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# Getting the most from this book

## Exam tips

Advice on key points in the text to help you learn and recall content, avoid pitfalls, and polish your exam technique in order to boost your grade.

## Knowledge check

Rapid-fire questions throughout the Content Guidance section to check your understanding.

## Knowledge check answers

- 1 Turn to the back of the book for the Knowledge check answers.

## Summaries

- Each core topic is rounded off by a bullet-list summary for quick-check reference of what you need to know.

### Exam-style questions

### Commentary on the questions

Tips on what you need to do to gain full marks.

### Sample student answers

Practise the questions, then look at the student answers that follow.

**Questions & Answers**

**Question 9\***  
Assess the view that young people participate in deviant subcultures as a reaction to labelling.  
24 marks (AO1: 8 marks; AO2: 8 marks; AO3: 8 marks)

In a 24-mark essay you need a range and balance of evidence that supports and challenges the view. Focus your points clearly, and support with evidence.

**Section A Introducing socialisation, culture and identity**

**Student answer**

1 Socialisation is the process of learning the norms and values of society. Whereas primary socialisation is the first stage of this, normally associated with the family, secondary socialisation is a lifelong process, which takes place through various agents of socialisation.

One example of secondary socialisation takes place in the peer group. Peers reinforce norms and values through showing acceptance and rejection of an individual, and through peer pressure. Individuals will judge themselves against their peers and aim to conform. Another agent of secondary socialisation is the media. These days, postmodernists would say that the media have become the main source of our identities, showing us how to look and behave, and promoting a consumer culture.

**Student answer**

2 Social control refers to ways in which society controls individuals. It can be formal, which is obvious and direct, or informal, which is more subtle (Source B).

Agents of formal social control could include the police and the government, as shown in Source A. The police have a clear role to enforce the law and therefore to control people's behaviour. In the image, the police are wearing riot gear, showing their role in enforcing laws against protestors or terrorists. Marxist Althusser would argue that the police are part of the repressive state apparatus, a tool used by the bourgeoisie to prevent anyone from challenging their authority. The police are more likely to stop or arrest those from the working class. This links to the view in Source B, that social control prevents resistance and rebellion. Functionalists, like Durkheim, would suggest that formal social control is necessary to maintain social order (Source B) and prevent anomie, or chaos, and therefore social control is functional for society.

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### Commentary on sample student answers

Read the comments showing how many marks each answer would be awarded in the exam and exactly where marks are gained or lost.

# About this book

This guide covers Component 1: Introducing socialisation, culture and identity and the options Families and relationships and Youth subcultures in the OCR Sociology specification H580 (A-level).

## How to use the book

The first main section of the book is **Content Guidance**. It follows the headings for Introducing socialisation, culture and identity and for the options Families and relationships and Youth subcultures in the OCR specification. Each part of the Content Guidance contains exam tips, knowledge checks and definitions of some key terms. Knowing and understanding the meaning of sociological concepts is an essential part of the whole course.

The second main section of the book is **Questions & Answers**. At the beginning of this section are the three assessment objectives (AOs) against which your exam answers will be judged, with some guidance regarding how to display the required skills, and a list of command words, which will help you to understand more clearly what each question is asking you to do. The questions provided are in the style of the OCR exam for Component 1, and are each followed by an A-grade answer. Remember the importance of noting the structure and mark allocations of questions. Throughout the student answers, you will find comments explaining why what has been written is good and is scoring well. More detailed guidance on how to use the Questions & Answers section is given on pages 66–68.

# Content Guidance

## ■ Section A Introducing socialisation, culture and identity

### What is culture?

Culture refers to the way of life of a society or social group, comprising particular values and norms, including beliefs, customs, language, history and knowledge.

### Culture, norms and values

Values are beliefs and goals relating to what members of a society or culture feel are important and desirable. They act as guidelines for behaviour. Some principal values of UK culture include respect for human life, free speech, equality of opportunity, fairness and justice.

Norms are the cultural accepted forms of behaviour. They often reflect key values. For example, in the UK, what, when and how we eat and drink, the ways in which males and females dress, how we marry, how we treat our children, and what we buy are all shaped by dominant norms (and in turn by dominant values).

Culture, norms and values can be said to be relative. This means they vary in relation to time and place. The way of life in the UK today is very different from that in Victorian Britain, and also different from that in China or Peru. British norms such as queuing or drinking tea with milk would not be usual behaviour in some other countries, and key values such as democracy and equality may be seen very differently in other cultures.

### Types of culture

#### Subcultures

Subcultures are 'cultures within cultures' — minority social groups that generally subscribe to the values and norms of mainstream culture but which also share values, practices, interests and problems that are unique to them.

Minority ethnic groups living in the UK are subcultures because while they generally subscribe to the values and norms of most people in the UK, they may also subscribe to a daily religious and/or cultural lifestyle that reflects and celebrates their origins. Subcultures may also be based on social class, region, sexual orientation, political views, alternative lifestyles or age groups. For example, territorial violent gangs found in inner-city areas and **spectacular youth subcultures** such as teddy boys, punks, goths and hipsters can be seen to constitute distinct subcultures.

#### Exam tip

Make sure you learn several examples of norms in the UK, and how they relate to key values.

#### Exam tip

Make sure you have some good historical and cross-cultural examples, which are specific, to illustrate the relativity of both values and norms (and by implication, culture).

#### Spectacular youth subcultures

Groups of youths who develop a highly visible group identity that may be expressed in the form of fashion and style, taste in music, deviant behaviour and confrontational attitudes.

#### Exam tip

Think about how you might illustrate the concept of subcultures with reference to religion, language, dress codes, diet, leisure activities, alternative lifestyles etc.

### High culture

High culture refers to the particular products and practices that are seen as intellectually and aesthetically superior because they supposedly represent the highest levels of human creativity. Such products include classical music and theatre, opera, literature and art, while high cultural practices might include enjoying ballet or reading poetry. It can also be applied to sporting activities — for example, polo, hunting and shooting. High culture is particularly associated with the upper class.

**Marxist** sociologists are critical of high culture. Bourdieu (1986) argued that high culture occupies the 'superior' position that it does because the capitalist class can use its economic and political power to impose its definitions of moral and artistic worth on the rest of society via the media and educational system.

### Popular culture

Popular culture (sometimes called mass culture) refers to those cultural products and practices that are enjoyed and/or appreciated by the majority of ordinary people. Popular culture is often the product of the media and includes listening to pop music, watching television (especially soap operas and reality TV), using social media and going to the cinema.

There is a debate about the worth or value of popular culture. Some argue that it is inferior to high culture, seeing it as a superficial and dumbed-down entertainment and celebrity-obsessed consumer culture that encourages people to value materialism at the expense of critical and creative thinking. Marxists are critical of popular culture because they see it as a type of social control. Marcuse (1991) suggests that the ruling class uses popular culture to encourage the masses to passively and uncritically accept the status quo and therefore inequality.

**Postmodernists** such as Strinati (1995) suggest that popular culture, through the media, has now saturated our society, with a massive choice of cultural products and styles. They also argue that the distinction between high and popular culture is no longer clear-cut because technology such as the internet has made all cultural products available to everyone. High and popular culture are increasingly being mixed and matched — for example, classic literature is adapted into popular television and classical music is used to accompany advertisements and sporting events.

#### Exam tip

Make sure you can give examples of both high and popular culture, but also evaluate them.

### Global culture

Global culture refers to a culture that is no longer distinct to different countries, but is shared and followed around the world — dominated by global brands, television shows, films and music and a global celebrity culture. The world has become a smaller and more immediate place as a result. It is argued that the domestic cultures of societies like the UK can no longer exist in isolation from the rest of the world and they are now influenced and shaped by **globalisation**.

The internet, social networking sites such as Twitter, Instagram and Facebook, multinational corporations such as McDonald's, Apple and Amazon, and the cultural

**Marxism** A theory which is critical of modern capitalist economies, which are seen as characterised by class inequality and conflict. It argues that a minority group, the bourgeois ruling class, has enriched itself by exploiting the labour power of the majority group, the proletariat or working class.

#### Knowledge check 1

Give some specific examples of products or activities that would be seen as part of popular culture.

**Postmodernism** A theory based on the belief that UK society has evolved from a modern industrial society into a postmodern post-industrial society in which consumerism, the media and globalisation now exert the most influence in shaping culture and society and, therefore, people's sense of identity.

#### Knowledge check 2

Give two examples of the mixing of high and popular culture.

**Globalisation** The process by which global societies are increasingly connected and made interdependent by innovations in telecommunication and digital technologies, as well as trends such as cheap air travel, mass tourism and migration.

dominance of American music, film and television ensure that UK citizens are continually exposed to worldwide events, trends and fashions.

Some sociologists predict that British and other national cultures will gradually be replaced by a global culture, shaped and controlled by global companies, which will socialise world consumers into much the same identity as far as consumer needs and wants are concerned. Whether the global culture is truly a hybrid of all the world's cultures is debatable, and many feel that it is mainly a Western and even an American culture that is spread globally. The spread of global culture has been challenged by Marxists, such as Seabrook (2004), as a form of **cultural imperialism**.

### Consumer culture

Consumer culture is a relatively recent phenomenon that has been fuelled by a rise in living standards, greater consumer choice of goods and the growing popularity of materialism. In consumer cultures, members of society increasingly value the pursuit of shopping as a major leisure activity. **Conspicuous consumption** is a common means of expressing identity in a consumer culture.

There is evidence that consumer culture may be shaping values and norms. Social media is now commonly used to share consumption habits — for example, posting images of recent purchases on Instagram is a recent take on conspicuous consumption and has become normalised. Additionally, credit card debt is a social norm today whereas only 40 years ago, being in any form of debt was seen by the majority as irresponsible. Young (2007) argues that today we live in a 'bulimic society' by which he means that there is a constant pressure to consume.

### Cultural diversity

Diversity refers to variety and difference. Intracultural diversity refers to cultural differences that exist within societies despite the fact that there is consensus on fundamental values and norms and that people still experience a common sense of belonging. For example, the UK contains many different subcultures, making it culturally diverse. This can particularly be seen in the cities, which have very diverse populations, in which a range of lifestyles are accepted.

Intercultural diversity refers to differences between cultures. As we have seen, norms and values vary between cultures, so there is a huge diversity in cultures around the world in terms of language, food, lifestyle and clothing, as well as religious and other values.

### Cultural hybridity

A hybrid is a cross or merging of two or more things. When cultures merge it is referred to as cultural hybridity. UK culture is often described as hybrid because it contains aspects of English, Scottish, Welsh and Irish culture, but also cultural influences from Asia, the Caribbean and the USA, for example. Globalisation can contribute towards cultural hybridity. Instead of one, homogeneous, global culture, all cultures may take on aspects of global culture, merged with their own, creating hybridity.

Cultural hybridity can be seen in aspects of culture such as music, fashion and food. For example, British tastes in food have changed over the past 40 years. Foods from all over the world, especially Italian, Chinese and Indian food, have become popular in the UK, but many of these have been adapted to meet British tastes. Chicken tikka

#### Exam tip

Make links to other components — Global culture can be linked to Component 3 Section A Globalisation and the digital social world.

#### Cultural imperialism

Process by which more powerful societies use their dominance to spread their culture globally, similar to the imperialism seen in the days of empire building.

#### Conspicuous

**consumption** A person may express their identity and 'good taste' through the acquisition and consumption of so-called high status goods, for example, designer-label brands.

#### Knowledge check 3

Explain the difference between intra- and intercultural diversity.

#### Exam tip

Link cultural hybridity with hybrid identities, considered later in this topic, but also with ideas of glocalisation from Component 3 Section A.

#### Knowledge check 4

Give some examples of hybridity in fashion and music styles.

masala, which has replaced fish and chips as Britain's favourite dish, is a hybrid dish: Asian chefs based in the UK combined a spicy curry with the British concept of gravy to appeal to British tastes.

### Summary

- Culture is the way of life of a society, comprising specific norms and values.
- Cultures produce products that are classified as having superior value (high culture) or as having mass appeal and low status (popular culture).
- Cultures around the world are increasingly influenced by consumerism and globalisation.
- Cultures are often diverse, that is, made up of subcultures organised around ethnicity, religion, age, social class, and sexual and political affiliation, and this can lead to cultural hybridity.

## What is socialisation?

### The nature versus nurture debate

The nature versus nurture debate refers to the academic argument between sociobiologists — who believe that human behaviour is largely the product of nature, particularly people's genetic or biological make-up — and sociologists, who argue that the social environment in which the individual lives is more important in nurturing and shaping behaviour. Sociobiology claims that people inherit characteristics such as intelligence, personality, gendered behaviour and so on. In contrast, sociologists note that if this were the case then men and women would behave the same way in all societies. However, this is not the case — there are significant cultural variations across the world in gender behaviour. Sociologists therefore argue that this means gender is learned behaviour — it is the product of a nurturing or **socialisation** process specific to particular cultures and societies.

There is evidence to support both sides of this debate. Some studies of identical twins that were separated at birth and brought up in different environments do suggest there are some shared traits that remain, supporting the 'nature' side of the debate. However, studies of wild (or feral) and severely neglected children demonstrate the importance of the socialisation process. These rare cases demonstrate that children who are starved of human contact in their formative years consequently lack the skills other children learn from their constant contact with their parent(s) or carer(s), suggesting that nurture is the most important impact on human development.

### Socialisation

Socialisation begins in childhood in the family, as the older generations teach the next generation how to fit into society. This is known as primary socialisation. However, primary socialisation is supplemented by other secondary agencies of socialisation such as the education system and the media.

**Functionalists** believe that as a result of successful socialisation, most children grow up to be law-abiding citizens who generally conform to society's expectations — they go to work, they get married, they treat other people with respect and so on.

**Socialisation** The life-long process whereby individuals learn and internalise the common values and norms of a society.

#### Exam tip

Learn evidence that supports nurture, including studies on the importance of socialisation, but be prepared to evaluate with evidence supporting the nature argument.

#### Exam tip

For each agent of socialisation, ensure that you can make at least three points about how it socialises individuals into their identities. The points can be general or specific to particular aspects of identity, such as gender or age.

**Functionalism** A theory based on the belief that modern societies like the UK are characterised by social order because the majority are socially integrated, and have been successfully socialised into a value consensus (agreement).

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# Questions & Answers

## ■ How to use this section

In this section you will find two sets of A-level questions, which both include questions for Families and relationships and for Youth subcultures, as well as the compulsory Section A questions.

Each question is followed by a brief analysis of what to watch out for when answering it. At the end of the question and analysis section, an A/A\*-grade student answer is given for each question, which will either be full marks or close, with commentary throughout indicating where credit is due.

Read each question carefully, and either try to answer it in full or at least make notes on how you would answer it before reading the student answer and comments. This might help to pick up on mistakes you have made or things that you are doing well.

When you come to answer the question that is based on the two sources, study both sources carefully, as they will contain material that is essential to answering the question.

Remember that there is no single perfect way of answering an exam question — the highest marks can be gained by taking different approaches, especially in the higher-mark questions. However, the comments should help to show you the kinds of approach that would do well, and some of the pitfalls to avoid. In particular, the comments tell you what it is that enables the student to score so highly. Attention is given to the student's use of the examinable skills: knowledge and understanding, application, and analysis and evaluation.

## Examinable skills

OCR Sociology examination papers are designed to test certain defined skills. These skills are expressed as assessment objectives (AOs). There are three AOs and it is important that you know what these are, what their proportional weighting is for each question, and what you have to be able to do in an exam to show your ability in each. Further guidance on each of the AOs is given below and in the comments.

### Assessment objective 1 (AO1)

**Demonstrate knowledge and understanding of sociological theories, concepts and evidence.**

Your exam answers need to demonstrate clearly to the examiners that your knowledge is accurate and appropriate to the topic being discussed and that you have a clear understanding of it. It is not enough simply to reproduce knowledge learned by rote. You must be able to use your knowledge of concepts, sociological studies, sociological



## ■ Questions set 1

### Section A Introducing socialisation, culture and identity

#### Question 1

Explain, using examples, the concept of secondary socialisation.

6 marks (A01: 2 marks; A02: 4 marks)

You need a clear 'core meaning' for this type of question, which is then developed to show your understanding of the term. 'Using examples' infers that you should identify and explain two different examples.

Source A



Source B

Individuals are subject to social control every day, through laws and rules, as well as in more subtle ways. Some sociologists argue that such control benefits everyone, since social control is important in maintaining social order. However, others suggest that social control benefits those in power, preventing resistance and rebellion. Expectations relating to our identities can be subject to social control, for example control over the way women and men are expected to behave.

#### Question 2\*

Using Sources A and B and your wider sociological knowledge, explain the concept of social control.

12 marks (A01: 4 marks; A02: 8 marks)

Both sources should be directly referenced and built upon (not just quoted/described). 'Wider sociological knowledge' refers to theory, studies, concepts etc. that you have learned, not in the sources.

#### Question 3\*

Outline and briefly evaluate the view that the significance of sexuality as an aspect of identity is changing.

20 marks (A01: 8 marks; A02: 8 marks; A03: 4 marks)

Many questions present a 'view' like this — your A01 marks come from presenting evidence that supports the view. The term 'briefly evaluate' means just one well-developed evaluation point challenging the view in the question is sufficient.

## Section B

### Option 1 Families and relationships

#### Question 4\*

Outline two demographic changes that have contributed to family diversity in the contemporary UK.

12 marks (A01: 8 marks; A02: 4 marks)

Focus on the question — it is asking for ‘changes’, so make sure your two points are clearly different.

#### Question 5\*

Explain and briefly evaluate feminist views on power relationships within the family.

16 marks (A01: 8 marks; A02: 4 marks; A03: 4 marks)

As in Section A, ‘briefly evaluate’ requires just one detailed point. More than one slightly briefer point may be sufficient.

#### Question 6\*

Assess the view that the nuclear family is still the most desirable family type.

24 marks (A01: 8 marks; A02: 8 marks; A03: 8 marks)

In a 24-mark essay you need a range and balance of evidence that supports and challenges the view. Focus your points clearly, and support with evidence.

### Option 2 Youth subcultures

#### Question 7\*

Outline two examples of how anti-school subcultures may be linked to gender.

12 marks (A01: 8 marks; A02: 4 marks)

Two clear and different points are required, each fully focused and supported with evidence.

#### Question 8\*

Explain and briefly evaluate the view that social class leads to the formation of spectacular subcultures.

16 marks (A01: 8 marks; A02: 4 marks; A03: 4 marks)

As in Section A, ‘briefly evaluate’ requires just one detailed point. More than one slightly briefer point may be sufficient.

## Question 9\*

Assess the view that young people participate in deviant subcultures as a reaction to labelling.

24 marks (A01: 8 marks; A02: 8 marks; A03: 8 marks)

In a 24-mark essay you need a range and balance of evidence that supports and challenges the view. Focus your points clearly, and support with evidence.

## Section A Introducing socialisation, culture and identity

### Student answer

- 1 Socialisation is the process of learning the norms and values of society. Whereas primary socialisation is the first stage of this, normally associated with the family, secondary socialisation is a lifelong process, which takes place through various agents of socialisation.

One example of secondary socialisation takes place in the peer group. Peers reinforce norms and values through showing acceptance and rejection of an individual, and through peer pressure. Individuals will judge themselves against their peers and aim to conform. Another agent of secondary socialisation is the media. These days, postmodernists would say that the media have become the main source of our identities, showing us how to look and behave, and promoting a consumer culture.

This is a clear core meaning with development, as it contrasts primary and secondary socialisation.

Two developed examples are given — make sure you do something with the example you use and link it back to the concept. Here both examples, peer group and media, are linked to how they socialise individuals. This response would therefore receive full marks.

**6/6 marks awarded**

### Student answer

- 2 Social control refers to ways in which society controls individuals. It can be formal, which is obvious and direct, or informal, which is more subtle (Source B).

Agents of formal social control could include the police and the government, as shown in Source A. The police have a clear role to enforce the law and therefore to control people's behaviour. In the image, the police are wearing riot gear, showing their role in enforcing laws against protestors or terrorists. Marxist Althusser would argue that the police are part of the repressive state apparatus, a tool used by the bourgeoisie to prevent anyone from challenging their authority. The police are more likely to stop or arrest those from the working class. This links to the view in Source B, that social control prevents resistance and rebellion. Functionalists, like Durkheim, would suggest that formal social control is necessary to maintain social order (Source B) and prevent anomie, or chaos, and therefore social control is functional for society.

Starting with a clear core meaning or explanation is a good way to structure and set up your answer.

This point is well developed, with several explicit references to the sources, which are then developed further with reference to wider knowledge, including theory, concepts and named sociologists.

Social control can also be informal, and the informal agencies of social control are the same as the agencies of socialisation — teaching us norms and values, and controlling our behaviour through positive and negative sanctions. Source B points out that expectations of behaviour in terms of gender may be reinforced through informal social control. For example, Lees argues that the peer group controls girls' behaviour, and girls risk being called 'slags' if they don't fit in with expectations of femininity. The media also control our gender expectations, as McRobbie shows, with their portrayal of women fitting in with 'slimblondeness'.

Some agencies control us in both formal and informal ways. For example, in the workplace there are formal systems to control behaviour, such as a code of conduct and disciplinary procedures, but there is also more informal social control in the form of canteen culture. Holdaway argues that this set of norms affects how the police operate, and often reinforces racist practices.

A second point illustrates understanding of another aspect of social control, with another link to Source B and to a study.

The final point given here adds further depth to the response, fully demonstrating understanding. This response would clearly gain full marks.

**12/12 marks awarded**

### Student answer

- 3 Sexuality impacts particularly on the identity of those who do not fit the traditional norm of heterosexuality. In the past, those labelled as gay were often outcast, denied equal rights and even criminalised. This would clearly have a significant impact on how an individual saw themselves. However, since homosexuality, and other forms of sexuality, have become more acceptable, its significance is changing.

McIntosh argued that there was a homosexual role, which had certain cultural characteristics associated with gay men, such as being camp. When someone accepted the label of being gay they would then start to live up to this role, as a form of self-fulfilling prophecy. This could support the view in the question because these days the label of being gay does not have so many stereotypical connotations, since it has become more accepted. Therefore, the significance of sexuality as an aspect of identity has changed and decreased.

There are a lot more celebrities and even sportspeople who are open about their sexuality these days, which again changes the significance. For example, the diver Tom Daly has a husband and a child through surrogacy, and Ellen DeGeneres has been married to fellow actress Portia de Rossi since 2008. Previously celebrities often hid their sexuality, such as George Michael in the 1980s, but these days it is not an issue, showing that its significance has lessened. Postmodernists would support this view that people's identities are more focused on image and style these days and traditional aspects of identity are less important.

This paragraph serves as an introduction. Though you do not get extra marks for this, it is a good idea, especially on the longer questions, to set up your answer with an introduction, demonstrating a clear understanding of the view in the question and the debate raised.

Notice how this response uses evidence that does not seem to support the view in the question, but then makes it fit. Application is important — show that you are focusing on the question and apply the material explicitly.

McCormack and Anderson studied attitudes towards sexuality in a Sixth Form college and found that homophobia was not tolerated and seen as immature. The boys were much more accepting of homosexuality, which also allowed them to be more affectionate and tactile with each other, since there was less pressure to prove their heterosexuality and masculinity. This suggests that attitudes have changed and sexuality is less significant in how people see each other, which means it will also have less impact on an individual's identity.

However, even though gay marriage has been legalised, there are still many hate crimes against gay people, and some religious groups still don't accept it. There was a case where a bakery refused to make a cake that celebrated gay marriage, and this was ruled lawful, due to the baker's religious beliefs. Also, recently some parents have protested that LGBT relationships are due to be taught about as normal to primary school pupils. This shows that there is still a lack of complete acceptance and tolerance of different sexualities, which challenges the view, since sexuality will be just as significant if people are still negatively judged because of it.

In conclusion, it seems that attitudes towards sexuality are changing, but it is still very significant as an aspect of identity, because it continues to define who people are and how they are treated.

These two paragraphs both use evidence to support the view in the question effectively. Note that the first of these uses examples, which are useful, but linking them to theory — in this case postmodernism — ensures that they are fully credited. Examples alone do not usually count as much as sociological evidence.

The evaluation point is well developed, and even though it relies on example, it is fully focused and just enough for the full AO3 marks. The conclusion helps to ensure that the answer has addressed the question in a critical way. Do not just summarise in your conclusions — address the question and reach a judgement based on the evidence. This response would receive full marks.

**20/20 marks awarded**

## Section B

### Option 1 Families and relationships

#### Student answer

- 4 One change that has led to more family diversity is the ageing population. Although extended families had been in decline in favour of more privatised nuclear families, in recent times statistics suggest that extended families, although only 1% of all families, are the fastest-growing family type. Victor says that 10% of older people live with their children. Also more people may now be in dispersed extended families, where people live nearby and see each other often. Hoban found that nearly 80% of older people saw their adult children once a week. The ageing population means that older people may be cared for by their adult children and grandchildren, too.

Another change is the decline in the birth and fertility rates. This means that there are more couples and single people with no