CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Educatio

MARK SCHEME for the May/June 2015 series

0495 SOCIOLOGY

0495/21 Paper 2, maximum raw mark 70

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Section A: Family

1 As society changes, so does family life. Urbanisation is thou key reasons why family life is changing.

(a) What is meant by the term 'urbanisation'?

Refers to the growth in the proportion of the population living i that the majority of the population migrate from rural to urban

One mark for partial definition, *e.g. moving to the city*.
Two marks for clear definition, *e.g. the process where the majority of the population migrate from rural areas to towns/cities, often for work.*

(b) Describe <u>two</u> demographic trends affecting the family, other than urbanisation. [4]

Candidates will be expected to describe two demographic (population) trends affecting the family.
Demographic trends: patterns of population changes e.g. birth rate/death rate

Possible trends:
- Decline in the adult death rate (e.g. growth in beanpole families);
- Decline in infant mortality rate (e.g. increased child-centeredness);
- The ageing population in modern industrial societies (e.g. having to care for relatives);
- Longer life expectancy (e.g. increased involvement with elderly relatives);
- Decline/Increase in the birth rate/fertility rate (e.g. decreased average family size);
- Females have a longer life expectancy (e.g. increase in one person households);
- Migration patterns; either immigration or emigration (e.g. increase in family diversity/ increase in modified extended family or parents abroad working whilst children are raised by extended family);
- Other reasonable response.

One mark for each point correctly identified (up to maximum of two).
One mark for each point that is developed (up to a maximum of two).

(c) Explain how urbanisation affects family life. [6]

Candidates need to show an understanding of the relationship between urbanisation and family life. Effects explained may be either positive or negative or a mixture of both.

Possible answers:
- Cost of living – young people likely to face difficulties in affording to buy their own home in towns/cities, therefore live with parents well into adulthood, the 'boomerang generation' returning to the family home after higher education is completed as maybe can't find work;
- Increased need for both partners to work in order to be able to financially support the family means less time for childcare, external agencies used for childcare i.e. nurseries, nannies etc.
- Due to partners working changing functions of the family e.g. need schools to educate
- Move towards smaller families – changing role of women (particularly in urban areas) – equal status and rights with men means lots of women are more career focused and this

impacts on family life and helps to explain the move towa
to smaller homes in towns/cities/lack of space;
- Breakdown of the extended families – smaller families ar
geographically mobile workforce – workforce needs to be
areas for promotion or work, this is easier in this format a
unlikely to live close together;
- Widening social gulf between family members - opportun
aspects such as Higher Education and professional jobs,
means there may be a widening 'social gulf' between fam
- Breakdown of traditional family support structures as fam
telecommunications and social media for contact;
- Breakdown of family-based communities - gentrification of towns and cities means an increase in house prices and a divide between the rich and the poor, often resulting in local people not being able to afford housing in their neighbourhoods and so displacing them elsewhere resulting in a breakdown of community;
- Social problems and their effects on family life – crime, drugs, gangs etc.
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the concept of urbanisation and its manifold effects on family life and may talk about e.g. '*families living apart'*. Responses may be short and un/under developed. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language.

Band 2 (4–6)
A clear and accurate explanation, showing good sociological knowledge and understanding of the relationship between urbanisation and the effects on family life. Sociological terms and concepts should be expected e.g. '*urbanisation results in families having to live apart from one another as they have to be geographically mobile in order to look for work.'* This would be followed by explanation of factors leading to this. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.

(d) Explain why there is an ageing population in modern industrial society. [8]

Candidates should show awareness of the various social factors which may lead to an ageing population. Consideration should also be given to cultures where it is expected for adult children to remain at home until they marry and/or are expected to stay at home to care for younger siblings or older relatives.

Possible answers:
- Improved hygiene and sanitation;
- Advances in medicine and science;
- Higher standards of living – higher wages, better food, more amenities in the home, much improved housing conditions generally;
- Public health and welfare systems i.e. the UK's NHS system;
- Health education – widespread knowledge of the benefits of healthy diet and exercise, awareness of the dangers of smoking, excessive drinking etc.

- Improved working conditions – technological developmen legislation, shorter working hours, more leisure time etc.
- Early retirement/pensions provisions (less stress so live l
- Decline in the birth rate in some societies
- Increased life expectancy;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why we have an ageing population. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'people living longer'* stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding of why we have an ageing population. Responses may be underdeveloped and lacking in range. e.g. '*We have an increasingly ageing population because there have been lots of advances in medicine.*' '*The population is ageing because of the declining birth rate'* etc*.* At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why we have an ageing population and will be well developed and explained e.g. 'w*e have an increasingly ageing population because there have been lots of advances in medicine. This means that vaccines and cures have been found for diseases that would previously have killed people. Similarly, drugs for diseases such as cancer can often prolong life well into old age'.* Or '*The population is ageing because we live in a healthier society in terms of food, exercise and 'vices'. The informal agencies of socialisation all ensure that we know the benefits of a healthy diet and exercise and the dangers of things such as smoking and alcohol. These often today attract negative sanctions and so helps to explain why the population is living longer on average than ever before.'* They can then expand on the explanation of this and other factors as necessary. Sociological terms and concepts will be used accurately overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent are the roles found in the family changing in modern industrial society? [15]

Candidates should show awareness of the complexity and diversity of the roles found in the family here. A range of different family types are likely to be discussed. There should be a focus on how family roles have changed over time.

Possible answers:

For
- Joint conjugal roles leads to greater equality and more symmetry;

- Typically both partners work so external agencies/other f childcare;
- Lone parent families on the increase in many societies;
- Growth in singlehood and childlessness;
- Rise in 'children's rights' – the idea of the child focused/c
- Homosexual families;
- More births outside marriage;
- Remarriage and the growth of the reconstituted family;
- Decline in marriage and the growth of cohabitation;
- Rising divorce rates;
- Beanpole and boomerang families (ageing population);
- Loss of traditional family functions;
- Weakening of extended kinship links and the decline of the extended family;
- Other reasonable response.

Against

- Segregated conjugal roles still exist/the triple shift for women;
- Women still responsible for most childcare and other caring responsibilities;
- Women still responsible for housework;
- Women more likely to work part-time;
- Wider family members do still live with the smaller family unit due to childcare/financial needs;
- Family unit is still the most important source of primary socialisation;
- The extended family has not disappeared it has merely changed i.e. the modified extended family (use of media to maintain relationships) and in some cultures and/or social classes is as strong as ever;
- The type of family does not affect the roles within it i.e. the argument that a homosexual family provides the same love and support as a more traditional heterosexual family;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of the extent to which roles in the family are changing in modern industrial society. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *men and women are more equal now as they both go out to work. Children are the main focus of modern families. Everyone has the same roles in families.* Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points or provide a weak definition of key terms, e.g. *roles are the parts played by people in a family,* in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of the extent to which roles in the family are changing in modern industrial society. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely e.g. *Not everyone has children anymore and lots of people live alone. Children have more rights in the family than they did before. Women have more power in their family life than they did before* etc. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered

and there will be limited development of some points. Alternat
little development covering both sides of the argument may s

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge
to which roles in the family are changing in modern industrial
concepts will be used with greater accuracy and/or frequency
be well developed, focused on the question and there will be
Candidates may say that e.g. *despite more equality and changing roles within the family, women still do most of the housework and childcare.* Or *increased rates of divorce, remarriage and the formation of reconstituted families means that traditional roles in the family have had to change.* There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well developed points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of the extent to which roles in the family are changing in modern industrial society. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. Candidates should show consideration of points for and against the idea of changing roles in the family, citing some of the examples given.

Section B: Education

2 The type of school an individual attends is thought to have a educational success. One type of school found in modern in school.

(a) What is meant by the term 'single sex school'?

The practice of conducting education where male and female classes or in separate buildings or schools – segregation.

One mark for partial definition, e.g. *just boys are taught here*.
Two marks for clear definition, e.g. *a school that educates one sex only, i.e. an all boys or all girls school.*

(b) Describe <u>two</u> ways that schools have tried to improve the educational achievement of boys. [4]

Candidates will describe two different ways.

Possible answers:
- Higher teacher expectations of male students (e.g. better management of poor boys' classroom behaviour);
- Reduction of negative peer group pressure, (e.g. breaking down anti-school subcultures and gang culture);
- Male role models (either via the employment of strong male teachers or by external mentoring schemes);
- More active learning practices (e.g. ideas to keep boys engaged);
- More 'hands on' workplace based learning (e.g. vocationalism);
  Focus on examinations (e.g. decline of coursework/controlled assessment)
- Single sex lessons (e.g. boys/girls only to avoid distractions)
- Differential rewards for boys and girls (e.g. sports rewards for boys)
- Other reasonable response.

One mark for each point correctly identified (up to maximum of two).
One mark for each point that is developed (up to a maximum of two).

(c) Explain how informal education is different from formal education. [6]

Candidates should show an understanding of the differences between formal and informal education.

Informal education – learning from various agencies of socialisation such as the family and peer group. These give us very general developments in our skills and knowledge base.

Formal education – delivered in institutions specifically designed to educate people. Here a formal curriculum is taught with courses to follow and examinations to sit.

Possible answers:
- Informal education is far more flexible and diverse than formal education
- Formal education is based on a published course structure with established assessment objectives leading to examinations

- Informal education can occur in a variety of different setti education is based within an educational establishment
- Informal education is a lifelong process, formal education an educational system
- Informal education can occur within schools via the hidde
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how informal education is different to formal. Responses may be short and un/under developed. Candidates may only consider formal or informal education. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language, e.g. '*where you learn stuff with no examinations.'*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the differences between formal and informal education. Sociological terms and concepts should be expected. Candidates may discuss e.g. *'the learning of norms and values, the hidden curriculum etc.'* At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.

(d) Explain why girls often study different subjects to boys in school. [8]

Candidates should show understanding of the various reasons why girls often study different subjects to boys in schools. Expect an accurate identification of the subjects typically studied by boys and those typically studied by girls within candidates' responses.

Possible reasons:
- Stereotypical expectations and traditional norms and values
- Typical career choices for girls and careers advice given
- Differential gender socialisation and social control
- Pressures to be masculine/feminine i.e. peer pressure
- Perceptions of certain subjects as masculine and others as feminine, often perpetuated by the gender of the teacher and the content/representations found in textbooks
- Hidden curriculum as it relates to gender and subject choice
- Parental pressure
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why girls study different subjects to boys. Candidates may not know which subjects are male dominated and which are female dominated. Candidates may only discuss boys or girls. Responses may be short and undeveloped. e.g. '*careers advice'* without justification. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge
study different subjects to boys. Responses may be underdev
Answers may concentrate on just school factors such as '*pre*
home factors such as *pressure from parents* and so be a little
band, candidates are unlikely to use sociological terms and c
the band, candidates may be beginning to use sociological te
accuracy. However, some aspects of the answer may only be

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why girls study different subjects to boys and will be well developed and explained, e.g. '*Oakley's study clearly shows that girls and boys are socialised differently in the home and this may lead to them believing that certain activities and subjects are feminine i.e. cooking and others are masculine i.e. sport. This may then lead to them choosing to study different subjects at school.'* Sociological terms and concepts will be used accurately, overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent does the type of school individuals attend affect their life chances? [15]

Candidates should show an awareness of the various types of schools available to individuals and how these may affect life chances.

The most likely types of schools for candidates to focus on are private/independent schools; state schools; grammar schools; single sex schools; faith schools; academies; studio schools; comprehensive schools.

Possible answers:

For
- Smaller class sizes and better facilities found in private schools means students are more likely to do well in examinations
- Clear trend that certain types of schools in certain areas (i.e. state schools in middle class areas) do better in terms of educational success in public examinations than others
- Private schooling may lead to better job opportunities via the 'old boys network'
- Whilst only a small minority of the population attend private schooling, the elite/top jobs are dominated by those who have been privately educated
- The newly formed academies and studio schools have more of an emphasis on workplace links and work experience and therefore may be a good route into certain jobs for students
- Grammar schools typically achieve better results than comprehensive schools
- Other reasonable response.

Against
- Compensatory education, university requirements to open up places to deprived students even when their grades may be lower than others
- Too deterministic – not everyone conforms to the expectations of a school as we live in a meritocratic society
- Extra resources in deprived areas i.e. educational action zones, rebuilding projects
- Some pupils from deprived areas do achieve and some students who attend private schools do not do well

- Home factors may be more influential than school factors
- Despite doing better in education, in employment girls ar as boys – patriarchy, vertical/horizontal segregation, glas
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on co knowledge of how/why the type of school an individual attends affects their life chances. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided e.g. 'y*ou don't have the same chances if you go to a state school.'* Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points or provide a weak definition of key terms, *e.g. life chances are the opportunities people have,* in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of how/why the type of school an individual attends affects their life chances. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. Answers may list factors of inequality and compare them with factors of privilege. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of how/why the type of school an individual attends affects their life chances. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question. Candidates may outline that e.g. *although in general children who attend private schools achieve more in education, there are examples where state students do better so perhaps home factors are just as important as the type of school attended.*

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of how/why the type of school an individual attends affects their life chances. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Candidates may outline factors of underachievement and other factors which can compensate for social inequality e.g. *teacher expectation, gender, elitism, old boys network* etc. Responses will be two-sided and balanced. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion.

Section C: Crime, deviance and social c

3 Crime is thought to be a big problem in modern industrial so have very different views on how to deal with it. Some sociol deterrent to criminal behaviour. However, others think that pr problem of crime.

(a) What is meant by the term 'deterrent'?

Something that is intended to discourage a person from doing unacceptable. One mark for partial definition, e.g. something that prevents people from committing crime.

Two marks for clear definition, e.g. something that discourages people from committing crime, such as fear of going to prison

(b) Describe <u>two</u> ways of dealing with crime, apart from prisons. [4]

Candidates will describe two ways of dealing with crime.

Possible answers:
- Informal agents of social control (e.g. the family, religion, media etc.)
- Socialisation processes (e.g. teaching the correct norms and values)
- The death penalty (e.g. the ultimate deterrent)
- Corporal punishment (e.g. flogging)
- Mental health orders (e.g. being hospitalised)
- Rehabilitation/reform programmes (e.g. counselling)
- Community sentencing (e.g. cleaning graffiti)
- Surveillance (e.g. CCTV/tagging/curfews)
- Fines (e.g. paying for your crime)
- Exile/deportation (e.g. being sent away)
- Other reasonable response.

One mark for each point correctly identified (up to a maximum of two).
One mark for each point that is developed (up to a maximum of two).

(c) Explain how sociologists use victim surveys to measure crime. [6]

Candidates need to demonstrate an understanding of the ways in which victim surveys are used to measure crime. They may discuss either national or local surveys or both.

Possible answers:
- Victim surveys ask people what crimes they have been a victim of – these may not have been reported to the police therefore revealing more of an accurate picture of crime
- Typically done on a large scale sample i.e. the British Crime Survey so good for gathering representative and generalisable data
- Typically done using an interview method with skilled researchers to allow for a rapport to be built up so producing rich and valid data
- Local surveys are also used to try and build up a picture of crime in a particular area or community i.e. The Merseyside Survey/The Islington Survey
- They provide information uncovering some of the dark figure of crime not reported to or recorded by the police

- Provide insights into the victims of crime and their feeling particularly used by Feminist sociologists in studies of cri
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of ho surveys to measure crime. Responses may be short and un/u may be confused as to what is meant by a victim survey. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language, e.g. '*ask people what crimes they have been a victim of'.*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of how sociologists use victim surveys to measure crime. Sociological terms and concepts should be expected. Candidates may refer to *the dark figure of crime, Feminism, local and national pictures, validity* etc. with examples. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.

(d) Explain why there is a 'dark figure' of crime in society. [8]

Candidates need to identify what is meant by the term 'dark figure' of crime and be clear which crimes in particular are likely to feature in here.

The **dark figure of crime** is a term employed by sociologists to describe the amount of unreported, unrecorded or undiscovered crime in society.

Possible answers:

- Not all crimes appear in the official statistics, because there is at least a three-stage process involved, which may not always be followed. The three stages are: – somebody must be aware that a crime has taken place, that crime must be reported, the police or other agency must accept that a law has been broken and record the crime. This often does not happen.

- Some crimes are not reported to the police because – the public regards them as too trivial, the victim finds the matter embarrassing, individuals are unaware that they are victims (e.g. fraud), lack of confidence or trust in the police, a fear of reprisals, the victim may take the law into their own hands, children may not understand they have been a victim, victim may not want to harm the offender (e.g. domestic violence and abuse).
- Some crimes are much more likely to be reported and recorded than others – where insurance claims for cars or household goods are involved, serious crimes are more likely to be reported than trivial offences, media campaigns or the reporting of high-profile cases can lead to "moral panics" and so certain crimes are more likely to be reported.
- Police discretion can influence reporting and recording – different police forces employ different categories and paperwork, there are campaigns that lead to crackdowns on certain crimes or offences, such as drunk driving at Christmas, some police forces will pay less attention to certain types of offence, such as the decision by the London Met to

liberalise the policing of soft drugs in Brixton in 2002, a s
policing to stricter, military-style policing and zero toleran
will influence crime rates.

- Some social groups (i.e. dependent on age, gender, ethn
likely than others to appear in the crime statistics as they
of as criminals i.e. white collar criminals.
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why there is a dark figure of crime in society. Candidates may not fully understand what is meant by *dark figure* of crime. Responses may be short and undeveloped. e.g. *not all crimes are reported to the police.* Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding of why there is a dark figure of crime in society. Candidates may say that e.g. *not all crimes are reported to the police because of victim embarrassment or a fear of reprisals*. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why there is a dark figure of crime in society and will be well developed and explained. Candidates may discuss statistical evidence of the proportion of reported/recorded/known about crimes and the differential treatment of certain crimes such as white-collar, insurance related, sexual etc. Sociological terms and concepts will be used accurately, overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent do prisons solve the problem of crime? [15]

Candidates need to show an understanding of whether prisons solve the problem of crime with clear examples.

Possible answers:

For

- To prevent crime – if a criminal is locked away they cannot be committing crime
- To deter others from committing crime – the fear of going to prison i.e. through negative media representations ensures that most people do not commit crime
- To reform offenders – rehabilitation schemes, counselling, education and training are all available inside prisons to help criminals turn their lives around
- To punish criminals – the idea of retribution, that prison life is difficult and unappealing
- To keep the public safe – some criminals are so dangerous that they need to be locked away from society

- In a society where the death penalty is not available, this punishment that there is
- Other reasonable response.

Against
- Prison is seen by many to be a 'university of crime' wher be better criminals
- For some groups i.e. the homeless, prison life is preferab
- The rates of re-offending for people who have been to pri been to prison it is likely that you will go back
- Drug abuse, crime and bullying are rife in prisons
- Prison life is too soft – TV's, X-boxes etc. mean that it is no punishment at all
- The financial costs of sending people to prison are huge so it may not be cost-effective
- Crime is still committed so therefore prisons can't be that effective
- Other methods of punishment such as fines, community service etc. may solve the crime problem more effectively than prisons
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of whether prisons are effective at solving the problem of crime. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *prisons lock people away so they can't commit crime.* Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points or provide a weak definition of key terms, *e.g. prisons lock bad people away,* in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether prisons are effective at solving the problem of crime. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited use of sociological terms or concepts. Candidates may discuss some reasons why prisons do work *i.e. deterrence, punishment etc.* but responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of whether prisons are effective at solving the problem of crime. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may be able to present a range of points to support the idea that prison does work, but also be aware of some of the weaknesses i.e. drug use, recidivism etc. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and unde
are effective at solving the problem of crime. There will be a s
well as accurate and frequent use of sociological terms and c
developed, clearly focused on the question and discuss a wid
candidates may say that *as well as agreeing that prisons are
and do so in a number of different ways, there are also other
penalty, informal measures, socialisation etc.* Responses will
the bottom of the band (13 marks), the answer may lack a sp
band, there will be a clear attempt to offer an assessment of t
the question through a focused conclusion.

Section D: Media

4 The media is an increasingly important agent of secondary s industrial societies. How social groups are represented in the important.

(a) What is meant by the term 'secondary socialisation'?

The process of learning the correct behaviour, norms and v what is learnt in the primary stage. Normally thought to start 5 years and to be a lifelong process.

One mark for partial definition. e.g. learning norms and values
Two marks for clear definition, e.g. learning that takes place beyond the family, developing and reinforcing the basics learnt in the primary stage

(b) Describe <u>two</u> stereotypes of men often seen in the media. [4]

Candidates will describe two stereotypes of men often seen in the media, they may describe traditional or more modern stereotypes, either are fine to credit.

Possible answers:
- Physical strength (e.g. muscly, action hero)
- Protector (e.g. hero, saviour)
- Provider (e.g. breadwinner)
- High status/professional (e.g. business man)
- Aggressive/violent (e.g. domestic abuser)
- In charge/dominant (e.g. the boss)
- Unemotional, not in touch with emotions (e.g. does not cry)
- Not bothered about appearance, (e.g. fashion or beauty)
- Gay men (e.g. camp)
- Metrosexual male (e.g. buys moisturiser)
- The hen-pecked husband (e.g. told what to do by his wife)
- House husband (e.g. stays home whilst the wife is the breadwinner)
- Other reasonable response.

One mark for each male stereotype correctly identified (up to a maximum of two).
One mark for each point developed (up to a maximum of two).

(c) Explain how working people class are represented in the media. [6]

Candidates need to demonstrate an understanding of the way social class affects media representations.

Possible answers:
- May be presented in the context of 'trouble' i.e. strikers, rioters, criminals etc.
- As a community i.e. soap operas and traditional community values, 'togetherness'
- As welfare scroungers, jobless, lazy
- As uneducated and poorly qualified
- Males being employed in physical/manual work, females as housewives/low status and/or part time work
- Hard-working, loyal and honest

- Stereotypical/limited/repetitious
- Invisibility (under representation of working class people i
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of ho
represented in the media. Responses may be short and un/u
of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language, *e.g. 'the working class are represented as trouble makers.'*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of how the lower social classes are represented in the media. *For example, recognising that there are different representations depending on the type/genre of media looked at – some being negative and some being positive but all, largely, being stereotyped*. Sociological terms and concepts should be expected. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.

(d) Explain why the media are thought to be an important agency of socialisation. [8]
Candidates should to show an awareness of the media as a secondary agent of socialisation and an informal agent of social control.

Possible answers:
- Increasing prominence in the Postmodern media saturated world
- Shows desirable norms, values and behaviour and demonises those seen to be undesirable
- Shows consequences for actions i.e. the good guy always wins
- Increase in social media and audience interactivity
- Access to all types of material in a variety of different formats
- Role models and stereotypes remain as important processes of socialisation
- Immediacy and instant access of the internet on a global scale
- Decline in the importance in many societies of other secondary agencies i.e. religion
- Models of media effects such as the hypodermic syringe demonstrate the power of the media e.g. children and violence/imitation
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why the media is thought to be an important agency of socialisation. Candidates may not understand what is meant by socialisation, perhaps confusing it with 'socialising'. Responses may be short and undeveloped. e.g. '*shows stereotypes'* without justification/explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge
media is thought to be an important agency of socialisation. R
underdeveloped and lacking in range. Candidates may explai
can socialise people e.g. *role models, reinforcing norms and*
band, candidates are unlikely to use sociological terms and c
the band, candidates may be beginning to use sociological te
accuracy. However, some aspects of the answer may only be

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why the media is thought to be an important agency of socialisation and will be well developed and explained. Sociological terms and concepts will be used accurately, overall. Answers will be well focused on the question and there will be a range of reasons presented. Candidates may explain the idea that the media's influence as an agency of socialisation is dependent on the age of the audience i.e. *is particularly significant for young people.* At the top of the band explanations will be clear throughout.

(e) To what extent are patterns of media use determined by the age of the audience? [15]

Candidates will need to look at a range of different age groups in their response.

Possible answers:

For:
- Older age groups typically use less social media – the digital divide
- Different types and genres of media are consumed by different age groups
- Ideas of popular/mass and high culture affecting and determining consumption
- Cost/access implications as linked to age i.e. internet/'pay-for' media services
- Newspapers as a good example of an age divide i.e. the tabloids (red tops) for younger people, the quality press more older age groups in the UK.
- Magazines chosen over newspapers by many younger age groups
- Internet used more by the younger generations
- Interactive media (i.e. UGC user generated content e.g blogs) more likely to be used by younger age groups
- Young people are more likely to visit the cinema than other age groups
- The amount of TV people watch typically goes up after the age of 50
- Young people increasingly watch short videos e.g. on social media rather than traditional films and TV programmes
- Other reasonable response.

Against:
- Consumption and patterns of media use is more about gender than age
- Consumption and patterns of media us e is more about social class than age
- Consumption and patterns of media use is more about level of education than age
- Consumption and patterns of media use is more about ethnicity than age
- In the postmodern world, age is no longer relevant in determining what type of media is consumed – all about individual choice
- Many people of all ages in modern industrial societies have access to multi-media products as a norm
- Media usage is more likely to be determined by income than age
- Access to and availability of various types of media is probably more significant than age

- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on co
knowledge of whether patterns of media use are determined
of sociological terms or concepts is very unlikely. Responses
one-sided, e.g. *may speak about young people using the inte*
marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points or provide a weak definition of key terms *i.e. people of different ages use the media in different ways* in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether patterns of media use are determined by the age of the audience. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. *Candidates may list differences in usage according to age.* Answers may be simplistic and two-sided responses are unlikely. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of whether patterns of media use are determined by the age of the audience. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. *Candidates may discuss the plurality of media available today and how a lot of factors, not just age, are relevant in determining consumption patterns.* There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of whether patterns of media use are determined by the age of the audience. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. *Candidates may refer to differential usage through gender, ethnicity, choice, Postmodernism and availability but indicate that although there are general trends in usage there are exceptions for all factors.* Responses will be two-sided and balanced. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion.