



2015 specification
first exams in 2017

Practice Papers

for A Level AQA Sociology

Paper 3: Crime and Deviance with
Theory and Methods

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Teacher's Introduction

This resource has been created to supplement your delivery of the **A Level AQA Sociology specification (7192)** for **Paper 3: Crime and Deviance with Theory and Methods**. There are four complete practice examination papers; the format and mark scheme reflect the examinations set by AQA.

These practice exam papers are written in the style of the actual exam, with the correct command word and mark tariff use, and each with a clear and detailed mark scheme. Perfect for mock exams; your students will be fully prepared to succeed in every examination!

Clear student-friendly mark schemes include answer content and marking guidance. Students see how marks are awarded, improving exam technique. All topic areas of the specification for Paper 3 have been touched upon throughout the four papers.

The practice exam papers can be used in a number of ways:

1. Set them as mock examinations.
2. Hand them out for students to practise and reinforce their learning of the content.
3. Use specific questions to practise the application of knowledge on key topic areas.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

February 2020

ZigZag Practice Exam
Supporting A Level AQA Sociology

Sociology

Paper 3: Crime and Deviance with Theory and Methods

Practice Paper C

Time allowed

2 hours

Instructions

Answer **all** of the questions.

Information

The total number of marks available for this paper is **80**.

The number of marks available for each question is shown in brackets.

Questions worth 10 marks or more should be answered in continuous prose.

Marks in these questions will be awarded for:

- good English
- clearly organised information
- appropriate use of specialist terminology

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Crime and Deviance

Answer **all** questions.

01 Outline **two** ways in which labelling can increase crime.

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02 Outline **three** reasons why state crimes may not be prosecuted.

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03 Read **Item A** below and answer the question that follows.

Item A

Some sociologists believe that characteristics of groups make them more likely to see this as victim blaming and instead look at how the criminal justice system

Applying material from **Item A**, analyse **two** reasons why some groups are more

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04 Read **Item B** below and answer the question that follows.

Item B

Some feminist sociologists argue that women are less likely to commit crimes due to their upbringing, their role in society or the attitudes of those within the criminal justice system. However, some argue that female criminality and deviance is increasing.

Feminists have also examined the reasons why women are more likely to be victims of crime.

Applying material from **Item B** and your knowledge, evaluate the usefulness of this understanding of criminality and deviance.



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(If you need more space, please continue your answer on the next page.)

06 Read **Item C** below and answer the question that follows.

Item C

Secondary data is data that has already been collected by other individuals or methods such as official statistics and documents have some practical, ethical and reliability issues. However, some sociologists argue that the different types of secondary data research methods.

Applying material from **Item C** and your own knowledge, evaluate the advantages of secondary data research.

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ZigZag Practice Exam
Supporting A Level AQA Sociology

Sociology

Paper 3: Crime and Deviance with Theory and Methods

Practice Paper D

Time allowed

2 hours

Instructions

Answer **all** of the questions.

Information

The total number of marks available for this paper is **80**.

The number of marks available for each question is shown in brackets.

Questions worth 10 marks or more should be answered in continuous prose.

Marks in these questions will be awarded for:

- good English
- clearly organised information
- appropriate use of specialist terminology

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Crime and Deviance

Answer **all** questions.

01 Outline **two** roles of the criminal justice system.

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02 Outline **three** reasons why members of some ethnic groups are more likely to be

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Theory and Methods

05 Outline and explain **two** ethical disadvantages of using primary methods in so

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06 Read **Item C** below and answer the question that follows.

Item C

Social action theorists emphasise the importance of individuals' free will. They see the individual interactions which are the basis of society. However, other sociologists argue that free will is an illusion and that people are defined by structures in society today.

Applying material from **Item C** and your own knowledge, evaluate the usefulness of our understanding of social action theory.



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(If you need more space, please continue your answer on the next page.)

ZigZag Practice Exam
Supporting A Level AQA Sociology

Sociology

Paper 3: Crime and Deviance with Theory and Methods

Practice Paper C

Time allowed

2 hours

Instructions

Answer **all** of the questions.

Information

The total number of marks available for this paper is **80**.

The number of marks available for each question is shown in brackets.

Questions worth 10 marks or more should be answered in continuous prose.

Marks in these questions will be awarded for:

- good English
- clearly organised information
- appropriate use of specialist terminology

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Crime and Deviance

Answer **all** questions.

- 01** Outline **two** ways in which labelling can increase crime.
- 02** Outline **three** reasons why state crimes may not be prosecuted.
- 03** Read **Item A** below and answer the question that follows.

Item A

Some sociologists believe that characteristics of groups make them more likely to see their situation as a victim of crime and instead look at how the criminal justice system

Applying material from **Item A**, analyse **two** reasons why some groups are more likely to be victimised.

- 04** Read **Item B** below and answer the question that follows.

Item B

Some feminist sociologists argue that women are less likely to commit crimes due to their upbringing, their role in society or the attitudes of those within the criminal justice system. However, female criminality and deviance is increasing.

Feminists have also examined the reasons why women are more likely to be victimised.

Applying material from **Item B** and your knowledge, evaluate the usefulness of feminist theories in understanding crime and deviance.

Theory and Methods

- 05** Outline **two** reasons why a sociologist might choose a research method over another.
- 06** Read **Item C** below and answer the question that follows.

Item C

Secondary data is data that has already been collected by other individuals or organisations. Examples of secondary data include official statistics and documents. However, some sociologists argue that the different types of secondary data have some practical, ethical and methodological advantages over primary research methods.

Applying material from **Item C** and your knowledge, evaluate the advantages of using secondary data in sociological research.

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ZigZag Practice Exam
Supporting A Level AQA Sociology

Sociology

Paper 3: Crime and Deviance with Theory and Methods

Practice Paper D

Time allowed

2 hours

Instructions

Answer **all** of the questions.

Information

The total number of marks available for this paper is **80**.

The number of marks available for each question is shown in brackets.

Questions worth 10 marks or more should be answered in continuous prose.

Marks in these questions will be awarded for:

- good English
- clearly organised information
- appropriate use of specialist terminology

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Crime and Deviance

Answer **all** questions.

- 01** Outline **two** roles of the criminal justice system.
- 02** Outline **three** reasons why members of some ethnic groups are more likely to be victims of crime.
- 03** Read **Item A** below and answer the question that follows.

Item A

Some sociologists blame the media for causing crime or providing new opportunities for crime. Others argue that the media create an exaggerated fear of crime which leads to criminalisation.

Applying material from **Item A**, analyse **two** ways in which the media may increase criminalisation.

- 04** Read **Item B** below and answer the question that follows.

Item B

Sociologists have explained high levels of working-class offending through material deprivation. Others argue that this pattern in offending is inaccurate and ignores the crime of victimisation. They also point out the higher likelihood of becoming victims of crime for the working class.

Applying material from **Item B** and your knowledge, evaluate sociological explanations of offending and victimisation.

Research and Methods

- 05** Outline and explain the methodological disadvantages of using primary methods in sociological research.
- 06** Read **Item C** below and answer the question that follows.

Item C

Social action theorists emphasise the importance of individuals' free will. They argue that the individual interactions which are the basis of society are based on free will. However, other sociologists argue that free will is an illusion and that people's actions are defined by structures in society today.

Applying material from **Item C** and your knowledge, evaluate the usefulness of social action theory in our understanding of society.

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Mark Scheme

Practice Paper A

Crime and Deviance

- 01 **2 marks** for each of **two** appropriate problems clearly outlined or **1 mark** for each appropriate problem clearly outlined, such as:
- Often actions which damage the environment are not against the law (1 mark), and are not prosecuted (+1 mark).
 - Damage to the environment may be legal in one country but illegal in another (1 mark), and corporations transfer their operations from one country to another (+1 mark).
 - Green crimes may affect animals or the environment rather than humans (1 mark), and are not prosecuted by anthropocentric definitions (+1 mark).
 - Developed countries may dispose of toxic waste legally (1 mark), via developing countries (+1 mark).
 - Governments make laws (1 mark), and so will choose not to prosecute their own citizens.

Other relevant material should be credited.

No marks for **no** relevant points.

- 02 **2 marks** for each of **three** appropriate ways clearly outlined or **1 mark** for each appropriate way clearly outlined:
- Crimes create shared outrage (1 mark), which benefits society by reinforcing boundaries.
 - Crimes can act as a safety valve (1 mark), preventing social stability from being threatened.
 - Crimes can create social change (1 mark), if society reacts positively to deviant behaviour.
 - Crimes can act as a warning device (1 mark), which benefits society by identifying problems that need to be addressed (+1 mark).
 - Crime can help those without access to society's goals to achieve them (1 mark), and thus avoid social strain (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

03

Mark	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material. Realist approaches may not be effective at reducing crime and deviance.</p> <p>There will be two developed applications of material from the Item, e.g. research on non-utilitarian crimes that may not be committed as a result of realist approaches based on marginalisation or relative deprivation ignore the problem.</p> <p>There will be appropriate analysis/evaluation of two reasons, e.g. rational choice theory, situational crime prevention strategies, which may in turn only lead to the displacement of crime; research for relative deprivation as a cause of crime.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of relevant material. That realist approaches may not be effective at reducing crime and deviance.</p> <p>There will be some successful application of material from the item, e.g. research on lone-parent families and welfare dependency, and deterministic and lack of choice.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show a limited knowledge and understanding of relevant material. Realist approaches may not be effective at reducing crime.</p> <p>There will be a limited application of material from the item. Some material may be relevant, but there may be some drift into material on Marxist or labelling theory explanations.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Chaiken; Clarke; Felson; Katz;

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Marks	Level descriptors
25-30	<p>Answers in this band will show sound, conceptually detailed knowledge of material on the usefulness of Marxist approaches in understanding crime. Sophisticated understanding of the question and of the presented material.</p> <p>Appropriate material will be applied accurately and with sensitivity to the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be by evaluating different Marxist perspectives on crime, or by locating the question in theoretical perspectives. Analysis will show clear explanation. Appropriate material will be used to support answers in this band will show accurate, broad or deep but incomplete understanding of a number of significant aspects of the question; good understanding of the question.</p>
19-24	<p>Application of material is largely explicitly relevant to the question, but inadequately focused.</p> <p>Some limited explicit evaluation – for example, of the idea of crime causation – with appropriate analysis, e.g. clear explanations of some of the presented material.</p>
13-18	<p>Answers in this band will show largely accurate knowledge but limited understanding. A broadly accurate, if basic, account of how capitalism might cause crime. Limited but significant aspects of the question; superficial understanding of the question.</p> <p>Applying listed material from the general topic area but with limited understanding of issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions. Analysis will be limited, with answers tending towards the correct answer.</p>
7-12	<p>Answers in this band will show limited, undeveloped knowledge, e.g. limited points about white-collar crime. Understanding of only limited aspects of the question; understanding of only limited aspects of the presented material.</p> <p>Application of suitable material, and/or material often at a distance from the question, e.g. accounts of theories/studies of crime with little reference to the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and superficial.</p>
1-6	<p>Answers in this band will show very limited knowledge, e.g. one or two points about crime and deviance in general. Very little / no understanding of the question or presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative Content

Concepts and issues such as the following may appear: criminogenic capitalism; corporate crime; health and safety laws; property law; ideological state apparatus; repressive state apparatus; law enforcement; social control; white-collar crime; terrorism; blue-collar crime; left-wing criminology; false consciousness

Sources may include the following or other relevant ones: Althusser; Chambliss; Goode; Reiman; Sutherland; Taylor; Walton; Young

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Theory and Methods

05

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of the feminist perspective to explain today's society.</p> <p>There will be two applications of relevant material, e.g. feminism and free will and recent developments in equal rights; class, not gender, is the focus in society.</p> <p>There will be appropriate analysis, e.g. evolution in socialisation and patriarchy leading to a more equal society, and hegemonic patriarchal gender roles. There will be better education and opportunities for women; inequality in modern capitalism and class than patriarchy and gender, with working-class women worse than middle-class women.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of the problems of using the feminist perspective to explain today's society.</p> <p>There will be one or two applications of relevant material, e.g. feminism and free will experience where in fact the lives of women of different ethnicities are different.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the material.</p> <p>There will be limited focus on the question, e.g. there may be some mention of feminism.</p>
0	<p>There will be limited or no analysis.</p> <p>No relevant points.</p>

Indicative content

Answers may include the following and/or other relevant points:

- Deconstructs feminism, e.g. ignores free will
- Ignores class inequalities
- Recent legislation and developments have created a more equal society, making feminism irrelevant
- Pick-and-mixing of gender roles in modern society
- Liberal feminism ignores the fundamental inequalities underlying society

Sources may include the following or other relevant ones: Ansley; De Beauvoir; Firestone; Oakley; Weber

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Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of the advantages of using quantitative methods in sociology. Understanding of the question and of the presented material will be demonstrated.</p> <p>Appropriate material will be applied accurately and with sensitivity to the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation will take the form of practical, critical and/or theoretical advantages of using quantitative methods in sociology. Discussion within the debate between positivist and interpretive approaches will be shown. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of a number of significant aspects of the question; good understanding of the question.</p> <p>Application of material is largely explicitly relevant to the question, but may be inadequately focused.</p> <p>Some limited explicit evaluation, e.g. of the lack of verstehen/validity and/or some appropriate analysis, e.g. clear explanations of some aspects of the question.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited understanding of the question. Accurate, if basic, account of some advantages of quantitative methods in sociology. Limited but significant aspects of the question; superficial understanding of the question.</p> <p>Applying listed material from the general topic area but with limited understanding of the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of listed disadvantages to stated advantages, or one or more isolated stated points. Analysis will be limited and tending towards the descriptive.</p>
5	<p>Answers in this band will show limited undeveloped knowledge, e.g. one or two points about quantitative methods. Understanding of only limited aspects of the question and of the presented material.</p> <p>Limited application of suitable material, and/or material often at a distance from the question, e.g. drifting into answer about qualitative methods.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and superficial.</p>
1–4	<p>Answers in this band will show very limited knowledge, e.g. one or two points about sociological research methods in general. Very little / no understanding of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative Content

Concepts and issues such as the following may appear in the question: qualitative data; quantitative data; objectivity; official statistics; laboratory experiments, field experiments; questionnaire surveys; structured interviews; interviews; reliability; representativeness; social facts; triangulation; value-free; value-laden; verstehen

Source: Zig Zag Education. Candidates should include the following or other relevant ones: Comte; Durkheim; Graham White; Weber

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Practice Paper B

Crime and Deviance

- 01 **2 marks** for each of **two** appropriate functions clearly outlined or **1 mark** for each appropriate function outlined, such as:
- To maintain boundaries (1 mark), as the punishment of criminals maintains the boundaries of society (+1 mark).
 - To reinforce capitalism (1 mark), by punishing working-class criminals but not wealthy criminals (1 mark).
 - To rehabilitate criminals (1 mark), through education and counselling so that they do not re-offend (+1 mark).
 - To act as a deterrent (1 mark), by using prison to put criminals off offending (+1 mark).
 - To support the Conservative government (1 mark), who will be seen as tough on crime (+1 mark).
- Other relevant material should be credited.

No marks for **no** relevant points.

- 02 **2 marks** for each of **three** appropriate criticisms clearly outlined or **1 mark** for each appropriate criticism outlined, such as:
- They are deterministic (1 mark), and cannot explain why most who experience crime do not offend (+1 mark).
 - Their claims are not supported by enough data (1 mark), with little research into crime levels (+1 mark).
 - They only focus on working-class crime (1 mark), and so ignore white-collar crime (+1 mark).
 - They cannot explain why crime levels are falling (1 mark), and would expect current levels of crime (+1 mark).
 - They focus on victims rather than offenders (1 mark), and so overlook the rational choice theory (+1 mark).
- Other relevant material should be credited.

No marks for **no** relevant points.

03

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant theories; subcultural theories as a response to relative deprivation.</p> <p>There will be two developed applications of material from the Item, e.g. street culture might be available in the form of criminal subcultures in some areas; retreatist subcultures are available.</p> <p>There will be appropriate analysis/evaluation of two reasons, e.g. relative deprivation as a cause of crime lacks objective data.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding that certain groups may be more likely to form criminal subcultures.</p> <p>There will be some successful application of material from the item, e.g. the structure might be available in the form of criminal subcultures in some areas; retreatist subcultures are available.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of relevant theories; subcultural theories as a response to relative deprivation.</p> <p>There will be limited application of material from the item. Some material may be relevant, e.g. the structure might be available in the form of criminal subcultures in some areas; retreatist subcultures are available.</p>
0	<p>Answers in this band will be limited or no analysis/evaluation.</p> <p>Other relevant material should be credited.</p>

Sources may include the following or other relevant ones: Box; Cohen; Cloward and Young; Ruggiero and Khan; Valier

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Marks	Level descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of material on the relationship between globalisation and crime. Some of the key points of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be shown by evaluating the merits of green and state crime, or by locating the crime in the context of the presented material. Analysis will show clear explanation. Appropriate material will be used to support the answer.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of a number of significant aspects of the question; good understanding of the material.</p> <p>Application of material is largely explicitly relevant to the question, but is inadequately focused.</p> <p>Some limited explicit evaluation – for example, of the idea of globalisation and local criminality – and/or some appropriate analysis, e.g. clear explanation of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited understanding of the material. Knowledge is broadly accurate, if basic, account of how globalisation might cause crime. Limited but significant aspects of the question; superficial understanding of the material.</p> <p>Applying listed material from the general topic area but with limited understanding of the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions. Analysis will be limited, and answers tending towards the descriptive.</p>
7	<p>Answers in this band will show limited undeveloped knowledge, e.g. one or two points about transnational organised crime. Understanding of only simplified aspects of the presented material.</p> <p>Limited application of suitable material, and/or material often at a distance from the question, e.g. accounts of theories/studies of crime with little reference to the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and superficial.</p>
1–6	<p>Answers in this band will show very limited knowledge, e.g. one or two points about crime and deviance in general. Very little / no understanding of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	<p>No relevant points.</p>

Indicative Content

Concepts and issues such as the following may appear in the questions: transnational organised crime; trafficking; biopiracy; cybercrime; global risk society; glocalism; green crime; ecocentric green crime; ecocentric green crime; secondary green crime; human rights; human trafficking; late modern society; McMafia; globalisation; theory; state crime; sport; terrorism; transnational corporations; transnational crime.

Source: **Include the following or other relevant ones:** Beck; Castells; Cohen; Giddens; and Dunne; Gram; Karofi and Mwanza; McLaughlin; Newburn and Reiner; White; Hall

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Theory and Methods

05

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of the material. Values should not enter sociological research.</p> <p>There will be two applications of relevant material, e.g. values should not enter sociological research so that objectivity can be maintained; the research of value-free sociology is more reliable than research adopted by governments.</p> <p>There will be appropriate analysis, e.g. positivist sociologists argue that value-free research, and that this enables them to establish scientific social facts. Research carried out by feminist or Marxist sociologists is heavily influenced by their values, which means their findings must be rejected as unreliable and subjective.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of the material. Arguments that values should not enter sociological research.</p> <p>There will be one or two applications of relevant material, e.g. value-free sociology is more reliable than research if a scientific approach is desired.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the material.</p> <p>There will be limited focus on the question, e.g. there may be some reference to value-laden sociology.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- The need for objectivity and value-free sociology to establish social facts
- Value-free sociology is more reliable than research if a scientific approach is desired
- Positivist research methods favour reliability, which cannot be achieved if sociology is value-laden
- Governments are more receptive to research that is value-free
- Interpretivist sociology is unreliable because of the values or ideologies of researchers

Sources may include the following or other relevant ones: Comte; Durkheim; Marx;

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Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of material on the usefulness of postmodernist approaches in understanding the question and of the presented material will be</p> <p>Appropriate material will be applied accurately and with sensitivity to</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation will show the usefulness of postmodernist approaches in understanding society, the discussion will be in the debate with other theorists on the enduring relevance of the material. Analysis will show clear explanation. Appropriate</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge of a number of significant aspects of the question; good understanding of</p> <p>Application of material is largely explicitly relevant to the question, but inadequately focused.</p> <p>Some limited explicit evaluation, e.g. of the lack of evidence for postmodernism and/or some appropriate analysis, e.g. clear explanations of some</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited understanding of the usefulness of postmodernist approaches in understanding broadly accurate, if basic, account of some postmodernist approaches to the limited but significant aspects of the question; superficial understanding of</p> <p>Applying listed material from the general topic area but with limited understanding of issues raised by the question, or applying a narrow range of more relevant</p> <p>Evaluation will take the form of juxtaposition of alternative perspectives or one or two isolated stated points. Analysis will be limited, with answers</p>
5–8	<p>Answers in this band will show limited, undeveloped knowledge, e.g. one or two points about postmodernist approaches. Understanding of only limited aspects of the presented material.</p> <p>Application of suitable material, and/or material often at a distance from the question, e.g. drifting into answer about feminism, functionalism or</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin</p>
1–4	<p>Answers in this band will show very limited knowledge, e.g. one or two points about sociological theories in general. Very little / no understanding of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

Indicative Content

Concepts and issues such as the following may appear: consumption; consumer society; class; disembedding; globalisation; grand theories; hyperreality; hybridity; individualism; modernity; metanarratives; media saturation; modernity; late modernity; phenomenology; reflexivity; risk society; simulacra

Sources may include the following or other relevant ones: Baudrillard; Beck; Cicourel; Pakulski; Van Manen; Virvanen

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