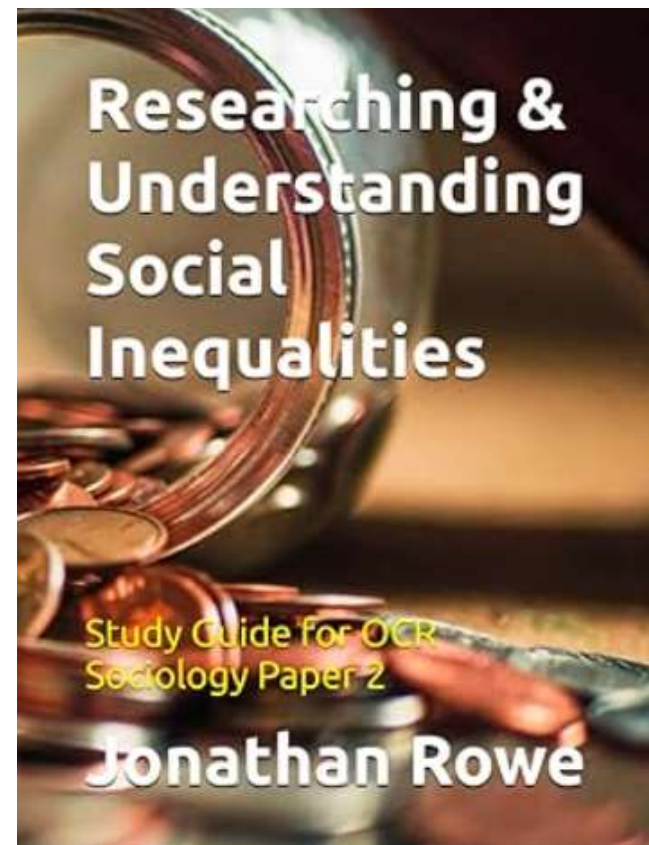
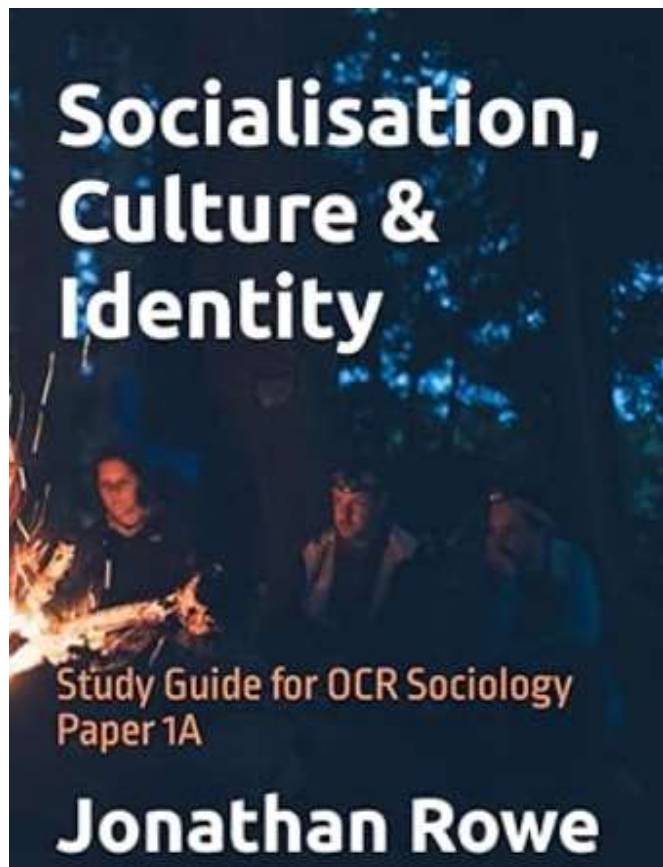


Additional reading to support textbooks include: Speak with Yr13 students to see if they are selling any of their copies



Read through the following slides and familiarise yourself with the structures and style of questions that the three papers will test you on. Look for similarities between subjects and approaches for you GCSE's. You will have support in class to adapt to the exam requirements.

Paper One Structures

MUST REMEMBER:

This unit is assessed by an external examination paper lasting 1 hour 30 minutes. The number of marks for the unit is 90. It represents 30% of the total A Level.

ASSESSMENT OBJECTIVES

The assessment outcomes for this unit are:

AO1

Demonstrate knowledge and understanding of:
Sociological theories, concepts and evidence
Sociological research methods

AO2

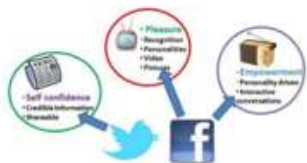
Apply sociological theories, concepts, evidence and research methods to a range of issues.

AO3

Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:
Present arguments
Make judgements
Draw conclusions



Uses and Gratification Theory



6 Marker – 6 minutes

AO1: 3 marks	AO2: 3 marks
Knowledge & Understanding	Application
What you know and understand about sociology	How you use your knowledge of sociology to answer the question

3 short points

Example Question
Explain, using examples, the concept of formal social control. (6)

Paragraph 1	Explain what the key concept is clearly and then give at least one piece of sociological evidence (study, theory, concept)
Paragraph 2	Give a developed example
Paragraph 3	Give a developed example

12 Marker – 12 minutes

AO1: 4 marks	AO2: 8 marks
Knowledge & Understanding	Application
What you know and understand about sociology	How you use your knowledge of sociology to answer the question

Three paragraphs

Example Question
Using Sources A and B and your wider sociological knowledge, explain the concept of global culture. (12)

Paragraph 1 PEEL	<ul style="list-style-type: none"> Use Source A to make a point Back your point up with sociological evidence (studies, theory) Then explain how your evidence links to your point (using concepts) Finish your paragraph off by providing an example (contemporary evidence)
Paragraph 2 PEEL	<ul style="list-style-type: none"> Use Source B to make a point Back your point up with sociological evidence (studies, theory) Then explain how your evidence links to your point (using concepts) Finish your paragraph off by providing an example (contemporary evidence)
Paragraph 3	Give an general explanation of the concept, backed up with an example.

20 Marker – 20 minutes

AO1: 8 marks	AO2: 8 marks	AO3: 4 marks
Knowledge & Understanding	Application	Analysis & Evaluation
What you know and understand about sociology	How you use your knowledge of sociology to answer the question	Your ability to use sociology to present both sides of an argument

Five paragraphs

Example Question
Outline and briefly evaluate the view that social class is a strong influence on an individual's identity. (20)

Each PEEL paragraph should contain:
 • A clear point that is related to the question
 • Supporting evidence (theory/study)
 • Detailed explanation using key concepts
 • An illustrative example (contemporary evidence)

Paragraph 1 PEEL	Argument to support the question
Paragraph 2 PEEL	Argument to support the question
Paragraph 3 PEEL	Argument to support the question
Paragraph 4 PEEL	Evaluative point linked to your argument
Conclusion	A critical conclusion that is fully supported, backed up with some more sociological evidence

BIG PICTURE

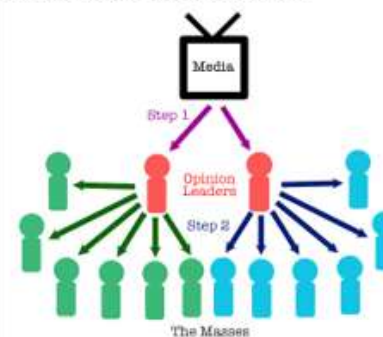
This component introduces learners to the key themes of socialisation, culture and identity and develops these themes through the context of the Media.

Section A develops skills that enable individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.

Section B focuses on how media plays an increasingly important role as an agent of socialisation in contemporary society. It allows learners to explore a range of evidence relating to media representations and media effects.

BIG IDEAS

The concept of culture
 Diversity of culture in our society
 Social norms and values
 The Nature/Nurture debate
 The process of socialisation
 The concept of identity
 Changing and hybrid identities
 Stereotyping and negative representation in the media
 Theoretical perspectives of the media
 How the media effects audiences
 How the media creates moral panics



KEY CONTENT

Section A: Introducing socialisation, culture and identity

1. What is culture?

Culture, norms and values Types of culture: • subculture • high culture • popular culture • global culture • consumer culture
Cultural diversity
Cultural hybridity

2. What is socialisation?

Primary and secondary socialisation
Agencies of socialisation: • family • peer group • media • religion • education • workplace Nature/nurture debate
Formal agencies of social control: • police • law/legal system • courts • government • military Informal agencies of social control: • family • peer group/subcultures • media • religion • education • workplace

3. What is identity?

The concept of identity.
Aspects of identity and the associated cultural characteristics: • ethnicity • nationality • gender • social class • sexuality • age • disability.
Hybrid identities.

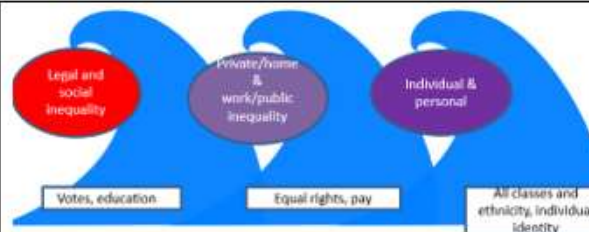
Section B Option 3: Media

1. How are different social groups represented in the media?

Evidence of representations in the media and how far these are changing in relation to: • ethnicity (majority and minority ethnic groups) • gender (masculinity and femininity) • social class (middle, working, upper, under) • age (young and old)
Theoretical views of media representations: • Marxism • neo-Marxism • pluralism • feminism • postmodernism.

2. What effect do the media have on audiences?

Theoretical views of media effects: • direct • indirect • active audience
The role of the media in deviance amplification and the creation of moral panics.



Q4/7/10 Outline two ways in which..... (12 marks) Candidates are expected to show range and depth for Level. This can be seen as **2 developed points 2 paragraphs**. Developed points must be supported with evidence in the form of studies / statistics / examples / concept / theory.

- A01 = 8 marks
- A02 = 4 marks

Q5/8/11 Outline and briefly evaluate..... (16 marks) 3 PEEE paragraphs -2 for and 1 against. Candidate are expected so show range and depth and for Level 4 this can be seen as a 2 developed arguments 'for' (A01) and one 'against' (A03)

- A01 = 8 marks
- A02 = 4 marks
- A03 = 4 marks

24 Marker – 24 minutes

A01: 8 marks	A02: 8 marks	A03: 8 marks
Knowledge & Understanding	Application	Analysis & Evaluation
What you know and understand about 'technology'	How you use your knowledge of technology to answer the question	Your ability to use sociology to present both sides of an argument

Example Question
Assess the view that audiences are active in their use of media. (24)

Each PEEE paragraph should contain:
• A clear **point** that is related to the question
• Supporting **evidence** (theory and a study)
• Detailed **explanation** using key concepts
• An illustrative **example** (contemporary evidence)

Seven paragraphs	
Paragraph 1 PEEE	Argument to support the question
Paragraph 2 PEEE	Evaluation of previous argument/general evaluative point
Paragraph 3 PEEE	Argument to support the question
Paragraph 4 PEEE	Evaluation of previous argument/general evaluative point
Paragraph 5 PEEE	Argument to support the question
Paragraph 6 PEEE	Evaluation of previous argument/general evaluative point
Conclusion	A critical conclusion that is fully supported, backed up with some more sociological evidence

KEY STUDIES

Mead (1935) Comparing tribal cultures
Bourdieu (1984) Cultural capital
McLuhan (1984) Global village
Parsons (1955) The role of the family in primary socialisation
Oakley (1981) Gender role socialisation in the family
Bowles and Gintis (1976) Schooling and the hidden curriculum
Mulvey (1975) The 'male gaze'
Young (2007) The 'bulimic society'
Mac an Ghaill (1984) Macho lads
Jackson (2006) Lads and ladettes
Nayak (2003) White wannabes (hybridity) groups
Malik (2002) Inaccurate representations of ethnicity, tokenism
Tuchman (1978) Symbolic annihilation of women
Gauntlett (2008) More equal gender roles in media
Dodd and Dodd (1992) Representations of working class characters in EastEnders
Jones (2012) Portrayal of working class 'chavs'
Nairn (1988) Representations of the Royal family
Heintz-Knowles (2002) Portrayal of children
Wayne (2007) Portrayal of youth in the news
Miliband (1969) Media as new 'opium of the people'
Whale (1980) Pluralist view of media representations
Strinati (1995) Media saturation
Baudrillard (1994) Hyperreality
Packard (1957) Hypodermic syringe model
Newson (1994) Desensitising effect of children's exposure to media violence
Bandura (1961, 1963) Bobo doll experiments
Anderson et al (2003) Effects of violent song lyrics
Katz and Lazarsfeld (1965) Two-step flow model and opinion leaders
McQuail (1987) Uses of the media
Hall (1973) Coding/ decoding media content
Klapper (1960) Selective filter model
Wilkins (1967) Deviancy amplification
Cohen (1972) Folk devils and moral panics

Learning
outcomes

6 Marker – 6 minutes

AO1: 2 marks	AO2: 4 marks
Knowledge & Understanding	Application
What you know and understand about sociology	How you use your knowledge of sociology to answer the question

One paragraph

Example Question
Explain, using examples, the concept of high culture (6)

Paragraph 1

Start off by explaining what the key concept is and then give at least one piece of sociological evidence (study, theory) and at least two examples

12 Marker – 12

AO1: 4 marks	AO2: 8 marks
Knowledge & Understanding	Application
What you know and understand about sociology	How you use your knowledge of sociology to answer the

Two paragraphs

Example Question

Using Sources A and B and your wider sociological knowledge, explain the concept of global culture. (12)

Paragraph 1 PEEE

- Use **Source A** to make a **point**
- Back your point up with **sociological evidence** (studies, theory **McLuhan**)
- Then **explain** how your evidence links to your point (using concepts)
- Finish your paragraph off by providing an **example** (contemporary evidence) **McDonalds**

Paragraph 2 PEEE

- Use **Source B** to make a **point**
- Back your point up with **sociological evidence** (studies, theory **Hall**)
- Then **explain** how your evidence links to your point (using concepts)
- Finish your paragraph off by providing an **example** (contemporary evidence) **Travel, internet?**

20 Marker – 20 minutes

AO1: 8 marks	AO2: 8 marks	AO3: 4 marks
Knowledge & Understanding	Application	Analysis & Evaluation
What you know and understand about sociology	How you use your knowledge of sociology to answer the question	Your ability to use sociology to present both sides of the argument

Outline and briefly evaluate the view that nurture is a stronger influence than nature

Paragraph 1 PEEE	Argument to support the question PEEEE
Paragraph 2 PEEE	Argument to support the question PEEE
Paragraph 3 PEEE	Argument to support the question PEEE
Paragraph 4 PEEE	Evaluation PEEE
Conclusion	A critical conclusion that is fully supported, backed up with some more sociological evidence

Paper Two Structures

MUST REMEMBER:

This unit is assessed by an external examination paper lasting 2 hours and 15 minutes. The number of marks for the unit is 105. It represents 35% of the total A Level.

Researching and understanding social inequalities (02)

ASSESSMENT OBJECTIVES

The assessment outcomes for this unit are:

AO1

Demonstrate knowledge and understanding of: Sociological theories, ~~concepts~~ and evidence Sociological research methods

AO2

Apply sociological theories, concepts, ~~evidence~~ and research methods to a range of issues.

AO3

Analyse and evaluate sociological theories, concepts, ~~evidence~~ and research methods in order to:
Present arguments
Make judgements
Draw conclusions

	Section A				Section B			
Marks	45 Marks				60 Marks			
Timings	60 minutes				1 Hour 15 minutes			
Breakdown of timings	Source Analysis	Q1 4 marks	Q2 6marks	Q3 10 marks	Q4 25 marks	Q5 20 marks	Q6 40 marks	
	5 mins	5 mins	8 mins	12 mins	30 mins	25 mins	50 mins	

You will need to get used to answering these questions under timed conditions. Time is tight in the exam and half the battle is sticking to timings!

Question 1- 5 minutes

AO1: 4 marks
Application
How you use your knowledge of sociology to answer the question

One paragraph
Paragraph 1
You should make 4 observations about the data shown. 2 facts and 2 interpretations.

Example Question
Summarise the data shown in Source A. (4)

To get 4/4 you need to: "Show an excellent ability to clearly and accurately summarise the data in Source A."

6 Marker – 8 minutes

AO2: 2 marks Knowledge & Understanding
What you know and understand about sociology

AO2: 4 marks Application
How you use your knowledge of sociology to answer the question

Two paragraphs

Example Question
Explain **two** possible problems with the representativeness of the samples used in the research summarised in Source B. (6)

Paragraph 1: Outline one problem backed up with evidence from the source
Paragraph 2: Another problem backed up with evidence from the source

BIG PICTURE

This component explores the methods of sociological enquiry and develops knowledge and understanding of contemporary social processes and social change in the context of social inequality and difference.

Section A You are introduced to a range of methods and sources of data and the factors influencing the design of sociological research and the relationship between theory and methods. You will consider the practical, ethical and theoretical issues arising in sociological research and apply knowledge of research methods to the particular context of social inequalities...

Section B focuses on development of knowledge and understanding of contemporary patterns and trends of social inequality. You will engage in theoretical debate, explore conceptual ~~issues~~ and develop skills of analysis and evaluation of sociological research and evidence.

BIG IDEAS

- Sociology as a social science
- Positivism
- Interpretivism
- The stages of research
- Methods
- Ethics of research
- Ethnography
- Inequalities or differences?
- CAGE: Class (social), Age, Gender, Ethnicity
- Education, health, wealth, income, social ~~life~~ and mobility
- Key theories and evaluations: Marxism, Neo Marxism, Functionalism, New Right, Social Action theories- Weberian, Postmodernist, Feminist

KEY CONTENT

Section A: Research methods and researching social inequalities

1. What is the relationship between theory and methods?

Positivism: • patterns • trends • objectivity • value freedom • quantitative data

Interpretivism: • meanings and experiences • verstehen and empathy • rapport • subjectivity • researcher imposition • reflexivity • qualitative data

Key research concepts: • validity • reliability • representativeness • generalisability

2. What are the main stages of the research process?

Key concepts in the research process: • factors influencing the choice of research topic • aims/hypothesis/research questions • primary data • secondary data • operationalisation • pilot studies • data collection • respondent validation • longitudinal studies • interpretation of data • the relationship between sociology and social policy Sampling process **Sampling techniques** • random • systematic • stratified • snowball • volunteer • opportunity • purposive • quota Access and gatekeeping **Ethics** understand ethical considerations such as those used by the British Sociological Association and why ethical principles should be followed.

3. Which methods are used in sociological research?

Research methods: • questionnaires • structured interviews • statistical data (official and non-official) • content analysis • observations (participant, non-participant, covert, overt) • unstructured interviews • semi structured interviews • ethnography Quantitative and qualitative data Mixed methods • triangulation • methodological pluralism

Section B: Understanding social inequalities

1. What are the main patterns and trends in social inequality and difference?

Social inequality and difference in relation to: CAGE • social class • gender • ethnicity • age

2. How can patterns and trends in social inequality and difference be explained?

The main sociological explanations of social inequality and difference: •Functionalism • Marxism • Weberian • feminism • New Right

10 Marker – 12 minutes

AO1: 4 marks	AO2: 8 marks
Applications How are you using your knowledge of sociology to answer the question?	Analysis & Evaluation Your ability to use evidence to answer both sides of an argument.

Example Question
With reference to **Source A**, explain **one** advantage and **one** disadvantage of sociologists using quantitative data to study poverty. (10)

Paraphrase question carefully. It could be 2 strengths, or 2 weaknesses!

Two paragraphs

Paragraph 1 PEE	P: Clearly state one strength of the method and link to a concept E: Provide some evidence from the Source E: Develop your point by explaining the concept.
Paragraph 2 PEE	P: Clearly state one weakness of the method and link to a concept E: Provide some evidence from the Source E: Develop your point by explaining the concept.

25 Marker

AO1: 5 marks	AO2: 5 marks	AO3: 15 marks
Knowledge & Understanding What do you know and understand about sociology?	Application How are you using knowledge of sociology to answer the question?	Analysis & Evaluation Your ability to use evidence to present both sides of an argument.

Example Question
Using **Source B** and your wider sociological knowledge, explain and evaluate the use of a combination of questionnaires and in-depth interviews for researching women's involvement in digital gaming. (25)

Six paragraphs

Introduction	Outline and explain the method
Paragraph 2 PEE	Strength of the method Link to a concept/theory Link to the source.
Paragraph 3 PEE	Weakness of method Link to a concept/theory Link to the source.
Paragraph 4 PEE	Strength of the method Link to a concept/theory Link to the source.
Paragraph 5 PEE	Weakness of method Link to a concept/theory Link to the source.
Conclusion	A critical conclusion that is fully supported, backed up with some more sociological evidence

Each PEE paragraph should contain:
• A **clear point** that is related to the question
• **Supporting evidence** (theory/study/source)
• **Detailed explanation** using key concepts
• An **illustrative example** (contemporary evidence)

Section B: Understanding social inequalities

KEY STUDIES

Note: Studies demonstrating evidence of inequalities can be used from across the specification.

In addition to studies, appropriate evidence includes statistical patterns and trends, graphs and examples.

Social Class:

Bovingson and Munnex (2013) Birmingham Report on income and wealth
Atkinson (2013) Inherited wealth

Roberts (2001) Social mobility, middle class employment security

Gallie (2000) Working class/ manual occupations disproportionately affected by changes to economic structure, deskilling

Wakeman (2015) Food banks and nutritional deficiencies

Gender:

McDowell (1992) Women concentrated in work with part-time/ short term contracts.

Li and Devine (2011) Women and social mobility

Payne and Cantanis (1997) Gender and poverty

Mac an Ghall (1994) Crisis of masculinity

Wajo et al (1999) Pressure on males to be breadwinners and **superheroes**.

Ethnicity:

Jenkins (1986) Racism in recruitment practices

Heath & Cheung (2006) The ethnic penalty

Bhopal et al (1995) Bangladeshi women homeworkers

Marsh & Perry (2003) Ethnicity and poverty

Aldridge (2001) Ethnicity and social mobility

Rex and Tomlinson (1979) An ethnic underclass

Pilkington (2003) Challenging the idea of an ethnic underclass

Age:

Milne (1999) Grey Power – Differences in life chances and experiences of the elderly

Moore and Conn (1985) Observation study on treatment of elderly

Hockey and James (1993) Infantilisation of the elderly

Ray, Sharp and Adams (2006) Ageism in the UK, **e.g.** in the workplace

Bytheway et al. (2007) Discrimination and rejection of elderly

The main sociological explanations of social inequality and difference:

functionalism

Marxism

Weberian

feminism

New Right

Social Class:

Davis and Moore (1945) The functions of class inequalities

Saunders (1990) Equality of opportunity, a New Right view

Murray (1984) The underclass, a New Right view

Researching and Understanding Social Inequalities Exam Paper Marks and Timings

	Section A				Section B		
Marks	45 Marks				60 Marks		
Timings	60 minutes				1 Hour 15 minutes		
Breakdown of timings	Source Analysis	Q1 4 marks	Q2 6marks	Q3 10 marks	Q4 25 marks	Q5 20 marks	Q6 40 marks
	15 mins	5 mins	15 mins	10 mins	20 mins	25 mins	50 mins

You will need to get used to answering these questions under timed conditions. Time is tight in the exam and half the battle is sticking to timings!

4 Marker – 5 minutes

**AO2: 4
marks**

Application

How you use your
knowledge of
sociology to
answer the
question

One paragraph

Example Question

*Summarise the
data shown in
Source A. (4)*

Paragraph 1

You should make 3-4 observations about the data shown. Each observation should be distinct and backed up with evidence from the source.

To get **4/4** you need to: *“show an excellent ability by **clearly and accurately** summarising the data in Source A”.*

6 Marker – 8 minutes

AO1: 2 marks	AO2: 4 marks
Knowledge & Understanding	Application
What you know and understand about sociology	How you use your knowledge of sociology to answer the question

Two paragraphs

Example Question

Explain **two** possible problems with the representativeness of the samples used in the research summarised in **Source B.. (6)**

Paragraph 1	Outline one problem backed up with evidence from the source
Paragraph 2	Another problem backed up with evidence from the source

10 Marker – 12

AO2: 4 marks	AO3: 6 marks
Application	Analysis & Evaluation
How you use your knowledge of sociology to	Your ability to use sociology to

Two paragraphs

Example Question
 With reference to **Source A**, explain **one** advantage and **one** disadvantage of sociologists using quantitative data to study poverty. (10)

Read question carefully. It could be 2 strengths...or 2 weaknesses!

Paragraph 1 PEEE	<p>P: Clearly state one strength of the method and link to a concept</p> <p>E: Provide some evidence from the Source</p> <p>E: Develop your point by explaining the concept.</p> <p>E: Provide an example of how this affects the study of inequalities specific to the source.</p>
Paragraph 2 PEEE	<p>P: Clearly state one weakness of the method and link to a concept</p> <p>E: Provide some evidence from the Source</p> <p>E: Develop your point by explaining the concept.</p> <p>E: Provide an example of how this affects the study of inequalities specific to the source.</p>

25

AO1: 5 marks	AO2: 5 marks	AO3: 15 marks
Knowledge & Understanding	Application	Analysis & Evaluation
What you know and understand	How you use your knowledge of sociology to	Your ability to use sociology to

Example Question

Using **Source B** and your wider sociological knowledge, explain and evaluate the use of a combination of questionnaires and in-depth interviews for researching women's involvement in digital gaming.. (25)

Each **PEEE** paragraph should contain:

- A clear **point** that is related to the question
- Supporting **evidence** (theory/study/source)
- Detailed **explanation** using key concepts
- An illustrative **example** (contemporary)

Six paragraphs

Introduction	Outline and explain the method
Paragraph 2 PEEE	Strength of the method Link to a concept /theory Link to the source .
Paragraph 3 PEEE	Weakness of method Link to a concept /theory Link to the source .
Paragraph 4 PEEE	Strength of the method Link to a concept /theory Link to the source .
Paragraph 5 PEEE	Weakness of method Link to a concept /theory Link to the source .
Conclusion	A critical conclusion that is fully supported, backed up with some more sociological evidence

20 Marker – 25

minutes

Five paragraphs

AO1: 12 marks	AO2: 8 marks
Knowledge & Understanding	Application
What you know and understand about sociology	How you use your knowledge of sociology to answer the question

Example Question

Outline ways that social class may impact on a person's life chances. (20)

Each **PEEE** paragraph should contain:

- A clear **point** that is related to the question and completely separate to the previous point
- Supporting **evidence** (theory/study)
- Detailed **explanation** using key concepts
- An illustrative **example** (contemporary evidence)

Introduction	Outline and explain the concepts in the question.
Paragraph 1 PEEE	Provide one way...
Paragraph 2 PEEE	Provide a second way...
Paragraph 3 PEEE	Provide a third way...
Paragraph 4 PEEE	Provide a fourth way...

40 Marker

50 Minutes

AO1: 16 marks	AO2: 8 marks	AO3: 16 marks
Knowledge & Understanding	Application	Analysis & Evaluation
Argue for, theories and studies	Link to question	Argue against, theory and studies, conclude

Example Question

Assess the view that class inequality can be a positive thing for society. (40 marks)

Eight paragraphs

Each **PEEE** paragraph should contain:

- A clear **point** that is related to the question
- Supporting **evidence** (theory and a study)
- Detailed **explanation** using key concepts
- An illustrative **example** (contemporary evidence)

Introduction	Outline why this issue is important to sociologists, define terms
Paragraph 1 PEEE	Argument to support the statement
Paragraph 2 PEEE	Argument against the statement
Paragraph 3 PEEE	Argument to support the statement
Paragraph 4 PEEE	Argument against the statement
Paragraph 5 PEEE	Argument to support the statement
Paragraph 6 PEEE	Argument against the statement
Conclusion	Conclusion summary

Paper Three Structures

MUST REMEMBER:

This unit is assessed by an external examination paper lasting 2 hours 15 minutes. The number of marks for the unit is 105. It represents 35% of the total A Level.

ASSESSMENT OBJECTIVES

The assessment outcomes for this unit are:

AO1

Demonstrate knowledge and understanding of: Sociological theories, concepts and evidence Sociological research methods

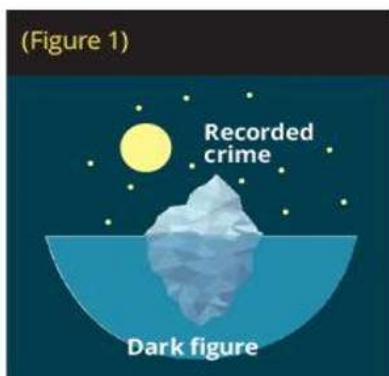
AO2

Apply sociological theories, concepts, evidence and research methods to a range of issues.

AO3

Analyse and **evaluate** sociological theories, concepts, evidence and research methods in order to: Present arguments Make judgements Draw conclusions

(Figure 1)



9 Marker – 12 minutes

AO1: AO2: AO3: AO4:	AO1: AO2:	AO3: AO4:
Knowledge & understanding	Application	Analysis & evaluation
Use of sociological research methods	Use of sociological research methods	Use of sociological research methods

3 small paragraphs

Example Question: *With reference to the theories, explain how social media might extend social networks. [9]*

Paragraph 1 (3 marks): You can start off with sociological definitions, theory, theoretical title or definition/terminology (1 mark)

Paragraph 2 (3 marks): You can start off with sociological definitions, theory, theoretical title or definition/terminology (1 mark)

Paragraph 3 (3 marks): You can start off with sociological definitions, theory, theoretical title or definition/terminology (1 mark)

Example Answer: *Social media has become a vital part of our lives. It has allowed us to connect with people from all over the world. This has led to a significant increase in the number of people who are part of social media networks. This is because social media has made it easier for people to find and connect with others who share similar interests. This has led to a significant increase in the number of people who are part of social media networks.*

10 Marker – 13 minutes

AO1: AO2: AO3: AO4:	AO1: AO2: AO3: AO4:	AO1: AO2: AO3: AO4:
Knowledge & understanding	Application	Analysis & evaluation
Use of sociological research methods	Use of sociological research methods	Use of sociological research methods

4 paragraphs

Example Question: *With reference to the theories, do you agree that social communication weakened social relations? [10]*

Paragraph 1 (3 marks): Important to explain the issue & theoretical definition

Paragraph 2 (3 marks): A further argument to support the issue (1st question)

Paragraph 3 (3 marks): A further argument to support the issue (1st question)

Paragraph 4 (3 marks): A further argument to support the issue (1st question)

Example Answer: *Social communication has weakened social relations. This is because social communication has made it easier for people to find and connect with others who share similar interests. This has led to a significant increase in the number of people who are part of social communication networks. This is because social communication has made it easier for people to find and connect with others who share similar interests.*

16 Marker – 20 minutes

AO1: AO2: AO3: AO4:	AO1: AO2: AO3: AO4:	AO1: AO2: AO3: AO4:
Knowledge & understanding	Application	Analysis & evaluation
Use of sociological research methods	Use of sociological research methods	Use of sociological research methods

Six paragraphs

Example Question: *Evaluate the extent to which digital communication strengthens social relations. [16]*

Paragraph 1 (3 marks): Important to explain the issue & theoretical definition

Paragraph 2 (3 marks): A further argument to support the issue (1st question)

Paragraph 3 (3 marks): A further argument to support the issue (1st question)

Paragraph 4 (3 marks): A further argument to support the issue (1st question)

Paragraph 5 (3 marks): A further argument to support the issue (1st question)

Paragraph 6 (3 marks): A further argument to support the issue (1st question)

Example Answer: *Digital communication has strengthened social relations. This is because digital communication has made it easier for people to find and connect with others who share similar interests. This has led to a significant increase in the number of people who are part of digital communication networks. This is because digital communication has made it easier for people to find and connect with others who share similar interests.*

BIG PICTURE

Section A introduces contemporary and global debates through a compulsory topic of 'Globalisation and the digital social world'.

Section B focuses on debates in contemporary society in more depth through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. This option introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different theoretical approaches to the study of crime and deviance.

BIG IDEAS

Defining globalisation

How developments in digital social communication have impacted on society

How crime and deviance are defined and measured

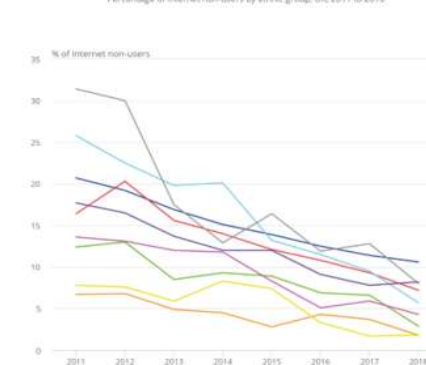
Patterns in crime and deviance

How crime and deviance are explained

Solutions for the problem of crime and deviance

Percentage of internet non-users by ethnic group, UK, 2011 to 2018

Figure 13: The ethnicity gap in internet usage has narrowed over time as the proportion of internet non-users has declined



KEY CONTENT

Section A: Globalisation and the digital social world

- 1. What is the relationship between globalisation and digital forms of communication?**
 Definitions of globalisation
 Developments in digital forms of communication in a global society: • digital revolution • global village • networked global society • media convergence • social media • virtual communities • digital social networks
 Applying sociological theories to digital forms of communication: • Marxism • feminism • postmodernism
- 2. What is the impact of digital forms of communication in a global context?** The impact of digital forms of communication on: • people's identity • social inequalities • relationships
 The impact of digital forms of communication on culture: • conflict and change • cultural homogenisation • cultural defence/ 'glocalisation'

Section B Option 1: Crime and deviance

- 1. How are crime and deviance defined and measured?**
 Definitions: • crime and deviance • social order • social control • the relativity of crime and deviance • the social construction of crime and deviance
 Measuring crime: • official crime statistics • victim surveys • self-report studies
- 2. What are the patterns and trends in crime?**
 The social distribution of offending and victimisation: • social class • gender • age • ethnicity
 Patterns of crime in a global context: • global organised crime • green crime
- 3. How can crime and deviance be explained?**
 Theoretical views of crime and deviance: • functionalism • Marxism • neo-Marxism/radical criminology • interactionism • realism (left and right) • New Right • subcultural theories • feminism
- 4. How can crime and deviance be reduced?**
 Social policy and crime: • left wing: • social and community crime prevention and punishment • restorative justice • structural changes in society • right wing: • situational crime prevention • environmental crime prevention • retributive justice • punitive punishment and control



10 Marker – 15 minutes

Three paragraphs

Example Question: In what ways are crimes committed by the middle classes different? (10)

Knowledge of criminology	Application
Analysis based on evidence	Structure of response

Three paragraphs

Paragraph 1	Topic sent.
Paragraph 2	A second topic.
Paragraph 3	A third topic.

Your answer will not be marked for this question

20 Marker – 25 minutes

Six paragraphs

Example Question: To what extent are official statistics useful for measuring big problems and trends in crime? (20)

Knowledge of criminology	Application	Analysis based on evidence	Structure of response
Analysis based on evidence	Structure of response	Knowledge of criminology	Application

Six paragraphs

Paragraph 1	Agree with this statement
Paragraph 2	Disagree/Agree
Paragraph 3	Agree with this statement
Paragraph 4	Disagree/Agree
Paragraph 5	Agree with this statement
Paragraph 6	Disagree/Agree
Conclusion	Final decision with support

40 Marker 50 Minutes

Example Question: How far do you agree that the primary cause of crime is individual differences? (40)

Knowledge of criminology	Application	Analysis based on evidence	Structure of response
Analysis based on evidence	Structure of response	Knowledge of criminology	Application

Five paragraphs

Paragraph 1	Yes point of focus
Paragraph 2	Linked individual point with supporting theory
Paragraph 3	No point of focus
Paragraph 4	Linked individual point with supporting theory
Paragraph 5	Respectful alternative (or related theory)
Paragraph 6	Linked individual point with supporting theory
Paragraph 7	Respectful alternative (or related theory)
Paragraph 8	Linked individual point with supporting theory
Conclusion	Respectful final conclusion with support

Five paragraphs

KEY STUDIES

Giddens (1990) Defining globalisation
 Carter (2005) Cybercity – a virtual community
 Boellstorff (2008) Second Life
 Castells (2000) A Marxist view on the power of the network
 Boyle (2005) Digitalisation and media convergence
 Cornford and Robins (1999) Concentration of power in media, new media not so 'new', surveillance and control
 Haraway (1985, 1991) Cyborgs as a path to gender equality
 Boyle (2007) Increasing reliance on digital communications over successive generations
 Berry (2011) Older users of the internet.
 Mertens and Haenens (2010) Digital class divide
 Turkle (2011) Effect on social relationships: alone together
 Miller (2011) Tales from Facebook
 Shaw and Gant (2002) Positive effects of internet use
 Howard (2011) The role of digital communication in fundamentalist religious groups
 Jones, Maclean and Young (1986) The Islington Crime Survey
 Young (1988) The myth of the equal victim
 Adler (1975) The increase in female criminality
 Messerschmidt (1993) Masculinity and criminality
 Waddington et al (2004) Stopping and searching, ethnicity and the 'available' population
 Gilroy (1982) The Myth of black criminality
 Palmer (2013) Understanding black youth crime
 Franko Aas (2007) Defining organized crime and green crime
 Castells (2000) Organized crime and globalization
 Carrabine et al (2004) Primary and secondary green crime
 Durkheim (1960) Anomie and upright consciences
 Davis (1981) Prostitution as a safety valve
 Merton (1938) Strain Theory
 Becker (1966) Outsiders, labelling and master status
 Lemert (1951) Primary and secondary deviance
 Crousel (1968) Police negotiations
 Box (1983) Marxist view of crime as ideology
 Bonger (1916) Linking crime to economic conditions
 Gordon (1973) Crime as a rational response to social conditions
 Taylor, Walton & Young (1972) The New Criminology
 Hall et al (1978) 'Policing the Crisis' (1984, 2005)
 Wilson & Kelling (1982) Right realist ideas: Broken windows
 Matthews and Young (1992) Left Realist ideas: The square of crime
 Lea and Young (1993) Relative deprivation, marginalisation and subculture
 Young (1999) The exclusive society
 Heidensohn (1996) Women and social control