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SOCIOLOGY **0495/22**

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MARK SCHEME

Maximum Mark: 70

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Section A: Family

1 In modern industrial societies there are many views on the role of the family. Some sociologists see it as performing essential functions for both individuals and society. Others, however, point to the negative aspects of family life such as domestic violence.

(a) What is meant by the term 'domestic violence'? [2]

Violence, abuse (psychological, emotional, physical or sexual) or threatening behaviour by men or women against their partners or other family members.

One mark for partial definition, *e.g. man hitting his wife*.
Two marks for clear definition, *e.g. threatening behaviour committed by a family member against another family member.*

(b) Describe <u>two</u> functions that the family may no longer perform in modern industrial societies. [4]

Candidates will be expected to describe two functions that the family in modern industrial societies may no longer perform.

<u>Possible changing functions:</u>

- Reproduction – Increasing numbers of children are now being born outside of marriage meaning reproduction is no longer necessarily a function of the family
- Modern families are less dependent on relatives for help with family life with the availability of welfare benefits
- The state is starting to share/take over care of the old/young/sick
- Socialisation-The family do still socialise children, but the increase in pre-school education, children's centres and specialist media for young children, means that primary socialisation is no longer just family based
- The growth in singlehood and adults choosing not to have children means that traditional functions of family that relate to children may no longer be relevant
- Education is no longer the sole responsibility of the family, with formal education becoming an ever important part of society
- Social control – this has been undertaken by agencies other than the family, education/peers/formal agencies etc.
- 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).

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(c) Explain how the family can be said to be patriarchal in modern industrial societies. [6]

Candidates need to show an understanding of what is meant by the term 'patriarchal' (males having more power in the family than females) and be able to apply this to the institution of the family.

Possible answers:

- Feminists such as Ann Oakley show that conjugal roles in the family are unequal with women still feeling that housework and childcare were their responsibility
- Increased need for both partners to work in order to be able to financially support the family means that a lot of women suffer from the 'dual burden' – as well as being in employment, they are also responsible for domestic work
- The triple shift – women often have to do paid work, childcare and housework plus emotion work for their husband/partner
- Feminists acknowledge that men today are more involved with family life than they were in the past but that they merely 'help' their partners, they do not take responsibility for these domestic tasks and roles
- Edgell studied decision making in families and found that those decisions deemed to be most important were still typically made by men
- Men still tend to earn more money than women and so have often controlled the family's finances – typically gives them more power
- Dark side of the family – domestic violence and abuse is more likely to be committed by men against women
- Honour based violence/forced marriages – in some communities these practices are still found and typically negatively affect women
- Religion enforces patriarchal ideologies 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 the concept of patriarchy in the family and may talk about e.g. '*families being unfair*'. 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 patriarchy and family life. Sociological terms and concepts should be expected e.g. '*Despite women now typically being employed in the workplace, domestic duties and responsibilities still tend to fall to them resulting in a dual burden.'* 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.

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(d) Explain why some sociologists believe that the family is essential for society and the individual. [8]

Candidates should show awareness of the various reasons some sociologists would give to explain why the family is such a vital institution for both society and the individual. Candidates are likely to use a wide range of different points that reflect their different cultural experiences and these should be credited.

Possible answers:

- Functionalists believe that for society to run smoothly and effectively, certain functions are essential and the family is central to this
- Reproduction – new generations are crucial for society to survive and family life encourages this reproduction
- Socialisation – primary socialisation in the family teaches children society's core norms and values. The family can then reproduce and transmit these to other members
- Social Control – families use sanctions and rewards to teach their children right and wrong which then carries through into society
- Regulation of sexual behaviour – families support and reinforce the idea that children are born to people in a socially approved sexual relationship
- Care of children – it is the family's responsibility to emotionally and financially support children and to care for their needs
- Marxist functions i.e. reinforcing ruling class power
- Warm bath theory – family ensures workers are sufficiently cared for and nurtured to work hard and effectively in the workplace
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of why some sociologists believe that the family is essential for society and the individual. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'families can love one another'* 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 some sociologists believe that the family is essential for society and the individual. Responses may be underdeveloped and lacking in range. e.g. '*Families have a responsibility to look after children and no one else can do it as well.*' '*Families are the best places to socialise and control children' 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.

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Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why some sociologists believe that the family is essential for society and the individual and will be well developed and explained. e.g. '*The family is crucial for society because it ensures its smooth running through the teaching and transmission of key norms and values. No other institution performs this function as well as the family does through a range of rewards and sanctions and processes such as imitation and positive role modelling'.* 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 living in a single-parent family affect family life? [15]

Candidates should show awareness of a range of different arguments that illustrate how living in a single parent family can affect family life. These may be positive or negative factors or a combination of both. They should also consider points that refute this idea. Candidates may, as an alternative route into the question, construct their debate around the positives vs negatives of the single family. This type of answer should also be credited as a reasonable debate is being made. There is likely to be a focus on how family types have changed over time and the increasing presence of single parent families in society. The diversity of single parent families is also likely to be recognised by some candidates. There are no clear cut arguments for and against the question and thus what is more important when marking here is what the candidate does with the points made and how they formulate their arguments.

Possible answers:

For

- New Right thinkers believe that the lack of a father figure in single parent families leads to inadequate socialisation/lack of discipline for children, particularly boys
- Functionalists believe that a family needs two adults to be most effective, one as breadwinner and one in the nurturing role, therefore single parent families are seen to be 'broken' and likely to create problems for both children and society
- Single parent families are associated by New Right thinkers such as Charles Murray with a child's underachievement at school, criminal and anti-social behaviour
- The media and some political thinkers may demonise single parents, particularly young single teenage mothers, as welfare scroungers who are only interested in benefits not raising a child
- Single parent families are more likely to suffer from poverty and can thus be seen to be a burden on the state
- Many Functionalist writers believe that single parent families have become an underclass in society who reproduce without thought for the consequences, without a moral framework and then inadequately socialise their children
- Single parent families are often the result of divorce and thus all the negatives that this brings i.e. short term distress for children, financial insecurity etc.
- Children may be split between two homes, due to a relationship breakdown, and thus lack a clear sense of security and belonging
- Other reasonable response.

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Against

- Are Functionalists correct to say that two parents are essential? Lots of single parents have family and friendship networks that enable them to support their children both financially and emotionally
- Being in a single parent family is likely to be far better for the child/children than living in an unhappy home or an empty-shell relationship characterised by arguments and sadness
- Many children brought up by single parents experience no issues or problems whatsoever
- Children brought up by two parents do not always experience no problems and can also be dysfunctional as adults despite having two parents
- Single parent families may be the result of escaping from domestic violence, threatening behaviour or abuse. Being in a single parent family situation is clearly preferable
- Increasing support from the state via welfare benefits, child policies, education and key professionals means that bringing up children as a single parent need not be problematic and is increasingly seen as 'normal'
- Reasons/effects may be nothing to do with family type and structure but to do with social factors such as class and poverty instead
- Feminists believe that women have the right to choose how they wish to raise children and if they decide to do so alone they should be praised and supported
- Many children in single parent families have regular contact with both parents and are not affected by their family structure
- Being a single parent family is often a temporary stage in life as many lone parents go on to re-marry or begin another relationship
- Other types of families may affect family life more than a single parent family i.e. reconstituted etc.
- 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 living in a single parent affects family life. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *Single parents aren't very good for children because there's only one parent to do all the work. OR Single parent families don't have much money.* 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. *'affects family life' may mean either financially or emotionally,* in the question.

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Band 2 (5–8)

In this band candidates will show some basic knowledge of the extent to which living in a single parent affects family life. 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. *Children brought up in single parent families are lacking a male role model because they typically live with their mother. In a single parent family only one wage will be coming into the household meaning that there might be financial problems to deal with* 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. 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 the extent to which living in a single parent affects family life. 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 say that e.g. *despite some single parent families seemingly being dysfunctional for their members, this is not true of them all and for lots of children brought up by just one parent they have no problems at all.* Or *Single parent families may be the result of choices made by women to raise children without a male presence. These women are often middle class professionals and suffer no financial hardships or emotional neglect.* 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 living in a single parent affects family life. 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 whether living in a single parent affects family life, citing some of the examples given.

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Section B: Education

2 Education and schools are thought to be important agencies of socialisation. Not everybody agrees, however, that education is a good thing and some social groups seem to do much better than others. Some sociologists believe that schools have a big influence on the educational performance of students.

(a) What is meant by the term 'socialisation'? [2]

The learning of socially acceptable behavior that takes place in both the primary and the secondary phase in order to teach essential norms and values.

One mark for partial definition, e.g. *being taught to behave*.
Two marks for clear definition, e.g. *the learning of acceptable behaviour by agents such as the peer group, family and the workplace.*

(b) Describe <u>two</u> aspects of the hidden curriculum, apart from socialisation. [4]

Candidates will describe two different aspects of the hidden curriculum.

<u>Possible answers:</u>

- Functionalists believe that schools teach children to conform resulting in the smooth running of society
- Marxists believe that schools teach children their place in the social hierarchy, reinforcing inequalities and the acceptance of capitalism
- Social Control – children learn that if they do not follow the rules then there will be consequences in the form of sanctions. If you do conform, however, then you will be rewarded and praised
- Selection – students learn what kind of employment they are best suited to through the process of competition, setting and streaming
- Lack of power – schools pass on to students a wide range of expectations, norms and values which children are unlikely to question – that young people have a lack of power when compared to those in positions of authority, for example
- Gender roles – differential subject choice, uniform, segregation and teacher expectations all demonstrate to children that males and females have different parts to play in society
- Learning to accept boredom – schools train students in how to deal with boredom in order to prepare them for this in their later working life
- Recognising the importance of punctuality which is essential in the workplace
- 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).

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(c) Explain how sanctions can be used by schools to make students conform. [6]

Candidates should show an understanding of different types of sanctions used by schools. These are likely to be negative but positive sanctions (praise etc.) should also be credited. How these sanctions lead to student conformity (following the rules, doing what's expected etc) should also be discussed. Examples are likely to be seen.

Possible answers:

- Informal sanctions such as glares, warnings and body language let children know whether their behaviour and actions are approved or disapproved of
- Formal sanctions such as exclusions and detentions teach children that there are negative consequences to their actions
- Fear – students may conform in education because they are afraid of not following the rules, particularly if corporal punishment is legal
- Rewards – children like to receive praise and therefore may do as they're told by teachers in order to receive stickers, positive contact with home, merit rewards etc.
- Wanting to fit in – by following the rules and conforming, children do not stand out from the crowd and do not appear 'different'. This may be another reason for conformity;
- Primary socialisation has already 'trained' children in the idea that they should do as they are told (respect authority) therefore it is not surprising that this continues into education;
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of how sanctions can be used in schools to make children conform. Responses may be short and un/under developed. Candidates may only consider describing punishments with no link to conformity. 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. '*Students don't want to get told off so they do what the teacher says.'*

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of how sanctions can be used in schools to make children conform. Sociological terms and concepts should be expected. Candidates may discuss e.g. *'the learning of norms and values, authority, socialisation, exclusion 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.

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(d) Explain why school factors may be the biggest influence on a child's educational performance. [8]

Candidates should show understanding of the various reasons why school factors may be the biggest influence on a child's educational performance. Expect an accurate identification of different school factors within the response. Candidates may talk about trends to do with ethnicity, gender and social class and educational performance (either negatively or positively) or may approach the question in more general terms.

Possible reasons:

- Private schools have smaller class sizes and better facilities than state schools which may advantage the students there in terms of educational achievement;
- Teacher expectations – teachers may hold stereotypes of certain students which may advantage or disadvantage them in schools
- Children are at school for several hours most days of the week, meaning that education is an important agent of secondary socialisation and so affects educational performance
- Peer pressure in schools is often a key reason for the educational performance of students – may lead to anti-school and/or pro-school subcultures forming
- Setting and streaming are often very influential in terms of the achievements of students, categorising some as 'winners' and some as 'losers'
- Teacher labelling (positive or negative) may lead to a self-fulfilling prophecy for students e.g. racism/sexism or the 'halo effect'
- Subject choices – for males and females particularly – there are still trends of students choosing very different subjects which can lead to different levels of performance
- The curriculum – this is thought by many to be middle class and white biased (ethnocentric curriculum) and thus may account for differential performance of students
- School resources – how much money a school has, the resources it has available for students, the facilities on-site, ICT provision etc. may all affect educational performance
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of why school factors may be the biggest influence on a child's educational. Candidates may not be able to identify different school factors, being unclear what this means. Responses may be short and undeveloped. e.g.'*teachers being unfair'* 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 and understanding of why school factors may be the biggest influence on a child's educational performance. Responses may be underdeveloped and lacking in range. Answers may concentrate on only a few school factors such as '*how good or bad the teachers are'* or '*teacher labelling and stereotypes'* and so be a little narrow. 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.

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Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why school factors may be the biggest influence on a child's educational performance and will be well developed and explained, e.g. '*Clear trends in educational performance relating to ethnicity, gender and social class are clear to see which suggests school factors have an important role to play in this. Private schools, for example, are funded by parents meaning that the schools have a lot of money and can afford to provide small class sizes for their students. This can lead to better educational performance as students have more one-to-one attention. The middle class nature of the school curriculum also favours some students with cultural capital over those without and hence may explain the better performance in schools of those from the higher social classes'.* 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 functions of education positive? [15]

Candidates should show an awareness of the various functions of education and whether these are positive for individuals and/or society. It is likely that students will engage with the Functionalist/Marxist (consensus/conflict) debate, although they need not use these terms explicitly.

Possible answers:
For

- Functionalist points and approaches are likely to be seen here in terms of the role that education plays in ensuring the smooth running of society and well balanced individuals
- The economic role – schools teach students the skills and knowledge needed to develop into productive workers and contribute positively to society
- The socialisation role – schools teach students expected norms and values resulting in social integration (belonging)
- The selective role – schools help to sort out which people should be doing which jobs, ensuring the best for society and the individual. This is done through such processes as examinations, setting and streaming
- The social control role – schools teach students to obey the rules allowing them to fit smoothly into society knowing that to succeed they need to conform
- Other reasonable response.

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Against

- Marxist points and approaches are likely to be seen here in terms of the key functions of education being negative for individuals and society
- The economic role – the existence of private schools, high performing schools, sets and different choices of subjects means that all students are not being taught the same in schools. This means that not everyone has the same opportunities to learn skills and knowledge preparing them for very different jobs
- The socialisation role – schools remove individuality from students and use the secondary socialisation process to control and 'brainwash' them
- The selective role – students do not get equal opportunities in schools, opportunities depend upon gender, social class, ethnicity and income. Regardless of their abilities and talents some students are likely to do better than others in education
- The social control role – the sanctions system used in schools encourages children to accept what others in authority tell them without question. This enables the powerful people to continue making decisions that benefit them
- The hidden curriculum – gender roles are reinforced in education and are often stereotypical resulting in different opportunities and life chances for males and females. This may be as a result of teacher labels and subject choices
- 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 the functions of education are positive for the individual and/or society. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *'education helps students learn'.* 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. functions of education are the things that schools offer students to prepare them for later life',* in the question.

Band 2 (5–8)

In this band candidates will show some basic knowledge of whether the functions of education are positive for the individual and/or 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. Answers may list positive factors of education and compare them with negative factors of education. 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, for example *'education teaches students lots of skills that they can then use to get a job'*. 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.

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Band 3 (9–12)

Answers in this band will show good sociological knowledge and understanding of whether the functions of education are positive for the individual and/orsociety. 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. *'there are different opinions within sociology as to whether functions of education such as selection and social control are negative or positive for students. Marxists see education as a means for the elite to keep their powerful positions in society whereas Functionalists believe education is available equally to all'.*

Band 4 (13–15)

Answers in this band will show excellent knowledge and understanding of whether the functions of education are positive for the individual and/or 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. Candidates may outline and discuss different functions of education both positively and negatively e.g. *'hidden curriculum, socialisation, economic, gender roles'* 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. Candidates should show consideration of points for and against the idea of whether the functions of education are positive for the individual and/or society, citing some of the examples given.

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Section C: Crime, deviance and social control

3 How we define crime and deviance varies across time, society and culture. It is often associated with youth sub-cultures. What is agreed, however, is the existence of agencies of social control, both formal and informal.

(a) What is meant by the term 'agencies of social control'? [2]

The various groups, organisations and institutions, both formal and informal, that control individuals' behaviour.

One mark for partial definition, e.g. family and peer group.

Two marks for clear definition, e.g. this can be either a group that exists just to control individuals such as the police, or a group that also socialises us, such as the family.

(b) Describe <u>two</u> examples of crimes that vary across time. [4]

Candidates will describe two examples of crimes that vary across time. Examiners will need to credit a wide variety of examples here that reflect the diversity of candidates experiences. The key is that candidates demonstrate how laws and definitions have changed over time through comparisons of two different periods in time.

<u>Possible answers:</u>

- Sexual crimes – rape within marriage, for example, has only recently been criminalised;
- Crimes relating to health and safety legislation
- Crimes relating to anti-social behaviour such as smoking in public places
- Crimes relating to discrimination such as sexism, racism and ageism
- Crimes that have been subject to standardisation, such as via the European Union or the Human Rights commission
- Crimes involving the ages of the participants, such as in the UK children now having to stay in education until they are 18
- New crimes such as those to do with technology and the internet – cybercrimes
- Crimes that come about due to shifting social values such as the exploitation of children or the elderly
- Crimes that are now perceived as negative, many sexual crimes that perhaps were previously tolerated/ignored
- New crimes involving new technologies such as cyber-crimes and identity theft
- 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).

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(c) Explain how informal social control is different to formal social control. [6]

Candidates need to demonstrate an understanding of the ways in which informal social control is different to formal social control. They may discuss either agents or methods of social control or a mixture of both within their answer. Expect discussion of how the agents/methods identified control individuals.

Possible answers:

- Informal agents of social control (family, media etc.) exist to both control and socialise us
- Formal agents of social control (police, prisons etc.) exist solely to control us, this is their primary role
- Informal social control tends to occur in everyday situations and typically with less serious consequences than formal
- Formal social control happens less frequently than informal but typically has more serious consequences
- Formal social control is based on written rules and laws whereas informal social control tends to be unwritten and more flexible/less standardised
- Formal social control may be to do with aims such as public safety, protection of the public, deterrence etc.
- Informal social control may be associated with processes such as role models, imitation, sanctions, rewards, manipulation, peer pressure, hidden curriculum etc.
- 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 social control is different to formal social control. Responses may be short and un/under developed. Candidates may be confused as to what is meant by social control and/or confused by the differences between formal and informal control. 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. '*ways of making people do what's expected of them'.*

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of how informal social control is different to formal social control. Sociological terms and concepts should be expected. Candidates may refer to *agents, methods, processes 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.

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(d) Explain why criminal youth sub-cultures exist in modern industrial societies. [8]

Candidates need to be clear what is meant by the term 'criminal youth sub-culture' and explain why these are found in modern industrial societies. Some candidates may talk about youth generally having a different culture to their parents, e.g. rebellion. Others may talk about specific criminal youth sub-cultures such as gangs or delinquent groups such as 'Chavs'/'Skins'. Either approach should be credited.

Possible answers:

- Youth sub-cultures offer young people an opportunity to develop and create their own distinct set of norms and values to mark them out as different to the older generation – committing crime is one way to do this.
- Increasing role of a global media in society means that a wide variety of images and definitions of deviant/criminal youth can be seen, resulting in imitation and role modelling amongst young people i.e. copying criminal behaviour that is seen;
- Status frustration – criminal youth sub-cultures may exist in order for some young people to gain the status they crave in a society where they don't feel they get much status. This could be linked to ideas about youth unemployment, lack of money, gang culture etc.
- Sociologist, David Matza, talks about young people 'drifting' into criminal sub-cultures. The idea that this is a phase in their life when they have few responsibilities and so can experiment with new norms and values in this stage of transition – crime being one such thing.
- Resistance and rebellion – criminal youth sub-cultures are typically dominated by working class ethnic minority males and have been explained by Marxist sociologists as an opportunity for these disadvantaged youths to express their dis-satisfaction with society and all the pressures to consume that it places upon them through crime.
- Excitement – Postmodern sociologists in particular talk about young people joining criminal sub-cultures in order to engage in thrill seeking and risk talking behaviour i.e. joy-riding.
- Culture of masculinity – young males are socialised through several agencies into the need to prove their masculinity – criminal behaviour is one way to do so.
- Labelling theory – young people are stereotyped as criminals and targeted by the police and thus this may become their master status via a self-fulfilling prophecy.
- Peer group pressure – young people may be pressured into criminal behaviour and activities by their peer group.
- Criminal socialisation – young people in certain localities and environments may grow up learning criminal norms and values i.e. the illegitimate opportunity structure.
- Unemployment/lack of legitimate opportunity- young people may find it hard to get work and thus turn to crime for the money they need.
- Other reasonable response.

Band 0

No creditworthy response.

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Band 1 (1–3)

Answers in this band will show only a limited awareness of why criminal youth sub-cultures exist in modern industrial societies. Candidates may not fully understand what is meant by a criminal youth sub-culture. Responses may be short and undeveloped. e.g. *'young people want to have fun together committing crime'.* 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 criminal youth sub-cultures exist in modern industrial societies. Candidates may say that e.g. *'criminal youth sub-cultures are places where young people can feel important and use crime as a way to achieve status'.* 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 criminal youth sub-cultures exist in modern industrial societies and will be well developed and explained. Candidates may discuss *specific examples of criminal youth sub-cultures and therefore different reasons for their existence i.e. resistance and rebellion associated with the Skinheads, alternative norms and values with gangs 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.

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(e) To what extent do the media influence ideas about crime? [15]

Candidates need to show an understanding of whether the media affects how we think about crime and how it might do this. Candidates may focus on the acts of crime and/or criminals. Either approach should be credited.

Possible answers:
For
- The media provide knowledge about crime and deviance for most people in society, from the government to the police to the public so are clearly influential
- The media is selective in its crime coverage often resulting in an exaggerated and distorted picture which may make people fear certain crimes more than others i.e. murder, sexual crimes and physical attacks are all over-reported
- The media label and stereotype some groups and behaviours as criminal and deviant, portraying them as folk devils and thus creating a moral panic i.e. teenage muggers
- The formal agents of control such as the police and the courts may be influenced by what they see in the media and feel that they should take harsh measures against certain groups and activities
- Those negatively labelled by the media may react with a self-fulfilling prophecy and live up to the negative stereotypes that have been created of them
- Official crime statistics do not show a true picture of crime but are regularly discussed and presented in the media hence affecting public perception
- Most of us are unlikely to be victims of very serious crimes and so our understanding of these crimes and who commits them are likely to come from the media, particularly in this global age
- Other reasonable response.

Against
- Just because we see or read something in the media doesn't mean that we necessarily believe it, most people today are aware of media bias and distortion
- Police activities such as stop and search rates and targeting are more likely to influence how crime is thought of than the media
- The courts and judicial systems sentence criminals and thus have a lot more power than the media in terms of deciding how serious or not a crime is
- The media merely reports crime stories based on facts and statistics – it is these that influence ideas about crime, not the media itself
- The media does report in white collar crime and therefore its crime reporting is not simply stereotyping, it is more diverse than this
- Just because a particular social group is labelled as a criminal by the media doesn't mean that a moral panic or a self-fulfilling prophecy will occur
- The Government puts pressure on both the courts and the police in terms of crime policy and therefore it is they, not the media, that affects how crime is thought about
- Other agents of social control may have more of an impact on our ideas about crime than the media – family/peer group etc.
- Other reasonable response.

Band 0

No creditworthy response.

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Band 1 (1–4)

Answers in this band may be vague and largely based on common sense showing limited knowledge of whether the media influence ideas about crime. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *the media tells us who the criminals are.* 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. how the media present certain people and actions affects how we think about them,* in the question.

Band 2 (5–8)

In this band candidates will show some basic knowledge of whether the media influence ideas about 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 the media do influence ideas about crime *i.e. stereotypes, moral panics 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 the media influence ideas about 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 the media do influence ideas about crime, but also be aware of some of the arguments against this *i.e. police powers, role of the courts 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 understanding of whether the media influence ideas about 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, candidates may say that *the media has a large role to play in determining what we think of as crimes and who we think of as criminals. Processes such as labelling may stereotype certain groups as criminal leading to people believing this to be true. The group in question may then live up to their label through a self-fulfilling prophecy. However, most people are aware that the media exaggerates the picture of crime through its sensationalist reporting and therefore are unlikely to believe everything that they see and read 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. Candidates should show consideration of points for and against the idea of whether the media influence ideas about crime, citing some of the examples given.

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Section D: Media

4 The contemporary media is all around us, leading to increased opportunities for imitation by the audience. Media representations, however, are still thought by many to be very stereotypical. This is one of the reasons why many sociologists are critical of media content.

(a) What is meant by the term 'imitation'? [2]

Imitation refers to the way audience members see and copy behaviour, language, style or identities seen in the media. This is often linked with media role models who are often imitated by the audience.

One mark for partial definition. e.g. copying
Two marks for clear definition, e.g. when behaviour or style shown in the media is seen and copied by the audience (i.e. giving an indication of what might be copied by the audience).

(b) Describe <u>two</u> examples of how older people are represented in the media. [4]

Candidates will describe two representations of older people often seen in the media, they may describe traditional or more modern representations, either are fine to credit. Representations discussed may be positive or negative.

<u>Possible answers:</u>

- Under-representation/invisibility – older people are rarely seen in lead roles and parts in the media
- Negatively stereotyped as being frail, weak and helpless – dependent on others
- Represented as being confused/forgetful/mentally slow/grumpy
- Old age is shown negatively via the advertising of 'stay young' beauty products and cosmetic surgery
- The more modern representation of the rebellious older person, refusing to conform to restrictive social expectations
- The wise and learned older person is a more positive representation seen in the media
- Other reasonable response.

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

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(c) Explain how folk devils are created in the media. [6]

Candidates need to demonstrate an understanding of the way folk devils are created in the media. Candidates may talk generally about the creation of media folk devils, or more specifically about particular forms of media. Either way is fine to credit. Examples of folk devils from the candidate's own cultural experience may also be used to help explain points.

Possible answers:

- Through exaggerated, selective and distorted media reporting – images, words, videos
- Repetition of the negative representation makes it more believable for the audience
- Biased reporting in the media leads to the creation of moral panics. Within these the 'bad people' are identified and these are the folk devils
- Scapegoating – certain groups are blamed in the media for social problems and so become seen as folk devils
- The negative label placed on certain groups in the media means that the group start to act up to their stereotype and a self-fulfilling prophecy is seen. This fuels the perception of this group as 'bad' and leads to deviancy amplification
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of how folk devils are created in the media. 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, *e.g. 'by negative reporting of a groups behaviour.'*

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of how folk devils are created in the media. For example*, discussing how selective reporting can lead to the creation of a moral panic as found by Cohen in his research into the Mods and Rockers. The stereotypes created lead to certain social groups being scapegoated for problems in society.* Sociological language 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.

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(d) Explain why Marxist sociologists believe that the media play a negative role in society. [8]

Candidates should show an awareness of Marxist views of the media and the ways in which the media can be seen to play a negative role in society. Marxists take the general view that the media help the ruling class to maintain their power and control in society.

Possible answers:

- The media show the dominant ideology in society because they are owned by the elite and therefore want to prevent social change
- The media manipulates the audience into believing a particular viewpoint which typically favours the ruling class and therefore normalises lower class oppression
- The media promotes and reinforces capitalist values through creating false needs in the audience that pressurise them to become passive consumers
- The media diverts attention away from the real problems and important issues in society through the proliferation of shallow content such as the focus on celebrity culture
- Alternative views or values tend to be marginalised and/or ridiculed in the media through the images seen and the language used (e.g. GUMG)
- Owners of the media typically represent a small elite group in society and thus their views and opinions are what dominates in the media
- The media can control the audiences feelings and thoughts through selective representations and censorship according to passive media consumption models
- The media set the agenda for public views and opinions through their focus on particular news values and their use of stereotypes
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of why Marxist sociologists believe that the media plays a negative role in society. Candidates may not really understand what is meant by Marxism. Responses may be short and undeveloped. e.g. '*unfair reporting'* 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 and understanding of why Marxist sociologists believe that the media plays a negative role in society. Responses may be underdeveloped and lacking in range. Candidates may explain some of the reasons e.g. *dominant ideology being created, power and control in the hands of elite groups, focus on consumption 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.

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Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why Marxist sociologists believe that the media plays a negative role in society 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 e.g. *censorship, diverting attention away from the serious issues in society, focus on celebrity culture and shallow activities etc.* At the top of the band explanations will be clear throughout.

(e) To what extent does violence on television lead to increased levels of violence in society? [15]

Candidates will need to look at a range of different examples and types of violence on television and consider the ways that this may lead to increased levels of violence in society.

Possible answers:

For

- Violence is seen in various forms in television so frequently that it becomes almost normalised, particularly for younger viewers (desensitisation)
- Imitation – the audience may copy the violence they see on television (hypodermic syringe model) e.g. GTA copy catting incident in Japan
- Violence on the television is often glamorised and shown to have minimal consequences which may make it more likely for the audience to be violent themselves
- With computer technology, special effects and specialist props and make up, TV violence can be made very realistic meaning that the audience may associate it with real life and be unable to distinguish fully between fictional and real violence
- Often 'hero' type characters on TV use violence to get what they want, meaning that the audience may be more likely to identify with them and so copy their actions – role modelling
- Television today can be consumed in many different ways and forms meaning that it is a medium easily accessible for the audience – traditional TV, on computers, on mobile phones etc
- Research by Bandura et al seemed to prove that violence on TV did have an effect on the audience, that it made them more likely to copy what they saw
- Seeing violent images on a regular basis on TV makes the audience more likely to be affected by them – the 'drip drip' effect
- Other reasonable response.

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Against

- Violence on television can be viewed positively as it can act as catharsis for some viewers – a way releasing strong emotions in a safe way
- Violence on TV may shock the audience to such an extent that they take action against violence in real life situations (sensitisation)
- Audience members can tell the difference between fictional violence on TV and real life violence, understanding that the two are very different means they won't become more violent from consuming violence on TV – the audience are active, not passive
- Unrealistic violence – such as the slapstick style seen in animations – is so unrealistic that it is very unlikely to have any effect on the viewer
- Censorship of the TV (formally via the watershed and informally via parental controls) means that violent images and actions should only be seen by those whom it is appropriate for
- Is it possible to identify TV violence as the sole contributing factor in societal violence? Other factors such as family, school and peer group may be just as relevant
- The vast majority of people who see violence on television never commit violent acts themselves
- Violent acts existed in society a long time before TV was invented
- Uses and Gratifications/Active Audience models of media effects both show how the viewer is in control of what they watch and how it effects 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 violence on television leads to increased levels of violence in society. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided e.g*. may mention that there is lots of violence on TV 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 *i.e. violence on TV can be cartoon or with real life people. It can also be real, e.g. in the news or fictional like in films,* in the question.

Band 2 (5–8)

In this band candidates will show some basic knowledge of whether violence on television leads to increased levels of violence in 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 use of sociological terms or concepts. Responses may be underdeveloped and lack range. *Candidates may give examples of TV shows and films on TV in which there is lots of violence and then refer to the audience copying what they see.* 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.

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Band 3 (9–12)

Answers in this band will show good sociological knowledge and understanding of whether violence on television leads to increased levels of violence in society. 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 diversity of violent images and actions seen on TV as well as the variation in the audience members, all of which will influence how affected they are. Media concepts and theories such as the hypodermic syringe and the uses and gratifications model may be discussed.* 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 violence on television leads to increased levels of violence in 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. *Candidates may refer to differential TV usage through gender, age and choice and thus be aware that it is impossible to generalise the effects of media violence on the audience.* 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 whether violence on television leads to increased levels of violence in society, citing some of the examples given.

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