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MARK SCHEME

Maximum Mark: 70

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Section A: Family

1 Around the world there are many different forms of marriage, one of which is polygamy. Marriage today is not necessarily forever and many will end in divorce. Many people will also choose to never get married.

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

Being married to more than one person at the same time; for example, a man with several wives or a woman with several husbands.

One mark for partial definition, *e.g. having more than one wife.*
Two marks for clear definition, *e.g. a man or a woman is married to more than one person at the same time.*

(b) Describe <u>two</u> cultural variations in marriage, apart from polygamy. [4]

Candidates will be expected to describe two cultural variations in marriage. If polygamy is mentioned then this should not be credited. The question is not asking about variation in family types, these should not be credited.

Possible variations:

- Monogamy – being married to one person at a time;
- Serial monogamy – when someone has more than one marriage partner during their life but only one at any given time;
- Polygyny – when a man has more than one wife at a time;
- Polyandry – when a woman has more than one husband at the same time;
- Same sex marriages – in some countries homosexual marriages are not legal;
- Civil partnerships – a formal union of same sex partners, seen as the equivalent of marriage with the same rights as heterosexual married couples;
- Arranged marriages – marriage partners are chosen by older family members rather than people choosing their own marriage partner;
- Forced marriage – a marriage where one or both partners do not consent to the marriage and pressure or abuse is used;
- Remarriage – a growing proportion of all marriages in modern industrial societies are remarriages as one or both partners have already been married at least once;
- Other reasonable response.

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

(c) Explain how divorce has been made easier in many countries in modern industrial societies. [6]

Candidates need to show an understanding of how divorce has been made easier. These could refer to legal, moral or attitudinal changes.

Possible answers:

- Feminists argue that women are realising the disadvantages of marriage and are now less willing to stay in a marriage that is unsatisfying for them;

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- Feminists also point out that with many women now working, they are much more likely to be able to support themselves after divorce making it more viable;
- It is now much easier legally to be granted a divorce i.e. in the UK the 1971 Divorce Reform Act meant that proof of a 'matrimonial offence' was no longer needed to divorce;
- People can now organise their own divorce very cheaply and easily, known as the 'quickie' or 'DIY' divorce;
- Changes in morals – a feeling that morally divorce is no longer seen as wrong as people put their own needs first and not feeling tied by their marriage vows;
- Decline in religion – secularisation – means more weddings are now civil than religious and vows are no longer taken so seriously;
- Decline in community values – people are now more geographically mobile/migration and so there is no longer that informal social control and sense of shame about being divorced;
- The cost of divorce is no longer prohibitive, meaning people from all social classes are able to divorce;
- Role models – other agencies of socialisation i.e. the family/peers/media may show divorce as 'normal' and not stigmatised, this making it easier for the individual;
- Other reasonable response.

Band 0
No creditworthy response.

Band (1–3)
Answers in this band will show only a limited awareness of divorce and how it has been made easier and may talk about e.g. *'couples fall out of love'* 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 divorce and how it has been made easier. Sociological terms and concepts should be expected e.g. '*Secularisation means that religious marriage vows are no longer taken as seriously, making it morally easier to divorce.'* This would be followed by an 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 cohabitation is increasing in modern industrial societies. [8]

Candidates should show awareness of the various social factors which may lead to increasing levels of cohabitation in modern industrial societies.

- Because people live longer they are in relationships for longer and may therefore grow apart or out of love, meaning cohabitation is preferred over marriage by many;
- People have higher expectations of marriage today and therefore many choose not to enter into it, cohabiting together instead – choosing it as an alternative long term relationship;
- Due to changing norms and values in society that mean cohabitation is seen as 'normal';
- Due to the increase in the divorce rate;
- People today are less willing to accept an empty shell marriage but still want to be in a long-term committed relationship so will look for a new partner and cohabit;

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- Some people prefer a series for short term relationships without commitment that cohabitation can facilitate;
- Lots of people use cohabitation as 'trial' marriage in order to 'test' the relationship by living together before marriage;
- Feminism and working women – no need to get married for financial reasons or security as they are economically independent so can choose to live with a partner;
- Triple shift/dual burden – women are less inclined to accept this within a marriage so will look to cohabitation for a more equal relationship;
- Rise of homosexual relationships means cohabitation becomes a viable alternative to marriage;
- Secularisation – decline of religious values means that for many people marriage is no longer seen to be a necessity for many people;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why cohabitation is increasing. A tendency to description is likely. Responses may be short and undeveloped, e.g. 'people can 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 and understanding of why cohabitation is increasing. Responses may be underdeveloped and lacking in range. e.g. 'Cohabitation lets people test out their partner to see if they want to get married to them later'. 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 cohabitation is increasing. e.g. 'Marriage is less valued today and so people often reject it in favour of cohabitation. Women, for example, expect equality within their relationship and so will perhaps avoid marriage as it is still seen by many to be patriarchal. They may live together, as a homosexual or heterosexual couple, in order to find a happier relationship'. They can then expand on the explanation of this and other factors as necessary. Sociological terms and concepts will be used accurately overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent are households replacing the family? [15]

Candidates should show awareness of the idea that what we understand by the term 'family' is changing and, in a sense, declining. Households are arguably, therefore, replacing the family.

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Possible answers:

For

- There is today a growing number of one person households, sometimes made up of widows/widowers;
- One person households may also be made up of people who choose to live alone – this is a growing category. Middle class women who have chosen to focus on their career are one such group;
- People are typically marrying or moving in together later and so this means that more people are living on their own at least for a period of time in their life;
- Growth in singlehood and childlessness;
- Men who are separated and divorced;
- Communes – a group of people who choose to live together sharing living space and usually some property;
- Families are seen by many to be less permanent and stable than they were in the past and therefore people may rely more on their friends;
- Groups of people sharing a house has become more common, particularly amongst young people – friends may play a greater part in emotional, practical and social support;
- Shared households may exist for economic reasons i.e. renting a house together or taking out a joint mortgage, both of which are becoming more popular today;
- Growing number of young people going to University in many societies means that households are a necessity for these groups during this stage in their life;
- Many family functions can now be performed by other social institutions so families may be less necessary than before and households therefore more appropriate;
- Other reasonable response.

Against

- Family still remains important in ways that friends cannot i.e. in the inheritance of property and the care of older people;
- Marriage may be on the decline but people are still living in family units i.e. through cohabitation and civil partnerships;
- The growth in the remarriage rate and the increase in reconstituted families shows that family life is still seen to be important
- Family has taken on new forms today but this doesn't mean it's less important, just that it has changed i.e. single parent families;
- Family unit is still the most important source of primary socialisation;
- The extended family has not disappeared it has merely changed i.e. the modified extended family (use of media to maintain relationships);
- In some cultures and/or social classes family is as strong as ever and is highly valued;
- A lot of friendship/household based relationships i.e. sharing a house tend to be a temporary phase particularly associated with being young, rather than permanent;
- Functionalist beliefs about the essential functions performed by the family;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of whether households are replacing the family. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided e.g. Divorce

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means there are less families now. Friends like to live together in the same house. 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. a household is where people not related live in the same house, in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether households are replacing the family. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely e.g. Not everyone has children anymore and lots of people live alone. A lot of people don't want to get married anymore and so choose to live on their own instead. People often turn to their friends for support and love rather than their family 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 whether households are replacing the family. 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 the form of the family changing and becoming less nuclear and less marriage based, households are still often a temporary phase in a person's life rather than a permanent feature. 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 households are replacing the family. 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 households replacing the family, citing some of the examples given.

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Section B: Education

2 Some social groups do better than others in education. Some sociologists believe one reason for this is the ethnocentric nature of schools. Home factors are also thought to be influential in determining how successful and individual may be.

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

Seeing other cultures from your own point of view so that other cultures are devalued and seen to be lesser.

One mark for partial definition, e.g. *biased*.
Two marks for clear definition, e.g. *The idea that education doesn't include all cultural viewpoints equally and sees things from one cultures point of view.*

(b) Describe <u>two</u> patterns in educational achievement. [4]

EDUCATIONAL ACHIEVEMENT – how well individuals do in the school system, usually measured by exam results.

Candidates will describe two different patterns.

Possible answers:

- Girls in most developed countries achieve better qualifications than boys;
- Ethnic minority groups tend to do less well in education than the majority group;
- Pupils in the lower social classes tend to do worse than pupils in the higher social classes;
- Young people suffering from poverty do not typically do as well as those not in poverty in the examination system;
- In some developing countries opportunities for educational achievement are given more to boys than to girls;
- Other reasonable response.

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

(c) Explain how positive discrimination can be used in the education system. [6]

Candidates should show an understanding of what is meant by the term 'positive discrimination' and how it can be used within the education system. Candidates may discuss initiatives by Governments to tackle disadvantage (i.e. financial support) or schemes run by schools to target the under-achievement of certain groups of students.

POSITIVE DISCRIMINATION – giving disadvantaged groups better treatment than others in an attempt to make up for their disadvantage.

Possible answers:

- In relation to gender – lots of schools introduced schemes to encourage girls to aim higher in order to improve their exam performance. This was often linked to science, technology, engineering and maths courses and might involve, for example, more access for girls than boys to equipment;

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- In relation to gender – single sex lessons have been used to promote the achievement of girls or boys, often with specialist, expert staffing;
- In relation to ethnicity – ethnic minorities can be offered financial incentives in order to encourage them to do well and to aim higher in education;
- In relation to social class – Universities have been made to increase their offers of places to state school pupils and those from disadvantaged backgrounds which has effectively resulted in lower grades being required from these students than from those privately educated;
- In relation to poverty – In India places are saved for those of the lowest castes in educational institutions at all levels;
- In China there is positive discrimination in education for minority nationalities. This may equate to lowering minimum requirements for the National University Entrance Examination. Financial incentives are also on offer;
- Positive action provision in schools i.e. treating disabled pupils more favourably than others;
- The Pupil Premium in the UK is available to support and provide intervention and motivational schemes for disadvantaged/deprived pupils;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how positive discrimination can be used in the education system. 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. 'where some pupils are treated better than others.'

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of how positive discrimination can be used in the education system. Sociological terms and concepts should be expected. Candidates may discuss e.g. 'positive discrimination was introduced for disadvantaged students in education such as ethnic minorities and the poor to try and increase their levels of educational success. This was done both through policies in schools to target these pupils specifically and by Government initiatives and financial incentives etc.' At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.

(d) Explain why some minority ethnic groups do less well in education than others. [8]

Candidates should show understanding of the various reasons why some ethnic groups do less well in education than others. Expect an accurate identification of the ethnic groups being discussed.

Possible reasons:

- Ethnicity is closely linked to social class. In the UK Afro-Caribbean students who typically do not do well in education are often working class;
- Ethnicity is also closely linked to gender and for some girls with Asian backgrounds they are socialised into traditional gender roles which may then limit their educational aspirations and achievements;

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- Issues of prejudice and discrimination still exist in society and this may lead to ethnic minority student rebellion and the formation of anti-school subcultures;
- Teacher attitudes towards ethnic minority students may be stereotypical leading to them having lower expectations of these students than the minority group;
- Ethnic minority students are more likely to be found in the lower sets and streams;
- Hidden curriculum as it relates to ethnicity i.e. teacher labelling and the self fulfilling prophecy;
- An ethnocentric curriculum may be unappealing and de-motivating for ethnic minority students;
- Cultural differences – the values of home may clash with the values of education and lead to less success i.e. religious/dress/language factors;
- 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 ethnic groups may do less well in education than others. Candidates may not know which ethnic minority groups do not do well and so talk very generally. Responses may be short and undeveloped. e.g. 'racism' 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 some ethnic groups may do less well in education than others. Responses may be underdeveloped and lacking in range. Answers may concentrate on just school factors such as 'ethnic minority students are often in lower sets' or just home factors such as 'some Asian families may not value education for girls' 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.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why some ethnic groups do less well in education than others and will be well developed and explained, e.g. 'Ethnicity may not be the only reason to explain why some ethnic groups do less well than others. Ethnic minority groups are often found in the lower social classes and therefore material factors such as overcrowding, lack of resources, having to work part-time etc. are all relevant'. Sociological terms and concepts will be used accurately, overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent does material deprivation determine the educational achievement of students from different social classes? [15]

Candidates should show an awareness of how material deprivation can determine the educational achievement of students from different social classes. The against arguments may consider how cultural factors are also important and/or the role of the teacher in determining educational achievement.

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Possible answers:

For

- Not having a quiet place to work because the home is small or over-crowded;
- Inadequate diet can be argued to lead to problems of concentration and tiredness;
- Private schooling (typically available to those in the higher social classes) leads to better educational qualifications and achievement than state education;
- Being unable to afford extra-curricular activities, trips, tutors and revision materials may lead to lower educational achievement;
- Having to work part-time as a student means there will be less time available for study which may negatively affect educational achievement;
- Coming from a family that is not able to financially support a child through Higher education may limit the child's educational aspirations;
- Students in the lower social classes typically attend poorer and less successful schools;
- Other reasonable response.

Against

- Cultural deprivation – some parts of the attitude and values of the home prevent some children from achieving well in education;
- Immediate gratification (rather than deferred) means the long-term gains of staying in education cannot be seen;
- For boys, a liking for thrill seeking behaviour and excitement may get them into trouble;
- Parents may have had negative experiences of education themselves and so may not value it which will be passed onto their children;
- A lack of successful role models in the community and the home may limit educational achievement;
- Cultural capital – Not being brought up around books, literature, theatre etc. may be detrimental to educational achievement;
- Schools are often referred to as middle class institutions which are alienating and unwelcoming for lower class students;
- Speech codes are typically different for different social classes meaning that the higher classes find it easier to engage with, understand and use the elaborate codes found in education and examinations;
- Labelling theory – teacher labelling (either positive or negative) may be more influential than material deprivation in terms of affecting educational achievement i.e. through the self-fulfilling prophecy;
- Peer group pressure – it may be the peer group that determines educational success – either negatively or positively;
- Setting and streaming – the set or stream a student is placed into may be the crucial factor in determining educational success;
- Many policies and strategies are now in place to counter the effects of poverty on educational achievement today i.e. scholarships/bursaries 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 how/why material factors may determine educational achievement. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. 'Having money means you can buy an education'. Lower in the band (1–2

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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. material deprivation is about how a lack of money prevents some children from achieving well in education, in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of how/why material factors may determine educational achievement. 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 material factors. 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. For example, 'if your parents don't have much money they will live in a small house so you won't have a quiet place to study and so won't do well in school'. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks.

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

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of how/why material factors may determine educational achievement. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question. Candidates may outline that e.g. 'although material factors such as living in a poorly heated and overcrowded house are obviously important in determining educational achievement, cultural factors such as immediate gratification and not valuing education will also be important'.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of how/why material factors may determine educational achievement. 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 material deprivation determines educational achievement, citing some of the examples given.

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Section C: Crime, deviance and social control

3 Crime rates indicate that crime is a real problem in modern industrial societies. New technologies have led to new types of crime, making it increasingly difficult for sociologists and the Government to accurately measure crime.

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

These are statistical measures of crime.

One mark for partial definition, e.g. how much crime there is.

Two marks for clear definition, e.g. statistics that show how much and what type of crime is occurring.

(b) Describe <u>two</u> ways of measuring crime. [4]

Candidates will describe two ways of measuring crime.

Possible answers:

- Official crime statistics – official figures of the number of crimes and offenders;
- Self-report studies – a survey that asks people what crimes or deviant acts they have committed;
- Victim survey – research that asks people what crimes they have been victims of;
- 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 modern industrial societies deter people from committing crime. [6]

Candidates need to demonstrate an understanding of how people today are deterred from committing crime. Candidates are likely to refer to agents of socialisation and social control in their responses. Alternatively, they may refer to processes in a more generic way. Either is acceptable to credit.

DETERRENCE – when a punishment is intended to stop the offender and others in society from committing a crime.

Possible answers:

- Agencies of socialisation i.e. the family socialise children to know right from wrong and to understand the consequences of committing crime – they deter them;
- Informal social control – informal measures from, say, education, the peer group and the media help to ensure that people conform to society's laws and values and deter them from committing crime;
- Formal social control – by threatening punishment these agencies try to ensure that people conform and do not break the law;
- Prison – loss of freedom, harsh conditions and severe sentencing (often highlighted in the media) deters people from committing crime;
- Court sentencing – publishing severe sentences and the consequences of crime i.e. through the media, can deter others from committing crime;

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- Police – their physical presence on the streets is often seen a s a deterrent to crime, a visual reminder that you will be caught if you commit crime;
- Armed forces – these can be used as a deterrent, often through the implied threat of physical violence/weaponry;
- Government/laws – they can ensure that the law making process puts people off from committing crime i.e. through zero tolerance policies;
- Death sentence – thought by many to be the ultimate deterrent to crime;
- Community sentencing – the public nature of this punishment deters many from committing crime due to the perceived humiliation i.e. the 'uniform' worn;
- Media – today the media are typically the medium to disseminate the deterrence message so their exaggerated and distorted reporting styles are crucial;
- Surveillance – increased security measures i.e. CCTV in public places discourages people from committing crime;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how modern industrial societies deter people from committing crime. Responses may be short and un/under developed. Candidates may be confused as to what is meant by 'deter'. 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. 'we scare people so they don't commit crimes'.

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of how modern industrial societies deter people from committing crime. Sociological terms and concepts should be expected. For example, *'Prisons are portrayed in the media as harsh and violent institutions sending out the message to society that these are not nice places to be. Similarly, a police presence on the streets deters people from committing crime through their surveillance and the threat of being caught and punished'*. 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 crimes related to new technologies are hard to detect and prevent? [8]

Candidates need to identify what is meant by the term 'new technologies' and be clear why these crimes are hard to detect and prevent. Terms such as 'cybercrime' and 'internet crime' are likely to be used in candidates' responses.

Possible answers:

- Crimes using new technologies are difficult to detect and prevent because they are not regulated by national boundaries. The offender and the victims of these global crimes may live in different countries. Countries do not all have the same laws and so may not cooperate – globalisation;
- Some countries try to censor internet content, particularly political viewpoints making certain things illegal, whereas others see this as going against the right for freedom of speech. There is no agreed global definition of what is criminal therefore;

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- Crimes using new technologies are not 'physical' crimes therefore there is often a long delay before anyone realises they have been a victim of such a crime, if they ever do realise at all. This makes these kind of crimes hard to police;
- No person is actually seen as the criminal when a crime using new technologies is committed, meaning it is difficult to ascertain blame. This is particularly true if the crime has been committed by a group or an organisation rather than an individual, typical of cybercrimes;
- There is no central coordination or regulation of the internet meaning Governments have limited powers of control.
- Material can be posted on the internet and go viral almost immediately, making it harder to stop and control;
- Some crimes using new technologies, such as illegally downloading music for example, are not perceived as criminal as so many people do them. This means they are unlikely to be reported or investigated or prosecuted;
- There is a technological gap between young people and adults (the digital divide) that means that those investigating and prosecuting the criminals (typically the adults) are less technologically aware than the 'criminals';
- Crime using new technology tends to be self-censored therefore is hugely under-reported;
- Growth in cyberterrorism – deliberate, widespread attacks in computers or computer networks. These can be carried out by highly organised organisations and, sometimes, Governments meaning investigation and prosecution is both difficult and unlikely;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why crimes using new technologies are hard to detect and prevent. Candidates may not fully understand what is meant by 'new technologies'. Responses may be short and undeveloped. e.g. 'Crime is easy on the internet'. 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 crimes using new technologies are hard to detect and prevent. Candidates may say that for e.g. 'It is quick and easy to spread illegal content on the internet meaning that crime is hard to prevent'. 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. Candidates may only focus on either detection or prevention, not both aspects.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why crimes using new technologies are hard to detect and prevent and will be well developed and explained. Candidates will discuss both detection and prevention. 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 self-report studies produce an accurate picture of crime? [15]

Candidates need to show an understanding of whether self-report studies produce an accurate picture of crime. In terms of evaluation, candidates may approach this is different but equally valid ways that should be credited. Some may discuss the advantages and disadvantages of self-report studies only. Others may refer to alternative ways of finding an accurate picture of crime in their evaluation i.e. victim surveys/official crime statistics.

SELF REPORT STUDY – research that asks people what crimes they have committed.

Possible answers:

For

- They are confidential meaning that respondents may be more willing to give honest answers about their criminal behaviour;
- Crimes that have not been reported to/recorded by the police may be revealed through self report studies if confidentiality is assured;
- Self report studies reveal more of the dark figure of crime that is hidden by the crime statistics as they can uncover crimes that have not been reported to or recorded by the police;
- Self report studies reveal that a large number of crimes are committed by women and middle class people which questions the picture shown in the official statistics that suggests the working class and males are the main perpetrators;
- Theories and explanations of crime based on the information in the official statistics may therefore be flawed and inaccurate;
- Other reasonable response.

Against

- How truthful is the information gathered by self report studies? Respondents may lie about crimes they have committed or exaggerate their criminality. Validity of the data collected cannot be checked;
- Self report studies often ask about petty crimes and acts of deviance rather than the full range of crimes. This means the picture gathered from the studies may not be representative of all crimes committed;
- Self report studies are often filled out by young people and so again the sample's representativeness can be questioned. White-collar crimes, for example, are ignored;
- Victim surveys may be more useful than self report studies in finding out the true picture of crime as people are more likely to report crimes they have been the victim of than crimes they have committed themselves;
- Official crime statistics offer a large scale national picture of crime rather than the small sample size that self report studies focus on – a more generalisable picture;
- Crime statistics are updated regularly and are therefore potentially more useful than a self report study that could have been completed years earlier;
- Crime statistics are thought to be reliable and/or trustworthy as they are collected and published by the Government;
- 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 self-report studies produce an accurate picture of crime. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. 'self report studies ask people what crimes they've committed so they tell the researcher'. 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. a self-report asks people what crimes they have committed, in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether self-report studies produce an accurate picture of crime. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited use of sociological terms or concepts. Candidates may discuss some reasons why self-report studies produce an accurate picture of crime i.e. reveal more of the dark figure of crime 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 self-report studies produce an accurate picture of crime. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may be able to present a range of points to support the idea that self-report studies produce an accurate picture of crime, but also be aware of some of the weaknesses i.e. lack of representativeness, respondents may underplay or exaggerate their criminality reducing in validity issues 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 self-report studies produce an accurate picture of 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 as well as agreeing that self-report studies are useful in helping to reveal a more accurate picture of crime, there are also other ways of doing this i.e. using victim surveys which may be higher in validity 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 self-report studies produce an accurate picture of crime, citing some of the examples given.

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Section D: Media

4 Representations of women in the media are a widely debated topic. Some sociologists believe them to be stereotyped and others see them as positive role models. However, this is not the only way that the media is thought to be influential. It is also thought to be a big influence on political attitudes and voting.

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

Individuals seen in the media who act as examples to the audience who try to copy their attitudes, behaviour or appearance.

One mark for partial definition. e.g. people you look up to.
Two marks for clear definition, e.g. someone in the media who is influential for members of the audience. They may imitate their actions or dress sense, for example.

(b) Describe <u>two</u> traditional stereotypes of women found in the media. [4]

Candidates will describe two traditional stereotypes of women often seen in the media.

Possible answers:

- Housewife/homemaker/domestic role;
- Child carer/mother;
- Sex object;
- Victim role/in need of rescue;
- Emotional/caring;
- Very focused on their appearance;
- Physically weak/small/fragile;
- Low status/low paid/part time work;
- The nagging wife;
- The bad driver;
- The blonde bimbo/dumb blonde;
- Stereotypes from Meehan's study i.e. the 'harpy';
- Other reasonable response.

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

(c) Explain how people from different social classes use the media in different ways. [6]

Candidates should show an awareness of how people from different social classes use the media in different ways.

Possible answers:

- Newspapers are frequently associated with specific social classes (tabloids 'vs' broadsheets) and contain opinions and attitudes targeted at these different classes which explains different consumption and reading habits;
- Mainstream TV is aimed at a mass audience who are largely working class whilst more specialist/niche media targets the higher classes;

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- The lower classes are more likely to use the media for entertainment and escapism, often buying satellite and cable TV, whereas the higher social classes are more likely to use it for information and education (uses and gratifications theory);
- Use of the media may be linked to the education of the audience and this is often closely linked to social class;
- Marxists believe the media diverts working class attention away from the inequalities in society and thus prevents rebellion and resistance to the bourgeoisie;
- Pluralists believe that the range of content in the media allows people from different social classes to use the media in the way that suits them best, offering them choice and diversity to meet their needs;
- There is a digital divide associated with the use of the internet between different social classes based on cost issues;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how people in different social classes use the media in different ways. 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. 'the lower social classes are more likely to buy and read tabloid newspapers.'

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of how people in different social classes use the media in different ways. For example, recognising that there are different reasons for media consumption and that these may be closely linked to social class background. Escapism and entertainment maybe more targeted at the lower classes, and education and information to the higher classes, for example. 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.

(d) Explain why the media can influence the political attitudes of the audience. [8]

Candidates need to demonstrate an understanding of the ways the media can influence the political attitudes of the audience. Candidates could approach this question through discussion of media effects theories or through examples specifically about political attitudes.

Possible answers:

- Newspapers are often politically biased through their focus, choice of stories, opinions expressed and the language used which can all influence the audience;
- During elections, political parties make extensive use of the media in order to 'sell themselves' to the audience – the potential voters who can be influenced by this i.e. party political broadcasts;
- The Sun newspaper in the UK claims that it can influence how people vote and so determine the result of an election, 'It's the Sun wot won it';
- Reporting of the opinion polls in the media can influence patterns of voting in the predictions they make of the results of an election;
- Hypodermic syringe model – the media has a direct effect on the political attitudes of the audience;

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- Cultural effects approach – a repeated picture seen in the media of a particular political party or party leader or party policies, slowly effects the audience to believe what they are seeing and hearing;
- Social media allows 24/7 access to the media for the political parties through sites such as facebook, twitter etc. meaning that potential influence can be instant, pervasive and global;
- Research from the Glasgow University Media Group indicates that the media can influence the political attitudes of the audience i.e. in times of War;
- Spin Doctors – these are frequently used and hired by political figures and parties in order to manipulate and control their media image to influence political attitudes;
- Government censorship and propaganda directly influences the political attitudes of the audience as what is broadcast is limited, controlled and manipulated;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why the media can influence the political attitudes of the audience. Candidates may not understand what is meant by 'political attitudes'. Responses may be short and undeveloped. e.g. 'the media tells us how we should vote', 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 the media can influence the political attitudes of the audience. Responses may be underdeveloped and lacking in range. Candidates may explain some of the ways the media can influence political attitudes e.g. 'some Governments control the political information available to the audience through censorship which will affect their attitudes. It also depends on how the politicians are represented in the media; the use of spin doctors to control public image may manipulate and influence political attitudes'. 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 the media can influence political attitudes and will be well developed and explained. Sociological terms and concepts will be used accurately, overall. Answers will be well focused on the question and there will be a range of reasons presented. Candidates are likely to recognise that different media products present different views on politics and thus that this will affect political socialisation. At the top of the band explanations will be clear throughout.

(e) To what extent do stereotypical media representations negatively affect the audience? [15]

Candidates are likely to look at a range of different stereotypical media representations in their response. These could be focused on gender, ethnicity, age, class and/or disability.

Possible answers:

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For

- Invisibility/absence of certain groups in terms of representation i.e. older women in high status positions;
- Some groups are under-represented in the media, the disabled for example, which lowers their power and status in society;
- Sometimes representations of certain groups in the media appears to be a 'token gesture' i.e. ethnic minorities – done because they're expected to rather than really trying to create an even balance;
- Stereotypes are one-sided and exaggerated images which give only a partial representation of the social group involved;
- The 'male gaze' – media representations are constructed from a male point of view (by men, for men) resulting in males seeming to have more power and status than females;
- Ethnic minorities are frequently portrayed in limited, stereotypical ways i.e. the entertainer, criminal, danger/threat, drugs and gang involvement, terrorists, unintelligent, lacking morals etc.;
- Females are often shown in the home in a limited number of domestic roles with men in the positions of power; objectified with the focus being on their appearance and looking a certain way (usually skinny); image manipulation portrays unobtainable images of women that puts the female audience under pressure to conform (aging/eating disorders etc.) ; shown to be passive and helpless, in need of a man; shown in a limited range of roles on TV which may limit female aspirations in society;
- Age – teenagers are often shown as 'trouble', older people as vulnerable and miserable. This may affect the behaviour and attitudes of the audience;
- The working class tend to be under-represented in the media and may be associated with debt, strained family relationships, conflict and crime;
- The underclass are frequently shown as scroungers and as welfare dependant which sets the agenda for how we think of such people in society;
- People with a disability are often shown to be different, incapable, dependant, ridiculed and pitied. This leads to prejudicial attitudes towards them in society;
- Hypodermic effects theory – the audience are directly influenced by media content;
- Cultural effects approach – repeated stereotypical images and representations will result in the 'drip drip' effect making these seem normal;
- Demonisation of immigrants and certain religious groups in a stereotypical way can negatively affect the audience and their attitudes;
- Labelling theory – this can lead to the labelling of certain individuals/groups as folk devils leading to moral panics in society and/or a self-fulfilling prophecy;
- Other reasonable response.

Against

- The audience are active not passive consumers of the media and can therefore reject/negotiate the representations that are presented to them in the media (uses and gratifications theory etc.);
- In a digital age where social media and user generated content are the norm, the audience can create their own representations and thus challenge the status quo;
- More members of the social groups traditionally stereotyped in the media are now in positions where they can influence the content and tone of the media – production, ownership, direction etc.;
- Equality laws and greater awareness of the problems of stereotyping in the media has resulted in a fairer and more balanced representation of social groups;
- Representations of ethnic minorities are becoming less stereotypical as these groups start to gain higher status roles in the media – both in terms of production and representation;

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- More specialist media is now available to cater for niche audience needs meaning that there are several examples of media stereotypes being subverted and challenged today;
- Female representations are increasingly more positive and varied as women continue to play a more active role in society. The 'male gaze' for example has been challenged by the 'female gaze' and we see high status females regularly in today's media;
- More complex representations of age groups are now being seen in the media – older people in active 'hero' roles and teenagers as carers;
- Disabled people are also shown more positively in the media, the Paralympics being a good example here;
- Working class people are also shown positively in terms of community values and loyalty, looking after one another;
- Some stereotypical representations are not meant to be taken seriously and are understood and consumed by the audience as satire i.e. 'Little Britain';
- Stereotypes can be rejected by the audience and can be tools for change – encouraging us to challenge the status quo and change society;
- 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 stereotypical media representations negatively affect the audience. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. people copy the bad things they see in the media. 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. a stereotype is a generalised and simplistic view of a group of people in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether stereotypical media representations negatively affect the audience. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Candidates may list different negative media stereotypes. 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 stereotypical media representations negatively affect the audience. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may discuss the different media representations seen today and how they are no longer all stereotyped. They may also recognise the fact that just because something is stereotyped in the media, doesn't mean that the audience will necessarily accept it. 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.

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Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of whether stereotypical media representations negatively affect the audience. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Candidates may refer to the audience's differential interpretation of what is consumed in the media and the role of the active audience in terms of accepting, negotiating or resisting stereotypes. 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 stereotypical media representations negatively affect the audience, citing some of the examples given.

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