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SOCIOLOGY **0495/21**

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MARK SCHEME

Maximum Mark: 70

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Question	Answer	Marks
The empty-nest family is now a common family form in modern industrial societies, although with high levels of poverty and unemployment this is not the case for every family. There are many types of family that exist today, but some sociologists believe that it is the nuclear family that is most beneficial for both individuals and society.		
1(a)	**What is meant by the term 'empty-nest family'?** One mark for partial definition, *e.g. just parents at home*. Two marks for clear definition, *e.g. parents living at home together after their children have left home and moved out.*	**2**
1(b)	**Describe two alternatives to marriage**. **Possible answers:** • cohabitation – living together without being married; • singlehood – choosing to remain single; • civil partnerships; • communal living i.e. on a commune living apart together • 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).	**4**
1(c)	**Explain how feminism has changed family roles.** Candidates may refer to the role of women in the family, the role of men and the role of children in their responses. **Possible answers:** • fall in the marriage rate – Feminists believe this may be due to women realising marriage is a patriarchal institution and not wanting this conjugal role; • increase in the divorce rate – if women are not happy in their marriage then they can leave, meaning a change in role; • lone parent families have become more commonplace and acceptable, meaning lone parenthood is a viable option for women today, changing their family role; • shared conjugal roles – men and women have a more equitable partnership within the house; • dual worker families – women today are often encouraged to work in paid employment and therefore this is a typical role for them in many families;	**6**

Question	Answer	Marks
1(c)	• househusbands – in some families women are the breadwinners and the men perform the domestic duties – changing traditional roles; • children have a more democratic position in the family today and are able to make decisions and have a voice, their role has changed considerably; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of how feminism has changed family roles and may talk about e.g. '*families being more equal*'. 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 marks]** A clear and accurate explanation, showing good sociological knowledge and understanding of how feminism has changed family roles. Sociological terms and concepts should be expected e.g. '*Feminism has given women greater power and authority in all walks of life and this has translated into changes in the roles they typically play in the family. For example, many women are dual workers and some are breadwinners for the family.'* 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.	
1(d)	**Explain why some sociologists believe that children are best raised in nuclear families.** Candidates may engage theoretically with the work of Functionalist and/or New Right sociologists. **Possible answers:** • functionalists see the nuclear family as the cornerstone of society, providing essential functions for its members i.e. socialisation and social control; • The New Right argue that family types other than the nuclear are not capable of fulfilling the essential functions; • fatherless families are seen by some sociologists to be bad for children as they lack the discipline and role modelling of a father figure; • women going out to work has been argued by some to be a negative feature as it removes women from their 'natural' nurturing role and reduces their ability to engage in primary socialisation; • a stable mother and father family structure allows children to be well brought up and to replicate this model themselves as adults; • other reasonable response.	**8**

Question	Answer	Marks
1(d)	**Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why children are best raised in nuclear families. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'mum can look after them'* 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 marks]** Answers in this band will show basic sociological knowledge and understanding of why children are best raised in nuclear families. Responses may be underdeveloped and lacking in range. e.g. '*Children are best brought up in nuclear families because all the essential functions can then be performed.*' '*The nuclear family socialises the children effectively and ensures they learn society's norms and values' etc.* At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/ explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why children are best raised in nuclear families and will be well developed and explained. e.g. *'Functionalists believe that it is only the nuclear family that can effective it provide the family's essential functions and thus bring children up to be fully functioning, moral adults. The New Right think that alternatives to the nuclear family are damaging to society and are leading to manifold social problems such as crime, teenage pregnancy and welfare dependency'.* 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.	

Question	Answer	Marks
1(e)	**To what extent does social class affect family life?** Candidates may discuss the effects of social class generally on family life or may focus on one specific social class in order to generate their points. Depending on the social class being referred to will determine whether they believe the effects are positive or negative. **Possible answers:** For: • extended families are most likely to be found amongst the working class; • smaller family sizes are more likely the higher your social class; • those from a higher social class will have more economic capital (money) therefore are able to do more trips and visits and buy more material possessions for the children; • cultural capital is affected by social class and so means that experiences in the family will be very different i.e. visits to libraries, museums, the theatre etc.; • in the higher social classes more equal conjugal roles are likely to be found between men and women; • financial issues in the lower social classes, may lead to arguments and stress in the family thus negatively affecting family life; • other reasonable response. Against: • ethnicity is more influential than social class in terms of affecting family life; • gender is more influential than social class in terms of affecting family life; • the type of family that the children are raised in is more influential than social class; • families cannot be generalised, individual choices and diversity will mean family life is very different for everyone – regardless of social class; • social class is not the only variable in a family – the structure, conjugal roles etc. make one working class family very different to another; • feminism means that equality for women transcends class lines; age of parents is more influential than social class; • religious background may be more influential than social class; • postmodernist view that social factors such as social class no longer affect family life i.e. blurring class lines; • other reasonable response	**15**

Question	Answer	Marks
1(e)	**Band 0 [0 marks]** No creditworthy response **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the extent to which social class affects family life. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. E.g. *Working class families don't have much money. Higher class families do lots of trips to the theatre.* 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. *social class refers to how much money and status a person has,* in the question. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the extent to which social class 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 from higher class families have more opportunities to travel and to visit places than others. Working class families are often extended in structure so there is lots of family support available* 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 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which social class 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 social class being influential on family life in terms of the gendered division of labour, the age of the parents is just as important in determining the roles that family members play.* 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 marks]** Answers in this band will show excellent knowledge and understanding of the extent to which social class 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.	

Question	Answer	Marks
1(e)	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 social class affecting the family, citing some of the examples given.	

Question	Answer	Marks
There are thought to be many functions of education, making it an important time in a person's life. For some it leads to social mobility, whereas for others it is a negative experience that reinforces social inequalities.		
2(a)	**What is meant by the term 'functions of education'?** One mark for partial definition, *e.g. what education does*. Two marks for clear definition, *e.g. the ways that education contributes to the smooth running of society.*	**2**
2(b)	**Describe two ways that setting and streaming can affect a student.** 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). **Possible answers:** • the set/stream a student is placed into can determine their peer group • i.e. anti or pro school; • the higher set/stream a student is put into, the more likely they are to do well academically which will then affect job opportunities; • the halo effect – by being placed into a higher set/stream the student lives up to this positive label and achieves highly; • the self-fulfilling prophecy – by being placed into a lower set/stream the student lives up to this negative label and does not achieve well in school; • sometimes the set/stream determines the quality of the teacher allocated to that group; • sometimes the set/stream a student is in determines the resources/equipment available – the higher sets typically have access to the better resources; • other reasonable response.	**4**

Question	Answer	Marks
2(c)	**Explain how the education system can lead to social mobility.** It is likely that candidates will refer to upward social mobility in their responses, however downward social mobility i.e. through lack of qualifications should also be credited. **Possible answers:** • functionalists believe that education is a meritocracy and those that work hard will be duly rewarded i.e. increased life chances; • doing well in education means that you can access the best universities and thus achieve the higher jobs in society; • not doing well in education decreases life chances and can lead to downward social mobility; • education provides people with the skills and knowledge necessary to do well in life which can allow them to move from one social class to another; • for some girls education can provide a path out of domesticity and lead to a successful career; • some types of schools get better results than others i.e. private schools • attending a school like this i.e. a working class student on a scholarship to a private school is likely to achieve upward social mobility; • private schools allow opportunities for networking and contacts which can lead to social mobility – social capital; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of how the education system leads to social mobility e.g. '*getting qualifications means you can do well in life*. 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 marks]** A clear and accurate explanation, showing good sociological knowledge and understanding of how the education system leads to social mobility. Sociological terms and concepts should be expected e.g. '*In a meritocracy doing well at school leads to increased opportunities in life'.* 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.	**6**

Question	Answer	Marks
2(d)	**Explain why those from the upper and middle social classes tend to do better in education than those from the working class.** **Possible answers:** • the upper and middle classes have more economic capital and can therefore buy equipment and resources that will aid their education; • the upper and middle classes are more likely to attend private schools where class sizes are smaller, resources are plentiful and results are better; • the upper and middle classes have more cultural capital meaning their children have a head start in education in terms of already having an understanding of activities such as reading, theatre and classical music; • linguistic codes – the upper and middle classes are more likely to use the elaborate code at home which is also the language of school; • upper and middle class parents typically value education more than the lower social classes and thus push their children to do well; • the working class may value immediate gratification compared to the upper and middle classes valuing deferred gratification – this is likely to affect educational achievement; • students in the working class are more likely to join an anti-school sub-culture whereas those in the upper and middle classes are more likely to be pro-school; other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why those in the upper and middle classes tend to do better in education. Responses may be short and undeveloped, e.g. *'they have more money'* stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding of why those in the upper and middle social classes do better in education. Responses may be underdeveloped and lacking in range. e.g. '*the higher social classes do better in education because of increased parental expectations that value doing well' 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.	**8**

Question	Answer	Marks
2(d)	**Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why those in the upper and middle social classes do better in education and will be well developed and explained. e.g. '*The higher social classes do well in education because they possess high levels of cultural and economic capital. They speak using the elaborate code at both home and school and so can easily access the curriculum and be perceived by teachers as 'good' students. Similarly, parents are more likely to attend parents evenings and check on their child's progress.*' 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.	
2(e)	**To what extent are cultural factors the most important influence on educational achievement?** **Possible answers:** For: • in some cultures males/females are valued higher than others and this will determine how long they are able to stay at school for and thus how well they achieve; • religion and/or family background can be a big influence on educational achievement; • cultural capital/deprivation – being surrounded at home by books, being taken to the theatre, visiting museums etc. all makes this easier to understand and relate to in school; • the need for immediate gratification amongst some cultures may lead to underachievement at school; • the language at home may not be the same as that used in the school • i.e. English as a second language. This may affect educational achievement; • an absence of successful role models in the family who benefited from and stayed in education may contribute to some people seeing education as unimportant; • whether parents value education or not is seen to be a crucial factor in determining how well a child achieves; • the use of the elaborate code at home in some cultures gives children from those backgrounds an advantage in education as this is the language of the middle class school; • some ethnic cultures do better than others in education i.e. Chinese students typically do very well; • other reasonable response.	**15**

Question	Answer	Marks
2(e)	Against: • material factors are more important i.e. buying supporting resources, private tutors etc.; • type of school attended can be vital in determining educational achievement i.e. private/grammar schools get the best results; • gender may be more important than culture in determining educational achievement i.e. in UK girls outperform boys; • the peer group of the child is vital in determining educational success and may lead to the formation of a pro/anti school subculture; • the set/stream the student is in at school often plays a large part in deciding educational success due to the halo effect/self-fulfilling prophecy; • teacher labelling – will affect how bright the teacher thinks a student is and therefore their achievement levels; • it is the curriculum that determines educational achievement i.e. hidden curriculum/ethnocentric curriculum; • personal circumstances may affect educational achievement i.e. young carers etc.; • it is hard work and effort that determines educational achievement - meritocracy; • it is a person's IQ/genetic factors that determine educational achievement; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the extent to which cultural factors influence educational achievement. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. '*some cultures think education is more important than others'.* 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. *cultural factors are those things to do with home and the community,* in the question.	

Question	Answer	Marks
2(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the extent to which cultural factors influence 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. 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. '*How much a family values education will determine the levels of educational success'* 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 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which cultural factors influence 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. Candidates may say that e.g. *despite cultural factors clearly being relevant in determining levels of educational achievement, it cannot be denied that material factors are also important. Money allows families to buy personal tutors and revision resources to boost student grades.* 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 marks]** Answers in this band will show excellent knowledge and understanding of the extent to which cultural factors influence 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 cultural factors influencing educational achievement, citing some of the examples given.	

Question	Answer	Marks
According to official figures, crime rates vary between different social groups. Juvenile delinquency, for example, is particularly common among working class males. Some sociologists believe that this is due to the social pressures on males to prove their masculinity.		
3(a)	**What is meant by the term 'juvenile delinquency'?** One mark for partial definition, *e.g. young criminals*. Two marks for clear definition, *e.g. deviant acts by young people that would be viewed as crimes if they were adults.*	**2**
3(b)	**Describe <u>two</u> reasons why crime rates for older people are low.** **Possible answers:** • older people may have more to lose i.e. employment, housing, family etc.; • older people are less susceptible to peer pressure than young people looking to increase their status; • older people are rarely represented as criminal role models in the media, unlike younger people i.e. music videos and gang culture; • a lot of people 'grow out of crime', it is merely a phase in their lives when they are younger Matza and drift theory; • older people are less likely to be targeted and stereotyped as criminals by the police; • the courts are unlikely to picture older people as typical criminals and therefore may be more likely to find them not guilty; • 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).	**4**

Question	Answer	Marks
3(c)	**Explain how surveillance can be used to target people to prevent crime.** Surveillance could be considered in terms of formal agents i.e. the police or informal agents i.e. neighbourhood/community watch schemes. Similarly, specific examples of surveillance may be referred to or a more general approach to the reasons for using surveillance i.e. deterrence may be taken. All are fine to credit. **Possible answers:** • computer surveillance i.e. monitoring the websites people visit, e-mails etc.; • telephone surveillance – monitoring people's phone calls and communication; • surveillance cameras i.e. CCTV in the streets, identity card systems etc. to keep an eye on people; • using social media contacts to track and monitor connections between people; • electronic tagging of people; • covert surveillance i.e. undercover police officers infiltrating groups and people under suspicion; • physical surveillance by eye – neighbourhood watch, for example, looking out for suspicious people; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of how surveillance can be used to prevent crime and may talk about e.g. '*spying on people'*. 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 marks]** A clear and accurate explanation, showing good sociological knowledge and understanding of the ways surveillance can be used to prevent crime. Sociological terms and concepts should be expected e.g. '*Electronic surveillance of people's internet and social media usage is increasingly common in the digital world and allows the authorities to track people's digital footprint and thus monitor behaviour in order to prevent crime'.* 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.	**6**

Question	Answer	Marks
3(d)	**Explain why Marxists think we have crime and deviance in society.** The Marxist explanations of crime and deviance may refer to structural inequalities in terms of pay and status under capitalism or to more recent versions of Marxist theory that combine insights from traditional Marxism with labelling theory (i.e. Neo Marxism). **Possible answers:** • Marxists believe laws are made by the state in order to protect the interests of the ruling class and that therefore the working class are criminalised by those in positions of power; • relative deprivation is commonplace in a capitalist system and is thought by Marxists to explain criminal and deviant behaviour as poorer people perceive it as unfair that others in society have more than they do which breeds resentment; • marginalisation – poorer people in society are thought by Marxists to have no outlet through which to portray their anger and frustrations at the unfair society they live in which can lead to protests via rioting and looting; • it is typically powerless social groups in society who are targeted by middle class institutions such as the police – high stop and search rates for some ethnic minorities, for example; • material deprivation – poverty and a lack of money can help to explain many crimes committed for financial gain; • crime as a reaction to the oppression and exploitation experienced by the lower social classes in capitalist societies; • crime and deviance may be committed as resistance to the structural inequalities in society i.e. youth sub-cultures; other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why Marxists think we have crime and deviance. A tendency to description is likely. Responses may be short and undeveloped, e.g. '*because people are poor*' 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.	**8**

Question	Answer	Marks
3(d)	**Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding of why Marxists think we have crime and deviance. Responses may be underdeveloped and lacking in range. e.g. '*Marxists believe crime and deviance are often reactions to the inequalities experienced by poorer people in society' etc.* At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/ explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why Marxists think we have crime and deviance in society and will be well developed and explained. e.g. '*Exploitation and structural inequalities are inherent features of capitalist society and breed anger and resentment in the working classes. This can lead to crime and deviance both for financial gain due to relative deprivation and to express their dissatisfaction with the system'.* 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.	
3(e)	**To what extent is criminal behaviour a way for males to prove their masculinity?** Candidates may focus on criminal behaviour generally in their answer or discuss specific criminal acts in order to evidence their points. **Possible answers:** For: • the most dominant form of masculinity valued in most societies is hegemonic masculinity and therefore males are encouraged from an early age to be strong, not show emotion, be competitive and to use violence to solve problems. Much of this behaviour is akin to criminality; • through the socialisation process boys learn how important it is to be perceived as masculine by others – committing acts of crime can be one way to prove this; • males may be labelled as effeminate or gay if they do not conform to society's expectations of masculinity and could then be subject to negative sanctions – one way to try and avoid this is to commit acts of criminality; • feminists believe that many acts of crime against women i.e. physical and sexual abuse, are means through which males are able to assert and prove their masculinity;	**15**

Question	Answer	Marks
3(e)	• rites of passage and initiation ceremonies that are commonplace in most gangs involve high levels of violence and are typically committed by males who must prove their masculinity to others; • lower levels of informal social control for males than females means they have more opportunities to be criminal and so to prove their masculinity; • other reasonable response. Against: • if all males were subject to the need to prove their masculinity then all males would commit crime – the majority of males, however, are law abiding; • Marxist explanations involving ideas about relative deprivation, exploitation and structural inequalities may be more useful in terms of explaining crime and deviance; • labelling theory's ideas such as police targeting and stereotyping leading to a self-fulfilling prophecy may be more useful for explaining why people commit crime; • poor or inadequate socialisation (New Right perspective) may better explain crime and deviance than pressures to be masculine; • masculinity cannot explain the crimes committed by females; • cybercrimes and other white collar crimes are difficult to link to notions of masculinity; • a lot of crime is committed for fun/thrill seeking behaviour – Postmodernism; • many crimes are committed because the perpetrator has had the opportunity i.e. fraud, nothing to do with masculinity; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the extent to which committing crimes allows males to prove their masculinity. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *Men commit crimes of violence to show that they are tough. Gang crime is a good example of crimes committed by males to look masculine.* 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. *masculinity refers to the attitudes and behaviour associated with being a man,* in the question.	

Question	Answer	Marks
3(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the extent to which committing crimes allows males to prove their masculinity. 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. *Men use crime as a way to prove they are real men and to avoid being referred to as feminine. Males are socialised to be unemotional and physically strong and so criminal behaviour is just an extension of these learnt norms* 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 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which committing crimes allows males to prove their masculinity. 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 crimes being committed by males in order to prove their masculinity; this is not true for them all and cannot explain the offending rates of females.* 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 marks]** Answers in this band will show excellent knowledge and understanding of the extent to which committing crimes allows males to prove their masculinity. 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 crime being linked to masculinity, citing some of the examples given.	

Question	Answer	Marks
In the global world we now live in there is a vast choice of media content available for audiences. Narrowcasting is now the norm and therefore different social groups and individuals use the media in different ways. For many, this means that new media are now used more regularly than traditional media.		
4(a)	**What is meant by the term 'narrowcasting'?** One mark for partial definition, *e.g. a small audience*. Two marks for clear definition, *e.g. transmitting the media to a small/specialist/niche audience.*	**2**
4(b)	**Describe <u>two</u> ways that the upper and middle social classes use the media differently to the working class.** Candidates may respond to the question in a general way or may refer to specific examples in the response. Either way is fine to credit. **Possible answers:** • newspapers – higher social classes are stereotypically thought to consume broadsheets whilst lower social classes consume the tabloids/magazines; • TV – mainstream, mass appeal channels and programmes are more frequently watched by the lower classes while the higher classes are more likely to consume more niche programming; • working class families are more likely to pay for satellite/cable TV; • digital divide – financial restrictions mean that higher social classes are more likely to have internet access than the lower social classes; • mainstream pop radio stations are more likely to be consumed by the working classes and classical radio stations by the higher social classes; • Hollywood blockbusters are more likely to be consumed by the lower social classes and subtitled/independent/foreign films are more likely to be consumed by the higher social classes; • higher social classes will typically consume high culture whereas the working class are more likely to consume popular culture products; • 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).	**4**

Question	Answer	Marks
4(c)	**Explain how the media create moral panics in society.** Moral panic – when a social group are represented in an exaggerated and sensationalised way that results in mass public concern e.g. the mods and the rockers. **Possible answers:** • a social group is represented by the media in a negative, exaggerated and sensationalised way; • some social groups, typically those with little power in society, are stigmatised by the media and turned into folk devils; • by reporting on a group of people or an event the media actually make the problem worse than it was originally through copycat behaviour and self-fulfilling prophecy; • the public insist that action is taken against the deviant groups represented in the media, putting pressure on the police and courts; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of how the media create moral panics and may talk about e.g. '*exaggerated reporting'*. 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 marks]** A clear and accurate explanation, showing good sociological knowledge and understanding of how the media create moral panics. Sociological terms and concepts should be expected e.g. '*Moral panics are created through biased reporting in the media that portrays some social groups negatively as folk devils and causing the public to demand action be taken against them.'* 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.	**6**

Question	Answer	Marks
4(d)	**Explain why some sociologists believe it is no longer possible to control the content of new media.** When discussing 'new media' it is expected that candidates will engage with digital media and the internet. Specific examples may be referred to. **Possible answers:** • new media are global and therefore it would be very difficult for one media company to control the content of the media all over the world; • new media consumers are today producing and uploading their own media products via the internet – this is impossible to control; • convergence in new media means that new media can be consumed on several different platforms – thus it becomes increasingly difficult to monitor and control; • citizen journalism means that much new media is created by the audience rather than a media corporation – this makes it impossible to control content; • the internet makes new media products immediately available to an audience and thus the proliferation of things available for consumption means that control of content is impossible; • the ease of streaming new media online means that as one illegal site is shut down many more open or sites simply change their online name • there is just too much media internet content to effectively control; • bypassing censorship regulations is easier with new media and the internet and is virtually impossible to control; • the rise of the 'dark net' containing images of sexual/child abuse etc. demonstrates how difficult it is to control new media; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why it is impossible to control new media. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'because of the internet'* 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.	**8**

Question	Answer	Marks
4(d)	**Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding of why it is impossible to control new media. Responses may be underdeveloped and lacking in range. e.g. '*Because today there are so many new media products available to the audience this makes control of the content extremely difficult.*' *etc.* At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/ explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why it is impossible to control new media e.g. *'In the digital media world there are more new media products available for the audience to choose from than ever before. Some of these are created by large media conglomerates but many are uploaded by the audience themselves. The sheer quantity in a global context alongside the immediacy of the internet means that effective monitoring and control of new media content is not feasible.'* 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.	
4(e)	**To what extent are new media more popular with audiences than traditional media in modern industrial societies?** New media refers to media technologies that are usually digital and interactive. Traditional media is older forms of media such as print, radio and film with little, if any, interactivity. **Possible answers:** For: • globalisation – the new media is global and therefore allows the audience access to products and services from across the globe via the internet; • new media are particularly popular with young people i.e. social media; interactivity – new media allows the audience to have a say in the media and to determine content and style; • new media allows the consumer to also be a producer – media products can be uploaded to the internet i.e. YouTube; • new media can be consumed on-demand and therefore increases flexibility and choice for the user; • new media can be consumed across multiple platforms meaning that different audience members can access and use it to suit their own needs;	**15**

Question	Answer	Marks
4(e)	• traditional media products can now be found within the new media i.e. via catch up TV/internet streaming etc.; • convergence is the norm for new media i.e. with a smartphone multiple functions through one device are possible; • the rise of the 'silver surfer' shows the increasing popularity of new media with educational courses to support their needs often available; • other reasonable response. Against: • there is a digital divide when it comes to new media – the older generation and traditional communities do not engage widely with new media and for them the traditional media remains more popular; • the new media industry is not fully embedded within all countries and there are restrictions based on its cost and accessibility to consider in modern industrial societies; • traditional media continues to maintain a strong presence in the media world and sits alongside the new media products to ensure that there is something for everyone; • the cinema industry remains strong and continues to draw in large numbers of consumers despite the competition from new media products such as movie streaming; • traditional media can survive in the digital world by adapting to new technologies – for example, newspapers are still published in their print form whilst also being readily available online; • not everybody can afford new media meaning that traditional media products and content remain popular; • a digital divide exists, meaning that for a lot of older people traditional media is more popular than new media; • there has been a return to ''retro' products of the past meaning that traditional media are still preferred by many i.e. the resurgence in popularity of vinyl records; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the extent to which new media has become more popular. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. E.g. *Most people today use social media to keep in touch. You can watch TV shows that you miss on catch up services.* 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. *new media is found on the internet,* in the question.	

Question	Answer	Marks
4(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the extent to which new media has become more popular. 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. *New media can be consumed in lots of different ways and on many different platforms* 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 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which new media has become more popular. 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 new media clearly being a normal part of today's media world, the traditional media still remains popular, particularly with the older generation.* 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 marks]** Answers in this band will show excellent knowledge and understanding of the extent to which new media has become more popular. 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 the new media being more popular than the traditional media today, citing some of the examples given.	