CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Educatio

MARK SCHEME for the May/June 2015 series

0495 SOCIOLOGY

0495/23 Paper 2, maximum raw mark 70

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Section A: Family

1 In modern industrial societies there are many variations of w family and this often depends on factors such as culture and is the same sex family.

(a) What is meant by the term 'same sex family'?

Lesbian or gay couples living together, with or without childre

One mark for partial definition, e.g. gays.
Two marks for clear definition, e.g. A family where the couple are both female or both male.

(b) Describe <u>two</u> alternatives to the family. [4]

Candidates will be expected to describe two alternatives to the family.

Possible answers:
- Cared for children – foster families, care homes
- Communal living (communes, kibbutzism)
- Friends – the 'new family', families of choice
- Living alone/single person household – on the increase
- The Nayar tribe – uncertainty over biological fathers as the norm
- Shared households growing in popularity
- Orphanages
- 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 many of the functions of the family can now also be performed by other agencies of socialisation. [6]

Candidates need to show an understanding of both family functions and other agencies of socialisation.

Possible answers:
- The regulation of sex – sex education is now taught in schools
- Reproduction – options to have children via means such as surrogacy and IVF
- Physical care – care homes, nurseries, schools can all provide this care
- Socialisation and social control – a range of other institutions can now perform these functions i.e. education, media, religion, peer group, workplace
- Emotional support – the peer group, religion, social media and education can all today perform this function
- Economic support – children often work part time today and bursaries, grants, welfare benefits and scholarships are often available to help support them
- A place in society – this can equally be provided by religion, education, media, the workplace and the peer group
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of th and agents of socialisation and may talk about e.g. *children s family***.** Responses may be short and un/under developed. At mark), expect one weak point. Higher in the band (2-3 marks) than one weak point, but there may be a tendency towards si sociological ideas without using sociological language.

Band 2 (4–6)
A clear and accurate explanation, showing good sociological knowledge and understanding of explanations of how family functions can be performed by other agents of socialisation. Sociological terms and concepts should be expected in this band. e.g**. *'social/geographical mobility, changing role of women, secularisation'.*** 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 in modern industrial societies marriage is seen to be less important than it was in the past. [8]

Candidates should show awareness of the various reasons why marriage may be seen to be less important today than it was in the past.

Possible answers:
- A decline in the marriage rate
- An increase in the divorce rate
- More people choosing to cohabit and/or engage in serial monogamy
- Secularisation, changing norms and values
- Less emphasis/importance placed on having children
- Changing role of women in society
- Changing expectations of marriage
- Feminist critiques of marriage – the dark side
- Greater diversity in relationships in a more accepting and open society
- More people choosing to live alone
- Growth of the lone parent family
- Costs of marriage may put people off as they feel money is more usefully spent on other things
- Taxation policies no longer favour/benefit marriage in some societies
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why marriage today may be seen as less important than in the past. Candidates may just focus on why marriage is not important rather than considering the element of change. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'people just live together',* 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
marriage today may be seen as less important than in the pa
underdeveloped and lacking in range. e.g. '*Religion is less im
was so there's less pressure to get married'. 'Women are doi
on to get careers so marriage and having children isn't seen*
the bottom of the band, candidates are unlikely to use sociolo
accurately. Higher in the band, candidates may be beginning
concepts with greater accuracy. However, some aspects of th
developed/explained.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why marriage may be seen as less important than it was in the past and will be well developed and explained, e.g. '*There is less pressure on people to get married today as it is no longer a social expectation and norm. Greater choice and diversity in relationships in an increasingly secular society means that marriage for many has become just another lifestyle choice'.* 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 can variations in family relationships be explained in terms of ethnicity? [15]

Candidates should show awareness of the complexity and diversity of family structures and roles with an explicit focus on ethnicity.

Possible answers:

For
- Joint/segregated conjugal roles, different in different cultures/ethnic groups
- Cross-cultural variations i.e. polyandry/polygamy
- Civil partnerships not universally accepted
- Lone parent families more common amongst Afro-Caribbeans
- Religious and family centred cultures see more marriage, less divorce and more traditional family structures and roles
- Extended families still the norm in many cultures
- Increase in reconstituted families in many Western cultures
- Arranged marriages still exist in many cultures
- Importance of marriage in traveller communities
- Children's roles and relationships with other family members vary across different ethnic groups and cultures
- Feminists may discuss patriarchal family relationships associated with different ethnicities
- Other reasonable response.

Against
- Women still responsible for most childcare/housework and other caring responsibilities in all cultures/ethnic groups
- General decline in religion has seen a change in family structure and roles in most cultures and ethnic groups

- Ethnic groups often now third generation immigrants ther host cultures way of life
- Rise of Feminism on a global scale, particularly with the i is the main reason for variations in family roles and struct
- Social class and age may both be very relevant factors a determining family structures and roles
- Family diversity and choice in the Postmodern world
- Perhaps family relationships are more determined by eco than ethnicity
- Family relationships may be affected more by patterns of geographical separation i.e. economic need to earn money so one family member moves abroad
- Variations in family relationships are just as likely to be found within ethnic groups as across them
- 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 variations in family relationships are dependent on ethnicity. It is likely that ethnicity may be ignored with a more general response about different family types. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *'there are lots of different family types seen today'.* 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. '*variations in family relationships means that not all families are the same',* in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether variations in family relationships are dependent on ethnicity. 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. 'some ethnicities do not allow people to choose who to marry'.* 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 variations in family relationships are dependent on ethnicity. 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 not focus explicitly on all the aspects of the question – variations, family relationships and ethnicity – however. Candidates may say that *e.g. 'Different ethnicities tend to have different family relationships with Asian families being typically more traditional. For example, extended families are still popular whereas in less religious cultures lone parent and reconstituted families are growing in popularity'.* 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 clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and unde in family relationships are dependent on ethnicity. There will argument as well as accurate and frequent use of sociologica will be well developed, clearly focused on the question and di Variations, relationships and ethnicity will all be focused on wi be two-sided and balanced. Candidates should show conside whether variations in family relationships are dependent on ethnicity, citing some of the examples given. 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 B: Education

2 Pupils involved in an anti-school sub-culture are often less s those who are not. Sub-culture is just one of many factors th achievement.

(a) What is meant by the term 'anti-school sub-culture'?

A small group of pupils who do not value education and who is totally opposite to the aims and expectations of a school.

One mark for partial definition, e.g. pupils who behave badly
Two marks for clear definition, e.g. a group of students who do not value education

(b) Describe <u>two</u> ways that pupils may rebel against the norms and values of a school. **[4]**

Candidates will describe two ways pupils may rebel against the norms and values of a school.

Possible answers:

- Not completing work and homework set
- Truancy, not attending lessons
- Being poorly behaved – cheeky to the teacher, not concentrating in class etc.
- Engaging in deviant behaviour i.e. smoking, drinking alcohol etc.
- Not valuing education and not being concerned about passing exams
- Not following rules and authority
- Not wearing school uniform correctly
- Existence of a counter culture
- Violence/criminal behaviour
- 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 a culture of masculinity amongst young mal educational achievement.

Candidates should show an understanding of what is meant b how this may affect young males experiences of school.

Culture of masculinity – a way of life associated with typical m

Possible answers:

- Lots of pressure on males to act and seem masculine the get into trouble at school
- Seen as 'feminine' to work hard therefore difficult for males to do this – peer pressure
- Teacher expectations of male students – labelling, self-fulfilling prophecy etc.
- Status frustration and gang culture likely to affect educational achievement
- Feminisation of education i.e. literacy not seen to be masculine
- Truancy and exclusion rates tend to be higher for males than females
- Media male role models typically not seen to value education
- Candidates may recognise that links between educational achievement and masculinity may be more associated with, say, the working class than all males
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of a culture of masculinity and how this may affect young males' educational achievement. e.g. '*it is not cool for boys to work hard at school so they don't'.*
Responses may be short and un/under developed. Candidates may not link the culture of masculinity with young males' educational achievement or may misunderstand what is meant by this concept therefore only partially answering the question. 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 how a culture of masculinity may affect young males' educational achievement. .
Sociological terms and concepts should be expected in this band e.g. *teacher expectations and the self-fulfilling prophecy.* 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 family background is thought to be a big infl educational achievement.

Candidates should show an understanding of the various rea thought to influence how well an individual does in education. patterns of educational achievement within different social gr money/class/ethnicity etc.) in answering the question or may

Possible reasons:

- Language barriers and difficulties – relating to social clas
- Economic factors i.e. private education costs a lot of money – not everybody can afford this – typically achieves better results than in state schools
- Poverty – lack of facilities, space, resources at home can all impact upon how well a student does at school
- Money for school trips, revision courses and equipment may not be available to all students
- Rising costs of a University education may be prohibitive
- Middle class parents typically place more value on education than working class parents
- Attendance at parents evenings/parental attitudes and expectations may be affected by social class and/or ethnicity
- Schools seen as a middle class institution – elaborated code, hidden curriculum etc.
- Restricted and elaborated language codes – home 'vs' school
- Cultural capital and cultural deprivation
- Religious factors – either prioritising or de-prioritising educational success
- Inherited/natural intelligence
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of the various reasons why family background is thought to influence how well an individual does in education. Candidates may not understand what is meant by *family background* or *educational success.* A tendency to description is likely. Responses may be short and undeveloped. e.g. '*lack of money',* 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 family background is thought to influence how well an individual does in education. Responses may be underdeveloped and lacking in range e.g. *'middle class parents may value education more than working class parents'*. 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 family background is thought to influence how well an individual does in education and will be well developed and explained e.g. *Answers may show awareness of how culture, language, money, social class and ethnicity may all combine to influence how well an individual does in education.* They can then expand on the explanation of these 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 reas
band explanations will be clear throughout.

(e) To what extent does the education system disadvantage groups?

Candidates should discuss a variety of reasons why minority
disadvantaged in the education system, considering perhaps
Candidates may give examples of specific minority ethnic gro
educational success from a generic picture or from their own l

Possible answers:

For

- History and language lessons are often accused of being biased
- Underachievement of some minority ethnic groups in education
- Some sociologists go so far as to say that education is institutionally racist
- Representations, invisibility and stereotyped content of textbooks as it relates to minority ethnic groups
    - Ethnocentric nature of the education system – looking at other cultures from the point of view of your own culture and ignoring other possible ways of seeing the world.
- Exclusion rates for some ethnic minorities can be a lot higher than for other students
- Lack of ethnic minority teachers and role models in education
- May link resources needed for educational success i.e. computers, revision guides, tutors etc. with trends of some minority ethnic groups being more likely to suffer from material deprivation
- Middle class nature of schools – cultural deprivation linked to some minority ethnic groups
- Language barriers – may discuss elaborated 'vs' restricted language codes or consider ideas that first language of ethnic minority groups may not be that spoken in schools
- School authorities may not deal with racism by other pupils against the minority group
- Teacher labelling and stereotyping (i.e. presumptions about ability and/or motivation)leading to a self-fulfilling prophecy
- Cultural values at home may clash with those of the school (i.e. in relation to gender) and this may impact upon a pupil's progress
- Other reasonable response.

Against

- Equal Opportunities legislation
- Multiculturalism
- Increasing take up of university places by minority ethnic groups
- Ethnic minority groups may work harder to achieve well in education to resist societal labels
- Class based reasons may be more influential than ethnicity
- Gender based reasons may be more influential than ethnicity
- Income and wealth may be more influential than ethnicity
- Other factors such as parental and teacher expectations affect ethnic minority achievement rates, not just ethnocentrism or other school factors
- Not all ethnic minorities do poorly in education therefore achievement rates cannot be linked to ethnocentrism or other school factors
- In some societies i.e. Zimbabwe, minority ethnic groups have more power than the majority and this is likely to affect educational experience and achievement
- 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 the education system disadvantages m
that examples of disadvantage may be ignored with a more g
education seen instead. Use of sociological terms or concept
may be short, undeveloped and one-sided. e.g. *'you don't ha
from a minority ethnic group'.* Lower in the band (1-2 marks),
Higher in the band (3-4 marks) candidates may offer more than two points or provide a weak definition of key terms in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether the education system disadvantages minority ethnic groups. 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.. Answers may list *some of the reasons why ethnic minorities may not do as well as other students in school but not really focus on the curriculum, school factors or specific examples.* 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 the education system disadvantages minority ethnic groups. 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 not focus explicitly on all the aspects of the question – disadvantage, education system and minority ethnic groups – however. *Candidates may outline that e.g. although in general children from ethnic minorities underachieve in education there are examples of children succeeding when other factors such as good schools and/or parental support are in place.* 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 the education system disadvantages minority ethnic groups. 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. For example, candidates may *outline factors of an ethnocentric curriculum and how/why these may impact on achievement as well as considering the idea that this may be too deterministic and that other factors may be equally as important.* All aspects of the question will be focused on within this band. Responses will be two-sided and balanced. Candidates should show consideration of points for and against whether the education system disadvantages minority ethnic groups, citing some of the examples given. 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
through a focused conclusion.

Section C: Crime, deviance and social c

3 Reports about crime are frequently seen in the media and are panics about the behaviour of young people. Different explan is committed by young people and by other social groups.

(a) What is meant by the term 'moral panic'?

A wave of public concern about some exaggerated or imagin by exaggerated and sensationalised reporting in the media.

One mark for partial definition, e.g. media exaggeration.
Two marks for clear definition, e.g. when the media causes a group, person or situation to become seen as a threat to society.

(b) Describe <u>two</u> crimes often committed by young people. [4]

Candidates will describe two crimes often committed by young people. A wide range of possible answers could be given here, as long as it is a crime associated with youth these should be credited.

Possible answers:

- Violence/assault
- Anti-social behaviour
- Petty crime
- Vandalism/graffiti
- Gang related behaviour i.e. tagging/violence
- Mugging/robbery
- Theft e.g. mobile phones/bikes
- Rioting/looting
- Racist bullying
- Under age crimes i.e. to do with alcohol/sex etc.
- Knife crime
- Gun crime
- Car crimes
- 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 the media can create a distorted view of whi commit crime.

Candidates need to demonstrate an understanding of the wa report crime and how this may distort reality.

Possible answers:
- Focus on a specific group, person or situation
- Repeated coverage/repetition
- Sensationalism
- Distortion
- Exaggeration
- Creation of a moral panic
- Stereotyping and the creation of folk devils
- Calling for action against the group, person or situation
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how the media may report crime and may talk about e.g. *make it seem really bad*. 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 how the media may report crime. Sociological terms and concepts should be expected in this band. E.g. candidates may refer to *moral panics and folk devils* with examples and incidents of *stereotyping* and *labelling*. 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 young people are more likely than other soc the police.

Candidates need to understand why young people are more l social groups. They may consider this in the light of young pe from the perspective that police presume young people com fine. Candidates at the top end may also link their points in wi and social class but this is not essential.

Possible answers:

- Scapegoating
- Labelling and stereotyping
- Self-fulfilling prophecy
- Police targeting
- Media representing young people negatively as criminals
- Young people tend to be found in groups which can be perceived as a threat by the community
- Young people more likely to resist and rebel against society's core norms and values ie youth subcultures
- Young people more likely to be found in gangs
- Stop and searches – young people more likely to be stopped than other social groups therefore more likely to be found committing crime
- Statistics show that young people do commit a disproportionate amount of crime
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why young people are more likely than other social groups to be arrested by the police. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'this is the group the police and the public think are criminals',* 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 young people are more likely than other social groups to be arrested by the police. Responses may be underdeveloped and lacking in range. e.g. '*Stereotypes of young people show them as criminals so the police see them and think of them in this way. This may make the young people aggressive to the police'.* 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 young people are more likely than other social groups to be arrested by the police and will be well developed and explained, e.g. '*The police target young people and arrest them because they are labelled by society and the media to be trouble makers. They are also more likely to be stopped and searched when out on the streets than other social groups and so are more likely to be caught for criminal offences'.* They can then expand on the explanation of this

and other factors as necessary. *S*ociological terms and conce
overall. Answers will be well focused on the question and ther
presented. At the top of the band explanations will be clear th

(e) To what extent is age the most important factor in determ individual commits crime?

Candidates need to show an understanding of how age affect crime.

Possible answers:

For

- Police targeting and labelling of young people
- Peer pressure encourages younger people to commit crime
- Subcultures and gang culture – young people more likely to be involved in these
- Lack of social control on young people
- Moral panics and folk devils representing young people as criminals
- Self-fulfilling prophecy may lead some young people to commit crime
- Status frustration may cause some young people to commit crime
- Statistics show that it is young people who are most likely to commit crime and older people who are most likely to conform
- Boredom may be a reason for young people to commit crime
- Lack of responsibilities may be a reason for young people to commit crime
- Young people are more likely to engage in risk taking behaviour than older people
- Older people may have more to lose if they commit crime i.e. family, employment, reputation etc.
- Less opportunities for older people to commit crime
- Older people may be more likely to commit white collar crime
- Physical weaknesses of some elderly people may prevent them from committing crime
- Other reasonable response.

Against

- Social class may be more significant than age
- Gender may be more significant than age
- Ethnicity may be more significant than age
- Underachievement in school leading to poor job prospects may be the key reason as to why some people commit crime
- Lots of young people do not commit crime, lots of older people do so age may not be a relevant factor
- Poverty and deprivation may be reasons for why crime is committed
- Idea that age and crime are linked is too stereotypical and based on inaccurate media representations – distortion etc.
- Crime statistics are flawed and fail to take account of the dark figure of crime, white collar crime etc.
- 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 age is the most important factor in dete commits crime. Use of sociological terms or concepts is very short, undeveloped and one-sided. e.g. *'young people commi nothing to do'.* Lower in the band (1-2 marks), expect one or band (3-4 marks) candidates may offer more than two points key terms in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether age is the most important factor in determining whether an individual commits 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/some use of sociological terms or concepts. Candidates may discuss some stereotypes such as '*hoodies*', '*folk devils*' etc but responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely i.e. '*older people don't commit crime because they don't want to go to prison'*. 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 age is the most important factor in determining whether an individual commits 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 agree with the fact that young people do commit most crime but recognise that other groups also commit crime as well.* 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 age is the most important factor in determining whether an individual commits crime. 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. *For example, as well as arguing that young people do commit a lot of crime candidates are also likely to criticise the social construction of the criminal statistics and the reasons for young people being stereotyped and labelled as criminals.* Responses will be two-sided and balanced. Candidates should show consideration of points for and against whether age is the most important factor in determining whether an individual commits crime or if other factors such as class and gender are relevant, citing some of the examples given. 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 D: Media

4 In the postmodern world, the media are becoming increasing around us. The forms that the media are taking are changing established part of the lives of many individuals in modern in

(a) What is meant by the term 'social media'?

Social media refers to the means of interaction among peo and exchange information and ideas in virtual communities and web-based technologies.

One mark for partial definition. e.g. You can access the internet on your mobile.
Two marks for clear definition, e.g. social networking sites that allow people to communicate and interact via the internet.

(b) Describe <u>two</u> reasons why older people are less likely than younger people to use social media. **[4]**

Candidates will describe two reasons that link with younger and older people.

Possible answers:
- Fear/mistrust of technology in the older generation
- Digital divide between the generations
- Social media now such a large part of young people's identities
- Social media used by younger people as a means of communication, older people typically use different means
- Social media used as a form of entertainment by younger people, other sources typically used by older people
- Young people under more pressure to fit in by using social media
- Older people not brought up with social media
- 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 the media can have a negative effect on the

Candidates need to demonstrate an understanding of the wa
audience negatively. Candidates may approach this question
examples – all are fine.

Possible answers:

- Hypodermic needle approach i.e. Bobo Doll experiment a
- Cultural effects model
- Two step flow model
- Uses and gratifications model
- Advertising – materialism/consumerism
- Role models – negative i.e. gangsta rappers, size 0 models etc.
- Undermining of local cultures
- Corruption of norms, values and morals
- Dominance of western ideas/Americanisation
- TV and violence debate, particularly in regards to children
- Gaming culture and the negative messages and actions this can portray and encourage
- Propaganda/indoctrination
- Declining social/communication/literacy skills
- Desensitisation to 'bad' things in society
- Promotion of a 'bling' culture
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how the media can affect the audience negatively. Responses may be short and un/under developed. *For example, they may speak about the audience copying bad things that they see in the media*. 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 how the media can affect the audience negatively. *For example, how role models in the media may encourage people to act and dress in a particular way i.e. models and the size 0 debate.* Sociological terms and concepts should be expected in this band e.g. *'imitation, hypodermic needle, desensitisation etc'*. 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 are more opportunities today for audie of the media in modern industrial societies.

Candidates need to show an awareness of the various ways t media content today.

Possible answers:

- Blogging, forums, chat rooms
- Audience interaction/active audience
- User generated content
- Social network sites
- YouTube
- Citizen journalism
- Reality TV and the role of the audience in media content
- New media and internet technology
- Pluralist model of the media- audience power and choice
- Media pressure groups/lobbying affect media content i.e. feminist groups and the media portrayal of women
- Freedom of Information Act/recent media legislation all means that the audience have to be listened to more when it comes to media content
- Competition within the media institutions and companies means that audience involvement in media content is crucial for the media's success and popularity
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how/why there are more opportunities today for the audience to influence media content in modern industrial societies. Candidates may not fully understand what is meant by *influence* or *media content*. A tendency to description is likely. Responses may be short and undeveloped e.g. '*audience make their own videos',* 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 how/why there are more opportunities today for the audience to influence media content in modern industrial societies. Responses may be underdeveloped and lacking in range e.g. *Candidates may explain some of the ways the audience are influencing media content e.g. user generated content, interactivity 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 how/why there are more opportunities today for the audience to influence media content in modern industrial societies and will be well developed and explained e.g. '*There are many different ways today that the audience can influence media content such as pressure groups, citizen journalism, Pluralist explanation sof the need for the media to give the audience what they want etc.'* 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 presente explanations will be clear throughout.

(e) To what extent are traditional media forms changing as a technologies?

Candidates will need to accurately identify what is meant by t radio, newspapers etc.) and new media technologies (social media etc.)

Possible answers:

For

- Convergence-media forms today are more likely to be multi-purpose i.e. a mobile phone that can access the internet, play games, watch TV etc.
- Interactivity-media forms today are more likely to allow the audience to play an active role in the process and to influence content
- User generated content allows for changing media forms as the audience plays a larger and more central role in the process
- Diversification-media industries and companies today are more likely to be involved in several different forms of media rather than just one as in the past
- Digital media-digital technology has allowed for the changes to traditional media forms
- Globalisation-media content now has a global context and content
- Portability-media products today tend to be designed to be used 'on the move' and to fit into the audience's busy lifestyle
- More democracy and audience participation in media forms today
- Widening consumer choice-competition is rife
- More access to information-easier, cheaper and quicker today
- Less opportunities for effective censorship today due to the internet
- Advertising has become increasingly important with new media technologies and the need for finance and profit
- Digital editions of books, magazines and newspapers
- TV/Radio/Film now 'on demand'
- Many would argue that today there has been a 'dumbing down' of media content i.e. 'softer' news seen today
- Other reasonable response.

Against

- Traditional forms of media still exist and sell well
- Traditional patterns of media ownership still exist
- New media technologies are not universally used but are most closely associated with the young digital natives in society therefore the traditional form remains to meet the needs of certain demographic groups/societies
- Media stereotypes still exist
- Censorship still exists
- Traditional media forms still largely operate on the 'one way' communication process
- The digital divide – for many people in society new media technologies have made no/little difference to content due to issues such as lack of access/lack of knowledge of how the products work/lack of money etc.
- No real increase in consumer choice – just more of the same
- 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 traditional media are changing as a res
Use of sociological terms or concepts is very unlikely. Respo
undeveloped and one-sided. e.g. *people can vote for their fav*
band (1-2 marks), expect one or two weak points. Higher in th
may offer more than two points or provide a weak definition o

Band 2 (5–8)
in this band candidates will show some basic knowledge of whether traditional media are changing as a result of new media technologies. 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. *candidates may list differences in usage according to factors such as age and/or affluence and show how traditional media is changing to give the audience a bigger role.* 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 traditional media are changing as a result of new media technologies. 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 not focus explicitly on all aspects of the question, however. Candidates may discuss the *sociological changes in the traditional media such as globalisation, convergence and interactivity.* 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 traditional media are changing as a result of new media technologies. 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. All aspects of the question will be focused upon in this band. Candidates may refer to *a range of ways that traditional media is changing but also recognise that differences in availability and usage still exist i.e. in relation to age/income/education/access.* Responses will be two-sided and balanced. Candidates should show consideration of points for and against whether traditional media are changing as a result of new media technologies, citing some of the examples given. 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.