- (b) Outline and discuss the view that owners of the media manipulate the audience. [30 marks]

There may be explicit recognition of the mass manipulative model. Also the hypodermic syringe/magic bullet theory may be mentioned. The extent to which the audience is

homogenous and/or passive may be introduced along with the main effects theories but this must be contextualised. At the top end there will be some recognition of left and right wing versions of the model. i.e. Moral right (Mediawatch) v Marxist/feminist ideas. Expect to see reference to clear examples of the influence of the media in terms of consumption, patterns of ownership, use of sex and pornography in pursuit of profit. In discussion, the extent to which media professionals or audience determine media content may be explored. e.g. hegemonic and pluralist models may be referred to. News production may be focussed upon and the extent to which news values, professional imperatives and practices, bureaucratic routines and external and internal constraints may be highlighted to counter the evidence for the interventionist role of proprietors.

AO1 Knowledge and Understanding

(9 marks)

[8-9] The candidate shows a range of knowledge and understanding of the view that owners of the media manipulate the audience. Issues of conscious manipulation/direct control by owners as well as other factors which might manipulate the audience may be addressed. (advertisers, journalists, the government etc). At the top of the band, answers will possess depth, detail and/or breadth. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or explicit theoretical references. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[5-7] The candidate displays knowledge and understanding of the view that owners of the media manipulate the audience. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view, e.g. manipulation or audience choice. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[3-4] The candidate displays some knowledge of the view that owners of the media manipulate the audience. A limited range of points will be made with superficial examples perhaps of marginal relevance. Expect to see loosely related but largely irrelevant material on media/audience effects e.g. reference to propaganda, advertising or sex/violence which is not contextualised or is inaccurate. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-2] The candidate displays an awareness of at least one aspect of the view that owners of the media manipulate the audience. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding

*AO2a Interpretation and Analysis**(12 marks)*

[10-12] The candidate shows the ability to select and analyse data appropriate to the view that owners of the media manipulate the audience. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument expressed.

[7-9] The candidate displays the ability to select from and appropriately interpret different types of data about the view that owners of the media manipulate the audience. Evidence of the influence of the media will be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

[4-6] The candidate displays some ability to interpret different types of data about the view that owners of the media manipulate the audience. A limited range of examples will be presented some of which will be of marginal relevance. Answers here will tend to be more superficial and/or inaccurate than in the above levels and will concentrate on one side of the view at the expense of the other.

[1-3] The candidate displays limited ability to use at least one form of data about the view that owners of the media manipulate the audience.

[0] No relevant interpretation and analysis.

*AO2b Evaluation**(9 marks)*

[8-9] The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that owners of the media manipulate the audience. Expect to see explicit and/or substantial evaluation of the extent of conscious manipulation by owners as opposed to other factors which may influence the audience. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

[5-7] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that owners of the media manipulate the audience. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

[3-4] The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that owners of the media manipulate the audience.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the view that owners of the media manipulate the audience.

[0] No relevant evaluation.

- 4 (a) Identify and explain **two** ways in which screen violence is said to affect the viewer. [15 marks]

AO1 Knowledge and Understanding

[13-15] The candidate shows a range of knowledge and understanding of **two** ways in which screen violence is said to affect the viewer and of associated sociological evidence and ideas. Candidates may elaborate on any two from:-

- Imitation -copycat violence,
- De-sensitisation - not shocked by real violence
- Disinhibition - violence portrayed as normal on screen so viewers are more likely to see violent behaviour as OK.
- Catharsis- Helps release violent emotions harmlessly
- Sensitisation - viewers are made aware of the negative consequences of violence .
- Specific outcomes of screen violence may be presented e.g. constant images of violence against women encourage domestic violence and rape.
- Some may elaborate on any two from:- effects theories such as hypodermic syringe, drip-drip effect or cultural affects theory. Whilst a valid approach to the question, explanations must be contextualised with examples.
- Or any other relevant point

At this level both positive and negative alleged effects may be referred to. Aside from possible effects described above, expect to see case studies of violent crimes and their alleged links to screen violence e.g. Jamie Bulger and Childs Play, Nathan Martinez/Natural Born Killers, Columbine school shootings and internet, rock music. Commonsensical/emotional or unsubstantiated references to the above place the response in a lower band. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both effects. At the bottom of the band this may be uneven and provided in depth for only one effect. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[9-12] The candidate displays knowledge and understanding of **two** ways in which screen violence is said to affect the viewer. and of some associated sociological evidence and ideas. The changes identified will be discussed in less depth and will not be as well supported by reference to contemporary examples. There may be some confusion over positive and negative alleged consequences. Case studies if referred to are likely to be accurately described. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[5-8] The candidate displays some knowledge and understanding of **two** ways in which screen violence is said to affect the viewer and of sociological evidence and ideas The discussion may be more uneven e.g. by over-concentration on one factor or two aspects of the same factor or a general or partial understanding of two ways in which media violence is said to affect the viewer. Case studies may be inaccurately described or anecdotal. One effect fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-4] The candidate displays an awareness of at least **one** way in which screen violence is said to affect the viewer and of sociological evidence and ideas to a limited degree. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

- (b) **Outline and discuss the view that the media should be subjected to more censorship.** [30 marks]

This question can be tackled in a number of ways. Candidates may base their answers around explanations and evidence showing that the media have negative effects on all or part of the audience and therefore need tighter controls. More audience centred approaches challenging alleged dangers and flagging up freedom of choice, critical and discriminating audience factions may be discussed. The effects described in part a) may be amplified with alleged negative effects countered by positive ones.

A range of models and related research may be presented. At the top end, the ideological standpoint behind the view and of the researcher/ commentator may be made clear. In evaluation, some candidates may separate out issues, e.g. sex or violence, presenting arguments for more or less censorship of one aspect of media content rather than another. Some candidates may focus on the feminist position on male violence/effect of pornography. It is possible to answer the question as a deviancy amplification question referring to the role of the media in creating moral panics and creating a self-fulfilling prophecy although this is unlikely in the lower bands. Candidates may also challenge the view by discussing a range of other factors which may explain violent or anti-social behaviour. e.g. status frustration, socialisation, etc.

AO1 Knowledge and Understanding

(9 marks)

[8-9] The candidate shows a range of knowledge and understanding of the view that the media should be subjected to more censorship and of relevant associated sociological ideas and concepts. At this level expect to see reference to a range of media forms and audience factions e.g. children. At the top of the band, answers will possess depth, detail and/or breadth. Expect also to see some appropriate use of concepts and/or accurate empirical examples and/or theoretical references. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[5-7] The candidate displays knowledge and understanding of the view that the media should be subjected to more censorship and of associated sociological ideas and concepts. Answers at this level should discriminate between some different audience factions but the differences in consumption and outcome will be very briefly alluded to. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner, which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[3-4] The candidate displays some knowledge of the view that the media should be subjected to more censorship and of associated sociological ideas and concepts. At this level candidates are unlikely to recognise different audience factions. A limited range of points will be made with superficial examples perhaps of marginal relevance. The candidate will present material, which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-2] The candidate displays an awareness of at least one view of how the media should be subjected to more censorship and/or of an associated sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

(12 marks)

[9-12] The candidate shows the ability to select and analyse data appropriate to the view that the media should be subjected to more censorship. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument. Candidates should be able to present wide ranging evidence and examples of alleged causality.

[7-9] The candidate displays the ability to select from and appropriately interpret different types of data about the view that the media should be subjected to more censorship. Evidence of the influence of screen violence will be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band

[4-6] The candidate displays some ability to interpret different types of data about the view that the media should be subjected to more censorship. . Answers here will tend to be more superficial and/or inaccurate than in the above levels and will concentrate on one side of the view at the expense of the other.

[1-3] The candidate displays limited ability to use at least one form of data about the view that the media should be subjected to more censorship.

[0] No relevant interpretation and analysis.

AO2b Evaluation

(9 marks)

[8-9] The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the media should be subjected to more censorship. Some candidates may take a critical view of the media's role in causing social problems such as real life violence/sexual assault. Others may refute the view entirely. Expect to see a wide-ranging discussion of a range of media forms and of the ways in which certain forms or texts may or may not have an influence on actual behaviour. There may be explicit discussion of the differential consumption of various forms between a range of audience factions. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

[5-7] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the media should be subjected to more censorship. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. It is unlikely that differential effect of forms or texts, or consumer identity will be significantly addressed. A degree of balance should be evident.

[3-4] The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that the media should be subjected to more censorship. The arguments are more likely to be assertive and one sided.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the view that the media should be subjected to more censorship.

[0] No relevant evaluation.

OPTION 3: Religion**5 (a) Identify and explain two ways in which religion continues to be a significant influence on society [15 marks]***AO1 Knowledge and Understanding*

[13-15] The candidate shows a range of knowledge and understanding of **two** ways in which religion continues to be a significant influence on society and of relevant associated sociological evidence and ideas. Candidates may refer to:-

- An account of the Marxist model. Reference may be made to the way in which religion justifies social inequality, maintains false consciousness, and diverts attention from the root cause of social inequality.
- Some aspects of the functionalist theory e.g. impact of religion on communities, in creating social solidarity.
- Reference may be made to the way in which the established churches support the status quo and have traditionally had close links with those in power.
- Religious institutions in particular, the Christian Right in Britain are influential in affecting policy on moral issues such as Abortion or Censorship
- Some candidates may elaborate on:- non-UK societies where religion is even more influential e.g. US.
- Civil or surrogate religion may be referred to e.g. Nationalism, the importance of Lenin's Tomb, Princess of Wales' funeral, the Cenotaph on Remembrance Sunday have significance beyond that of established religion.
- Reference to the persistence of the belief in God must be linked to the social influence that this has.
- The increasing number of members of some ethnic groups with strong religious commitment e.g. Muslims and ethnic diversity in society may be cited as evidence of religious influence.
- Religion as a cause of War and conflict.
- Any other relevant point

At the top of the band expect to see points supported by relevant examples. Illustrative material elaborating concepts such as ideology, or moral regulation may be presented, though these terms may not be used directly, and/or a high level of empirical and/or theoretical knowledge and understanding may be demonstrated. At the bottom of the band this may be uneven and provided in depth for only one influence. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[9-12] The candidate displays knowledge and understanding of **two** ways in which religion continues to be a significant influence on society and of associated sociological evidence and ideas. This may be uneven e.g. by over-concentration on one factor or two aspects of the same factor or a general or partial understanding of sociological evidence. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[5-8] The candidate displays some knowledge and understanding of **two** ways in which religion continues to be a significant influence on society but the breadth of discussion will be more limited and examples given will be less pertinent or their relevance not clearly established. One influence fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-4] The candidate displays an awareness of at least **one** aspect of religion continuing to have a significant influence, but material employed is sparse, lacking detail and

understanding is vague or imprecise. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

- (b) **Outline and discuss the view that the influence of religion on UK society is declining.** [30 marks]

The thrust of the question relates to the evidence for secularisation. Loss of social influence power and prestige of religious institutions, declining participation in organised religion, pluralism, fracturing of belief systems and loss of authority, the privatisation of religious belief. Statistical evidence may be presented on declining church attendance, rising civil marriages, decline in baptisms etc as well as the rise of secular alternatives to Sunday worship, e.g. shopping. The candidate may draw from studies stressing the extent to which religious values continue to promote, prevent, resist or reverse aspects of social change; or, those which stress the extent to which religion has supported and continues to support the establishment and/or the dominant classes and groups in society. The view may be challenged by reference to non Christian religions, growth of NRMs, the true extent of religious influence in the past, the continuing importance of religious ceremony in national events, e.g. Coronation, royal weddings etc. It is valid to show how the church in Britain has taken a radical stand against the state (especially during the Thatcher era in Britain) in recent years, or how the moral right continue to exert influence. Civil or surrogate religion may be referred to as evidence of the persistence of secular 'religious' influences.

AO1 Knowledge and Understanding

(9 marks)

[8-9] The candidate shows a range of knowledge and understanding of the view that the influence of religion on society is declining and of the associated sociological evidence and ideas. At the top of the band, answers will possess depth, detail and/or breadth. Expect also to see some appropriate use of concepts and /or accurate empirical examples and/or theoretical references. The candidate will present material which directly addresses the question. There will be few if any, errors of spelling, grammar and punctuation.

[5-7] The candidate displays knowledge and understanding of the view that the influence of religion on society is declining. and of the associated sociological evidence and ideas. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view, e.g. arguments in support of the secularisation thesis. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[3-4] The candidate displays some knowledge of the view that the influence of religion on society is declining. and of the some sociological evidence and ideas. Answers at this level may lack balance e.g. by overconcentrating on one side of the view or by discussing one relevant theoretical argument in depth without introducing others. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-2] The candidate displays an awareness of at least one view of the extent to which that the influence of religion on society is declining. and /or of one associated idea or concept . The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

(12 marks)

[10-12] The candidate shows the ability to select and analyse data appropriate to the view that the influence of religion on society is declining. This may draw from surveys of religiosity, the growth of NRMS as evidence of continuing importance of religion, religious influence in politics e.g. family policy, etc. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

[6-9] The candidate displays the ability to select from and appropriately interpret different types of data about to the view that the influence of religion on society is declining. Evidence of the influence of religion will be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

[4-5] The candidate displays some ability to interpret different types of data about to the view that the influence of religion on society is declining. A limited range of examples will be presented some of which will be of marginal relevance. Answers here will tend to be more superficial and/or inaccurate than in the above levels and may concentrate on one side of the view at the expense of the other.

[1-3] The candidate displays limited ability to use at least one form of data about to the view that the influence of religion on society is declining.

[0] No relevant interpretation and analysis

AO2b Evaluation

(9 marks)

[8-9] The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that the influence of religion on society is declining. The level of discussion will sustain relevance and coherence. Expect to see explicit evaluation of at least two theoretical arguments and/or related concepts and/or studies which address aspects of both sides of the argument. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

[5-7] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that the influence of religion on society is declining. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. Candidates may present a clear but one sided or inadequately supported position.

[3-4] The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that the influence of religion on society is declining. Evaluation is likely to be limited, perhaps addressing basic aspects of the issue. Discursive points may be listed, asserted without explanation, limited in terms of development and/or relevance.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the argument that the view that the influence of religion on society is declining. Discursive points may be listed, asserted without explanation, limited in terms of development and/or relevance.

[0] No relevant evaluation.

6 (a) Identify and explain using examples two characteristics of religious fundamentalism. [15 marks]

AO1 Knowledge and Understanding

[13-15] The candidate shows a range of knowledge and understanding of **two** characteristics of religious fundamentalism and of relevant associated sociological ideas and concepts. Candidates may elaborate on any two from:-

Fundamentalist groups:

- emerge from traditional cultures which have existed for many generations
- tend to be a response to perceived threats to the faith
- have a high level of engagement
- may have a charismatic leader
- make use of selective retrieval of evidence from scriptures
- have an us and them mentality
- are generally against modernity and for tradition
- but tend to make use of modern technology e.g. televangelists on internet, TV
- tend to be patriarchal
- any other relevant point

Candidates who describe 2 characteristics of a fundamentalist group without reference to fundamentalism in general cannot be placed in this band.

At the top of the band candidates may identify stereotypical characteristics as such e.g. as fanatical, violent, anti-democratic etc. At the bottom these may be presented uncritically. Examples may include Islamic fundamentalism, Zionist groups, New Christian Right in USA. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[9-12] The candidate displays knowledge and understanding of **two** characteristics of religious fundamentalism and of associated sociological ideas and concepts. Detailed knowledge of the characteristics of a fundamentalist group can reach the top of this band. Answers will be less developed than in the top band and illustrative material will be of less relevance or vaguely understood. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[5-8] The candidate displays some knowledge and understanding of **two** characteristics of religious fundamentalism and of some sociological ideas and concepts. Answers may be brief and not fully supported by relevant examples. One characteristic fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-4] The candidate displays an awareness of at least **one** characteristic of religious fundamentalism and/or of one related sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

(b) Outline and discuss the view that religion, in general, has negative consequences for women. [30 marks]

Expect to see reference to the way religion controls women labelling some as deviant, denying female sexuality, seeing it as a threat to social order, exerting a familial ideology, domesticating women especially in fundamentalist groups. Feminist analyses will be evident e.g. medieval witchhunts may be cited as examples of religion being used to

control women whose medicinal powers were seen as a threat to the emergent male dominated medical profession. Women's subordinacy may be illustrated by their limited role in religious institutions and ceremony. Continuing resistance to female ordination, religious custom which is patriarchal. Examples may be drawn from Rastafarianism, Sikh and Islamic fundamentalism, Christian fundamentalists in the US, Nation of Islam, sexual exploitation of women in some cults/sects. The view may be challenged by reference to greater acceptance of female priests, centrality of women in Judaism, establishment of some religious movements by women, e.g. Seventh Day Adventists, New Spirituality. Nuns as forerunners of the modern women's movement.

AO1 Knowledge and Understanding

(9 marks)

[8-9] The candidate shows a range of knowledge and understanding of the view that religion, in general, has negative consequences for women and of associated sociological ideas and concepts. At the top of the band, answers will possess depth, detail and/or breadth. Expect also to see some appropriate use of concepts and /or accurate empirical examples and/or explicit theoretical references. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[5-7] The candidate displays knowledge and understanding of the view that religion, in general, has negative consequences for women and of associated sociological ideas and concepts. Expect to see reference to a range of religious institutions, practices and beliefs with some relevant examples. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[3-4] The candidate displays some knowledge of the view that religion, in general, has negative consequences for women and of some sociological ideas and concepts. Expect to see a more simplistic view of the relative oppression of women by religious organisations relative to men. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-2] The candidate displays an awareness of at least one aspect of the view that religion, in general, has negative consequences for women and/or of one associated idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

(12 marks)

[10-12] The candidate shows the ability to select and analyse data appropriate to the view that religion, in general, has negative consequences for women. Material relating to other dimensions such as class, age and ethnicity may also be presented. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

[7-9] The candidate displays the ability to select from and appropriately interpret different types of data about the view that religion, in general, has negative consequences for women. Evidence of the consequences of religion for women will be wide-ranging but some may be unsubstantiated, inaccurate and/or more anecdotal in nature than in the top band.

[4-6] The candidate displays some ability to interpret different types of data about the view that religion, in general, has negative consequences for women. Answers here will tend to be more superficial and/or inaccurate than in the above levels and may concentrate on one side of the view at the expense of the other.

[1-3] The candidate displays limited ability to use at least one form of data about the view that religion, in general, has negative consequences for women.

[0] No relevant interpretation and analysis.

AO2b Evaluation

(9 marks)

[8-9] The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that religion, in general, has negative consequences for women. At this level, expect to see the inconclusiveness of the proposition well demonstrated in relation to the full range of religious institutions beliefs and practices. The fact that women are more committed to religion than men etc. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

[5-7] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that religion, in general, has negative consequences for women. It is likely that theoretical and/or empirical evidence presented will be questioned on some level but expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band. There may be some lack of balance evident.

[3-4] The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that religion, in general, has negative consequences for women. Whilst religious institutions may be evaluated in terms of religious affiliation, material will be at times of marginal relevance and perhaps list like without making any judgement.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the view that religion, in general, has negative consequences for women. Discursive points may be listed, asserted without explanation, limited in terms of development and/or relevance.

[0] No relevant evaluation.

OPTION 4: Youth and Culture**7 (a) Identify and explain *two* trends in female delinquency.****[15 marks]***AO1 Knowledge and Understanding*

[13-15] The candidate shows a range of knowledge and understanding of two trends in female delinquency. Candidates may elaborate on any two from:

- Increased threefold in recent years. Examples of various categories may be given e.g. robbery, embezzlement by women increased much more than by men
- Women getting involved in traditionally male areas of criminal activity
- Growth of female gangs
- More violent or aggressive behaviour, being 'foul mouthed', 'ladettes' etc.
- Specific examples relating to class and ethnicity may be presented
- Any other relevant point

In explaining trends, candidates may elaborate on:- socialisation changes, effects or not of women's lib. Arguments may be presented regarding the apparent increase in female crime (Adler and Smart) and the debate around the impact of women's lib. as well as recent changes in young women's perception of gender appropriate behaviour, in part fuelled by the media. (Girlie show, ladettes, Spice girls, Girl Power). At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both trends. At the bottom of the band this may be uneven and provided in depth for only one trend. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[9-12] The candidate displays knowledge and understanding of **two** trends in female delinquency and of associated sociological evidence and ideas. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[5-8] The candidate displays some knowledge and understanding of **two** trends in female delinquency and of some sociological evidence and ideas. A narrow range of aspects accurately covered unsupported by examples. One trend fully explained can reach the top of this band. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-4] The candidate displays an awareness of at least **one** example of a trend in female delinquency. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

- (b) Outline and discuss the view that young females' deviant behaviour may be perceived differently to that of young males. [30 marks]

Candidates may refer to:

- *The double standard regarding sexuality. (although changing with the alleged development of the ladette, Ibiza uncovered etc?.)*
- *Violent or aggressive behaviour, being perceived as uncharacteristically feminine and so treated more harshly by the courts.*
- *Choosing not to marry or putting a career before family and children is generally seen as deviant in women but not in men.*
- *Chivalry factor in relationship with police, more lenient sentencing, (unless child in care or unwomanly conduct)*
- *Specific examples relating to class and ethnicity may be presented*
- *Any other relevant point*

Evidence may be drawn from studies by e.g. Lees, Smart, Pollack and theoretical and/or conceptual and/or empirical evidence should in the top bands, be accurately employed. The feminist critique that sociology has a malestream bias may be discussed. As seen as less of a social problem (crimes fewer and less serious), female deviance has not been seen to deserve as much attention. Reasons for differential perception may be offered. e.g. girl's youth culture or delinquent activity is less visible as limited by more confinement to home. Under-representation in crime statistics may mask the real extent of female deviance. Alternatively candidates may address crime statistics as an indicator of perceived differences and base their answer primarily around the social construction of statistics which would also include many of the above points.

AO1 Knowledge and Understanding

(9 marks)

[8-9] The candidate shows a range of knowledge and understanding of the view that young females deviant behaviour may be perceived differently to that of young males. At the top of the band, answers will possess depth, detail and/or breadth. Expect also to see some appropriate use of concepts and /or accurate empirical examples and/or explicit theoretical references. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[5-7] The candidate displays knowledge and understanding of the view that young females deviant behaviour may be perceived differently to that of young males. The candidate will present material in a manner which addresses the question. There will be a sound knowledge and understanding of differences in the perception of male and female deviance. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. There may be the tendency to focus on one aspect of the view. There may be occasional errors of spelling, grammar and punctuation.

[3-4] The candidate displays some knowledge of the view that young females deviant behaviour may be perceived differently to that of young males. A limited range of points will be made with superficial examples perhaps of marginal relevance. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-2] The candidate displays an awareness of at least one aspect of the view that young females deviant behaviour may be perceived differently to that of young males and/or of one related sociological idea or concept. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

(12 marks)

[10-12] The candidate shows the ability to select and analyse data appropriate to the view that young females deviant behaviour may be perceived differently to that of young males. A range of studies may be presented which describe the apparent under-representation of women in certain areas of deviance. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band. Expect to see reasonably accurate interpretation of patterns and/or trends and/or research data on various sides of the argument expressed.

[7-9] The candidate displays the ability to select from and appropriately interpret different types of data about the view that young females deviant behaviour may be perceived differently to that of young males. Some contemporary research will be presented and analysed in relation to the question.

[4-6] The candidate displays some ability to interpret different types of data about the view that young females' deviant behaviour may be perceived differently to that of young males. Answers are likely to be poorly organised when using data in a loosely focussed interpretation of the question.

[1-3] The candidate displays limited ability to use at least one form of data as an illustration of some appropriate data.

[0] No relevant interpretation and analysis.

AO2b Evaluation

(9 marks)

[8-9] The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations, sustaining relevance and coherence about the view that young females' deviant behaviour may be perceived differently to that of young males. They should form judgements or summaries of the key arguments and propose a well-supported position which critically assesses whether females' deviance is differently perceived justifiably or whether there are other reasons for disparities. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

[5-7] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view expressed by the question. Expect to see a narrower range of evaluation or at a level more superficial than for the previous mark band.

[3-4] The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that young females' deviant behaviour may be perceived differently to that of young males. The evaluation is likely to be unbalanced, overconcentrating on one aspect of the issue e.g. under-representation without evaluating the basis for it. The position taken is unlikely to be well supported.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the view that young females' deviant behaviour may be perceived differently to that of young males. Discursive points may be listed, asserted without explanation, limited in terms of development and/or relevance.

[0] No relevant evaluation.

8 (a) Identify and explain two reasons for the development of youth subcultures in Britain over the last 50 years [15 marks]

AO1 Knowledge and Understanding

(15 marks)

[13-15] The candidate shows a range of knowledge and understanding of **two** reasons for the development of youth subcultures in Britain over the last 50 years and of associated sociological evidence and ideas. Candidates may elaborate on any two from the following:

Immediate post war factors may include:

- Decline of extended family and informal social control
- Alleged impact of absent parents (father disciplinarian in particular) on socialisation patterns.
- Break up of close knit communities due to bomb damage and re-housing - again informal social control]
- Desire to have excitement before national service (explosion of youth culture after national service ended in 1960)
- Any other relevant point

General factors affecting the young may be referred to:

- Increased affluence, youth with own uncommitted income.
- Development of the media and increased access. (TV)
- Targeting of youth as a consumer group (music, fashion, cinema)
- Influence of the media
- Extended education
- Response to perceived social problems -e.g. unemployment, anti-war, immigration etc.
- Any other relevant point

The ways in which the above changes impacted upon the development of either specific youth subcultures or in general will be fully explained and contextualised. At the top of the band expect to see some conceptual and/or empirical and/or theoretical evidence outlined for both reasons. At the bottom of the band this may be uneven and provided in depth for only one reason. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[9-12] The candidate displays knowledge and understanding of **two** reasons for the development of youth subcultures in Britain over the last 50 years and of associated sociological evidence and ideas. At this level, answers will accurately explain two reasons but may not provide relevant examples or accurate evidence to support each reason presented and/or may lack depth, detail and/or breadth. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[5-8] The candidate displays some knowledge and understanding **two** reasons for the development of youth subcultures in Britain over the last 50 years and of some sociological evidence and ideas or a general or partial understanding of the causes of subcultural membership. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation

[1-4] The candidate displays an awareness of at least **one** aspect of the way in which subcultures developed after WW2 and/or of one piece of sociological evidence or idea. The candidate will present material of marginal relevance. Errors of spelling, grammar and punctuation may be noticeable and intrusive.

[0] No relevant sociological knowledge or understanding.

- (b) Outline and discuss the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people.**

[30 marks]

The question may be answered by discussion of a range of problems caused by social control agents e.g. family, school, workplace identifying issues such as development of anti school subcultures, escaping parental interference and expectations, status frustration etc. Exposition might draw from studies within Marxist subcultural theory. Discussion of Skinheads,(Cohen and Clarke) football hooliganism, mods punks (Hebdige). Problems of unemployment, immigration, loss of community, manufacture of identity commercially driven, crisis in masculinity, etc. Evaluative comments may take account of the over-romanticised reading of youth styles, the fact that few group members could articulate their styles, most youth with the same problems remained 'ordinary'. Elements of symbolic resistance were often quickly neutralised by the media or re-packaged by the fashion industry. The functionalist arguments e.g. those of Eisenstaadt would also be relevant. Youth as a transitional phase, allowing for safe experimentation, adjustment to complexities of life in modern industrial society etc. It may be legitimately argued that belonging to a youth subculture can create problems for its members (due to labelling and social control responses etc.)

AO1 Knowledge and Understanding

(9 marks)

[8-9] The candidate shows a range of knowledge and understanding of the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people. The Marxist subcultural approach or functionalist arguments may be explicitly presented and/or empirical data and/or relevant concepts. At the top of the band, answers will possess depth, detail and/or breadth. At the bottom of the band, responses may be less detailed, narrower or uneven. The candidate will present material which directly addresses the question. There will be few, if any, errors of spelling, grammar and punctuation.

[5-7] The candidate displays knowledge and understanding of the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people. A narrower range of material will be presented and examples may be more anecdotal than empirical and/or theoretical at the bottom of the band. The candidate will present material in a manner which addresses the question. There may be occasional errors of spelling, grammar and punctuation.

[3-4] The candidate displays some knowledge of the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people. and of some associated sociological ideas and concepts. A weak but marginally relevant case may be put for the role of a youth subculture in providing security, friendship, a sense of identity and purpose at this level. The candidate will present material which partially addresses the question. There may be some errors of spelling, grammar and punctuation.

[1-2] The candidate displays an awareness of at least one aspect of the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people. and/or of one associated sociological idea or concept.

[0] No relevant sociological knowledge or understanding.

AO2a Interpretation and Analysis

(12 marks)

[10-12] The candidate shows the ability to select and analyse data appropriate to the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people. Detailed accounts of aspects of a wide range youth subcultural styles and motivations should be evident at this level. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

[7-9] The candidate displays the ability to select from and appropriately interpret different types of data about the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people. Material will be less wide-ranging than in the above band.

[4-6] The candidate displays some ability to interpret different types of data about the view. Although relevant points may feature, they will be poorly organised in a loosely focussed interpretation of the extent to which belonging to a youth subculture may be a response to the social and economic conditions faced by young people.

[1-3] The candidate displays limited ability to use at least one form of data about the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people.

[0] No relevant interpretation and analysis.

AO2b Evaluation

(9 marks)

[8-9] The candidate shows the ability to evaluate specific sociological arguments using available evidence, arguments and alternative explanations about the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people. The question of whether it is possible to generalise with regard to class and ethnicity or Feminist arguments regarding the invisibility of women may also be relevant in evaluation. Some may legitimately argue that belonging to a youth subculture can cause problems for young people. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the others.

[5-7] The candidate shows the ability to evaluate some of the available sociological evidence and arguments about the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people by forming judgements or summaries in relation to a range of appropriate material or by advancing a clear, balanced but less adequately supported position than answers in the top band.

[3-4] The candidate shows the ability to make a basic evaluation of the evidence and arguments about the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people by forming judgements or summaries in relation to some appropriate material or by advancing a clear, one sided and inadequately supported position.

[1-2] The candidate is aware of at least one issue involved in the evaluation of the view that belonging to a youth subculture may be a response to the social and economic conditions faced by young people and/or of one associated concept or idea. Discursive points may be listed, asserted without explanation, limited in terms of development and/or relevance.

[0] No relevant evaluation.

ASSESSMENT MATRIX: ADVANCED SUBSIDIARY

This assessment matrix underpins the marking schemes for units 2532, 2533, 2534 and 2535. This ensures consistency of standard between these units and clear progression to A2.

ASSESSMENT OBJECTIVE 1		ASSESSMENT OBJECTIVE 2	
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in photographs 3.3 (a), (b) and (c) of the Subject Criteria*.	Demonstrate abilities which display the acquisition and appropriate application of skills of identification, analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.	
Levels of Achievement	Knowledge and Understanding (inc. Presentation and Communication)	Interpretation and Analysis	Evaluation
4	The candidate will show a range of knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.	The candidate will show the ability to select and analyse different types of data.	The candidate will show the ability to evaluate specific sociological arguments based on the available evidence, methods and explanations.
3	The candidate will display knowledge and understanding of selected aspects of social life and of the relevant sociological concepts, theories and methods. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will show the ability to select from and appropriately interpret different types of data.	The candidate will show the ability to evaluate some of the points to be derived from the available methods and evidence.
2	The candidate will display some knowledge of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which partially addresses the question. There may be some errors of grammar, punctuation and spelling.	The candidate will display some ability to interpret different types of data.	The candidate will show the ability to make a basic evaluation of evidence and argument
1	The candidate will display an awareness of at least one aspect of social life and/or one relevant concept, theory or method. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.	The candidate will display limited ability to respond to data.	The candidate will be aware of at least one issue involved in evaluation.