Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SOCIOLOGY **0495/21**

Paper 2 **May/June 2018**

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1(a)	**What is meant by the term 'serial monogamy'?** One mark for partial definition, e.g. *getting divorced and remarried.* Two marks for clear definition, e.g. *a person has more than one marriage partner in their lifetime but is only ever married to one person at a time.*	**2**
1(b)	**Describe <u>two</u> different types of family.** There are many different types of families that could be referred to by candidates. This list is just a guide and other correct family types should be credited. **Possible answers:** • nuclear family – an adult male and female living together with dependent children; • extended family – a nuclear family living with other relatives e.g. grandparents (vertical) or aunts and uncles (horizontal); • single parent family – one parent and their dependent children living together; • reconstituted family – a new family created by remarriage after a divorce or a death i.e. step families; • 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
1(c)	**Explain how feminists view nuclear families.** **Possible answers:** • feminists see the nuclear family as a patriarchal institution that benefits men; • nuclear families reinforce traditional gender roles where the male is the breadwinner and the female the housewife resulting in a more privileged position for the man; • nuclear families result in women performing a triple shift – having to go to work, look after the house and provide emotional support for the family. Men do not have to do this; • nuclear families allow men to make the important decisions and so to have more power and status; • girls and boys are believed to be socialised differently in the nuclear family through processes such as manipulation and canalisation (Ann Oakley) resulting in different and unequal gender roles in later life; • feminists believe there are different measures of social control in nuclear families for girls and boys meaning that boys are given more freedom and opportunities; • some feminists see the nuclear family as a 'pressure cooker' that has to cope with male frustrations in the workplace – this may lead to domestic abuse and the dark side of the family; • 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 Feminists view the nuclear family and may talk about e.g. *the nuclear family is bad for women*. 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 of how Feminists view the nuclear family. Sociological terms and concepts should be expected e.g. *Feminists believe the nuclear family is patriarchal as it oppresses and exploits women through, for example, the triple shift.* 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
1(d)	**Explain why longer life expectancy can have negative consequences for the nuclear family.** **Possible answers:** • financial pressures – having to look after elderly relatives for a long time brings monetary strains and worries to the nuclear family; • there may be a greater burden for adult children who have to look after their ageing parents in a nuclear family with no support from extended family members; • if the elderly relatives cannot be looked after in the home then there will be both financial and emotional stresses involved in placing them into residential care homes, etc.; • if people are living longer then they have an increasingly long period of time to finance after retirement – will savings and pensions be enough to do this? If not then increased stress and pressure for the nuclear family; • greater levels of loneliness and depression amongst an ageing population who may feel isolated from their families and society – members of the nuclear family feel guilty over this; • longer life expectancy may mean some nuclear families having to consider a return to the extended family (where different generations of the same family live together) – this will bring with it issues involving space, care, privacy and money; • the sandwich/pivot generation – women in the nuclear family may feel pressure to look after both the young and old; • lack of space and time in the nuclear family means that having to also consider the needs of elderly relatives may not be possible; • 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 there may be negative consequences for the nuclear family of longer life expectancy. A tendency to description is likely. Responses may be short and undeveloped, e.g. *Old people will need looking after* 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
1(d)	**Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding of why there may be negative consequences for the nuclear family of longer life expectancy. Responses may be underdeveloped and lacking in range, e.g. *An ageing population may be a burden to the nuclear families that have to look after them.* OR *With people living longer, there will be financial pressures involved for the nuclear family as the elderly relatives will be retired*, 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 there may be negative consequences for the nuclear family of longer life expectancy and will be well developed and explained, e.g. *Families will find an ageing population difficult to deal with because the duty of care will have to fall either to the state or the adult children. With the privatisation of the nuclear family, homes and expectations are not set up for extended family living which may need to be accommodated. This is likely to increase levels of stress for the family.* 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.	**8**

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Question	Answer	Marks
1(e)	**To what extent are alternatives to the family making marriage less important?** Candidates should be clear what is meant by 'alternatives to the family' and discuss how the existence of these has affected the importance of marriage (e.g. communes, singlehood, friends as family, etc.). They could also consider arguments that marriage still remains important for individuals and/or society. Alternatively they may argue that it is other factors, not alternatives to the family, that have made marriage less important e.g. media. **Possible answers:** FOR: • marriage rates are falling whilst levels of divorce are high suggesting that marriage is no longer seen as important; • secularisation means that marriage is no longer as valued or as expected; • the existence of communes may suggest that marriage is less important as this is where groups of individuals choose to live together in a community; • in many modern industrial societies there is growth in the number of one-person households i.e. singlehood. This may show how this lifestyle choice is reducing the importance of marriage; • in post-modern societies people have much more choice over how to live their lives meaning marriage is just one of many choices available to them; • there has been an increase in the number of households made up of non-related individuals i.e. the idea of 'friends as family' and shared households. This may suggest a decline in the importance of marriage; • cross-cultural examples such as tribes show how marriage is not the norm everywhere e.g. The Nayar tribe; • other reasonable response.	**15**

Question	Answer	Marks
1(e)	AGAINST: • whilst first marriage rates may have dropped, remarriages are frequently seen showing how marriage remains important; • divorce rates may be high but often this leads to 'serial monogamy' demonstrating that marriage is still considered important; • in religious societies and communities marriage remains highly valued and a social norm – alternatives to the family aren't allowed in some societies; • agencies of socialisation still typically teach that marriage is the norm; • many alternatives to marriage i.e. cohabitation are not life-long choices meaning that they are often the step before marriage takes place; • in post-modern societies characterised by diversity, marriage can sit alongside other alternatives as a choice that people can make – this doesn't mean it isn't important; • legal changes to the institution of marriage are happening in many modern industrial societies meaning that marriage is available to and wanted by more people i.e. homosexual marriages; • it isn't alternatives to the family that is making marriage less important but other social factors instead i.e. media influences; • it may be a fear of marriage that is putting people off i.e. it is too expensive today; • 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 alternatives to the family are reducing the importance of marriage. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *A lot of people choose not to get married anymore.* 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 in the question, e.g. *marriage is the legal binding of two people together*.	**15**

Question	Answer	Marks
1(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the extent to which alternatives to the family are reducing the importance of marriage. 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. *A lot of people choose to live with their friends when they become adults and do not get married. OR In some societies there are things called communes where everyone lives together instead of getting married*, 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 alternatives to the family are reducing the importance of marriage. 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 more diversity and choice in society over how people live their lives, marriage is still highly valued.* OR *Increased rates of divorce and secularisation may indicate a decline in the importance of marriage but alternatives to it such as cohabitation and singlehood are often just phases in a person's life rather than a life-long choice.* 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 alternatives to the family are reducing the importance of marriage. 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 alternatives to the family are reducing the importance of marriage, citing some of the examples given.	**15**

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Question	Answer	Marks
2(a)	**What is meant by the term 'social control'?** One mark for partial definition, e.g. *doing what someone else wants you to.* Two marks for clear definition, e.g. *the process of persuading or forcing individuals to conform to norms and values*.	**2**
2(b)	**Describe <u>two</u> features of the comprehensive system.** **Possible answers:** • schools that take pupils of all different backgrounds, classes and status; • schools that take pupils of all different abilities; • it is open to everyone – inclusive education, not selective; • based on principles of meritocracy in order to create equal opportunities in society (Functionalism); • children from a local area would all go to school together (different ethnicities/social classes, etc.) and so promote tolerance by breaking down social barriers; • often characterised by mixed ability teaching; • 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
2(c)	**Explain how schools ensure that pupils conform to social expectations.** **Possible answers:** • through socialisation in schools – pupils learn to accept authority and do as they are told; • through formal social control in schools such as detentions, isolation, exclusion, etc.; • through informal social control in schools such as teacher reprimands, warnings, peer pressure, etc.; • through the hidden curriculum – certain norms, values and beliefs are transmitted as normal and thus encourage children to conform to these; • through positive sanctions/rewards – children learn that if they conform they will be praised; • through negative sanctions/punishments – children learn that they will be punished if they don't conform; • through power and authority – students are expected to conform to the rules of those in a higher status; • 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 schools ensure that pupils conform to social expectations and may talk about e.g. *Children get punished if they don't do what they're told*. 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 schools ensure that pupils conform to social expectations. Sociological terms and concepts should be expected e.g. *Positive and negative sanctions can both be used by schools to promote conformity. Punishments can be used to shown the negative consequences of not doing what you're told whereas rewards and praise can be used to encourage compliance and future conformity.* 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**

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Question	Answer	Marks
2(d)	**Explain why there are differences in the educational achievement of upper and working class students.** **Possible answers:** • private education is available to the upper class where results are typically better – working class cannot afford this; • private education results in better qualifications than state schools due to smaller class sizes, better facilities and more resources than state schools; • the working class may experience material deprivation so they can't afford such things as private tutoring, internet, revision guides, etc.; • the working class student may be from a family that is not financially able to support them through Higher Education and students may therefore limit their ambitions and aspirations; • working class families may have a poorer diet than the upper class which is thought to affect concentration levels; • the working class student may live in overcrowded conditions that do not offer a quiet place to work and study; • working class students may be labelled as failures by their teachers and thus perform a self-fulfilling prophecy; • the culture of the working class home may not value education to the same degree that the upper class one does and this may affect educational achievement; • the upper class may possess cultural capital which makes educational success easier to achieve; • the language codes of the upper class are likely to match the elaborated codes used in schools and examinations and thus make success easier; • 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 there are differences in the educational achievement of the upper and working class. A tendency to description is likely. Responses may be short and undeveloped, e.g. *Upper class students go to better schools,* 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 there are differences in the educational achievement of the upper and working classes. Responses may be underdeveloped and lacking in range, e.g. *The upper class are more likely to go to private school where qualifications are better than state schools because of the better facilities and smaller class sizes*, 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 there are differences in the educational achievement of the upper and working classes and will be well developed and explained, e.g. *The upper classes possess more cultural capital than the working class meaning that school and educational success is easier for them to access. They use the same linguistic elaborated codes as their teachers and therefore can access textbooks and examinations easier than the working class.* Candidates may then expand on the explanation of this and other factors. 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.	**8**

Question	Answer	Marks
2(e)	**To what extent does education maintain social stratification?** SOCIAL STRATIFICATION – the different levels into which societies are divided based on differences such as wealth, gender, ethnicity, class, power and status. Candidates may discuss this as social inequalities. **Possible answers:** FOR: • private education offers elite privileges to those who can afford to go there and so maintains social stratification; • private tutoring offers benefits and privileges for those able to afford it, resulting in better chances of educational success; • through practices such as the hidden curriculum, inequalities in society are reproduced and maintained in education i.e. gender roles; • in some societies males are prioritised over females in education which means social stratification continues; • many sociologists believe institutional racism is present in education which causes ethnic majority pupils to do better than ethnic minorities and so social stratification continues; • material factors mean that those from the higher classes tend to do better in education – these qualifications allow them to access the better jobs in society and so maintains the status quo; • cultural factors and cultural capital mean that those from the higher social classes and the ethnic majority are likely to be more successful in education as they feel at home in the institution – this maintains social stratification; • linguistic factors such as the use of elaborated code by the higher social classes/majority ethnic group means that they find the language of education easy to understand and use therefore they are more likely to be successful – this maintains social stratification; • the key trend in educational success is that those from the higher social classes/majority ethnic group do better in education – this ensures that their privileged position in the social hierarchy is maintained; • teacher stereotyping and labelling in the classroom is thought to lead to minority ethnic groups/working class pupils doing least well in the system – this maintains the social stratification system in society as little social mobility occurs; • functionalists believe that the positions people hold in the social stratification system are fair and just and thus education helps to place people in the correct position; • other reasonable response.	**15**

Question	Answer	Marks
2(e)	AGAINST: • comprehensive education offers equal opportunities to all students to be successful – this means that social mobility is both possible and probable; • functionalists believe that we live in a meritocracy so the ability to improve a person's life chances is available through educational success – this can then alter a person's position in the social stratification system; • Marxists believe that the social stratification system is maintained by the system of capitalism not just education; • feminists believe that the social stratification system is maintained by the system of patriarchy not just education; • equal opportunity programmes in schools means that there are many chances for all students to do well and challenge their position in the social stratification system e.g. girls into STEM, etc.; • compensatory education attempts to alter the social stratification system be offering positive discrimination to disadvantaged social groups e.g. ethnic minority pupils; • education can be seen to challenge rather than maintain the social stratification system through the opportunities that it offers students; • positive role models exist in education for those groups of students who are not placed highly in the social stratification system i.e. female, working class and/or ethnic minority teachers; • 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 whether education maintains social stratification. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *If you buy an education you will get the best results* OR *The most powerful people do best in education.* 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 in the question, e.g. *social stratification means dividing people up*.	**15**

Question	Answer	Marks
2(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of whether education maintains social stratification. 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. *Private schools get the best results so people that go there also get the best jobs* OR *Males are prioritised in education in some cultures so this gives them advantages in society*, 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 whether education maintains social stratification. 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 those from the most privileged backgrounds continuing to do the best in education, many opportunities exist for disadvantaged groups to be successful in increasingly meritocratic societies – such as scholarships, positive discrimination, compensatory education* 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 marks]** Answers in this band will show excellent knowledge and understanding of whether education maintains social stratification. 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 education maintaining social stratification, citing some of the examples given.	**15**

Question	Answer	Marks
3(a)	**What is meant by the term 'white-collar crime'?** One mark for partial definition, e.g. *fraud* examples of white collar crimes with no definition should be classed as 'partial'. Two marks for clear definition, e.g. *non-violent crime committed by people in the course of their (middle class) jobs.*	**2**
3(b)	**Describe <u>two</u> deterrents to crime.** **Possible answers:** • physical/corporal punishment – preventing crime through the threat of physical harm; • the death penalty – the ultimate sanction/fear factor; • the penal system (prisons) – loss of liberty will prevent crime; • community service – forcing people to give back to the community they have harmed will deter them from crime; • monetary penalties e.g. fines – a financial loss will make people think twice; • demonisation and identification through the media i.e. 'name and shame'; • rehabilitation – making the offender change their attitudes and behaviour in order to prevent future crimes; • informal social control e.g. family influences and socialisation, religious teachings, losing your job, losing your children, etc.; • negative sanctions (can be formal or informal) that punish you if you do not act in a socially approved way i.e. are criminal; • 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 victim surveys can be used to measure crime.** VICTIM SURVEY – research that asks people what crimes they have been victims of. Candidates may refer to local and/or national victim surveys in their response or may talk about victim surveys more generally. Specific examples may also be discussed e.g. BCS, CSEW, feminist victim surveys (e.g. Campbell), Left realist victim surveys (e.g. Young). **Possible answers:** • respondents are likely to be willing to report to researchers crimes that they have been a victim of but haven't necessarily reported to the police; • they ask people what crimes they have been a victim of; • they can be used to uncover more of the hidden figure of crime as they include those crimes not reported to/recorded by the police; • victim surveys can show new patterns in crime based on more valid information than the OCS e.g. the BCS has discovered that young working class males in cities are the most likely to be crime victims; • victim surveys can be large scale and used to measure victimisation across a country e.g. the BCS; • victim surveys can be conducted on a local scale to uncover patterns and experiences of victimisation in a local area i.e. the Islington survey; • victim surveys are often anonymous and this encourages victims to be honest in their responses; • some victim surveys (typically local ones) use interview questions in order to gain a rapport with the victim to fully understand their feelings; • 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 victim surveys can be used to measure crime and may talk about e.g. *Showing the real picture of victimisation*. 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 victim surveys can be used to measure crime. Sociological terms and concepts should be expected e.g. *Victim surveys can reveal a more valid picture of crime than the OCS as they also include crimes that have not been reported to the police i.e. the dark figure of 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 the media can influence how people think about crime.** Candidates may discuss factual (e.g. news) media or fictional media (e.g. crime thrillers, films), etc. **Possible answers:** • most people have little direct contact with crime, therefore how the media represent it will determine how they think about it; • despite evidence to the contrary, most people believe crime is rising and is a serious problem – this view is said to come from the media; • the media create moral panics about crime and label some groups as folk devils – the audience believes this to be true so influences ideas about crime; • the media is global and heavily used by most people – this gives it a great deal of power over the way we think about crime/criminals; • media role models and/or opinion leaders often influence how the audience think i.e. about crime; • media show stereotypical representations of some social groups as criminal e.g. ethnic minorities, males, youth which causes people to think these people are most likely to be criminal; • media focuses typically on street and working class crime, ignoring white-collar crime and criminals – this influences how people think about the 'crime problem' and criminals; • 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 the media is thought to be influential in determining how we think about crime. A tendency to description is likely. Responses may be short and undeveloped, e.g. *The media is used a lot* 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 the media is thought to be influential in determining how we think about crime. Responses may be underdeveloped and lacking in range, e.g. *The media are an important source of knowledge for the audience and as most of us have little direct contact with crime, they become the primary source of information for us*, 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
3(d)	**Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why the media is thought to be influential in determining how we think about crime and will be well developed and explained, e.g. *The media create moral panics about crime in which a social group is portrayed as a folk devil and blamed for crime. That social group becomes stigmatised and the audience start to label them negatively as criminals*. 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.	**8**
3(e)	**To what extent does Marxist theory explain why some people commit crime?** Candidates should explain how Marxism explains why some people commit crime. Flaws in this theory could then be discussed alongside other explanations for why crime is committed in evaluation. **Possible answers:** FOR: • the working class are criminalised/labelled by the ruling class in order that they do not question the status quo i.e. to accept a false class consciousness; • laws are created to reflect the interests of the ruling class and therefore the crimes of the working class are more visible and more likely to be prosecuted; • the working class may rebel and resist against the perceived inequalities caused by capitalism and so turn to crime e.g. CCCS research into deviant youth sub-cultures; • because society is capitalist, inequalities are manifold and this can lead to material deprivation for some disadvantaged social groups, leading eventually to crime; • marginalisation – the working class do not really have organisations to protect their interests so they have no other outlet for their frustrations than violence and crime; • alienation – the working class may not feel like they are highly valued in society and may feel that they are exploited for their labour therefore turn to crime; • social exclusion – some lower class people are excluded from full participation in education, work and community life. As they are denied these opportunities for legitimate success, they turn to crime; • status frustration – the working class may commit crime because they have a low status in society and try to improve this through crime; • some members of the ruling class may commit crime because they know they are able to get away with it e.g. fraud; • other reasonable response.	**15**

Question	Answer	Marks
3(e)	AGAINST: • Marxist theory can be criticised on the grounds that some laws are clearly in everyone's interests and do not serve the interests of the ruling class; • perhaps inadequate socialisation is a better explanation for crime; • functionalist explanations for crime i.e. that crime reinforces common values in others, Merton's strain theory and Cohen's status frustration; • postmodernism – crime being committed as it is fun and exciting – edgework; • labelling theory – crime is committed because some social groups are labelled as criminal by the media and the police – can lead to deviancy amplification, master status and deviant careers; • crime is committed by males more than females as it is a way to prove their masculinity; • crime is committed due to peer pressure i.e. being in a gang/deviant sub-culture; • most members of the working class do not commit crime; • 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 how Marxism explains why some people commit crime. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *Poor people commit crime for money* OR *Crime is committed by the working class.* 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. *Marxism criticises capitalism,* in the question.	**15**

Question	Answer	Marks
3(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of how Marxism explains why some people commit crime. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely e.g. *Marxist theory believes working class people commit crime because they don't have enough money* OR *Marxism says that the powerful people make the laws*, 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 how Marxism explains why some people commit 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 say that e.g. *Despite relative deprivation probably being a reason for crime to be committed, poor socialisation at home may also be relevant.* 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 how Marxism explains why some people commit 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. 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 Marxist explanations for crime, citing some of the examples given.	**15**

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Question	Answer	Marks
4(a)	**What is meant by the term 'digital divide'?** One mark for partial definition, e.g. *not being able to use the internet.* Two marks for clear definition, e.g. *inequalities between different social groups in their access to/use of media and ICT.*	**2**
4(b)	**Describe <u>two</u> ways that disabled people are represented in the media.** Examples may be used by candidates to exemplify their points. This may be from their own cultural experiences of the media. **Possible answers:** • invisibility – disabled people are rarely seen in the media; • stereotyping – disabled people are represented in a generalised way which ignores individual differences; • binary opposites – disabled people are shown to be completely different to 'normal' people; • a burden on society and people; • incapable of fully participating in everyday life, helpless; • object of ridicule – audience encouraged to laugh at the character; • the object of pity – children in hospitals, people in nursing homes – infantilisation; • the monstrous freak or villain i.e. in the film industry; • the 'super-cripple' representation – heroically overcoming their disability e.g. in the news, Paralympics; • 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 advertising affects the audience.** **Possible answers:** • advertising promotes consumerism and encourages the audience to spend their money and buy goods; • advertising is often based on stereotypes so representing and reinforcing dominant ideologies e.g. female housewife, male provider, etc.; • advertising encourages and persuades the audience to buy or do something; • advertising may lead to 'pester power', whereby children pester their parents to buy them advertised material goods; • advertising informs audiences of new products and services and gives out information; • advertising can be seen as a kind of propaganda – it is all around us, on many different platforms, persuasive and impossible to ignore; • advertising encourages people to always be dissatisfied and to want more than they have, encouraging materialism; • advertising often portrays a successful Western lifestyle and culture thus posing a threat to traditional local cultures; • Marxists believe advertising is used by the ruling class to create false needs in the working class and thus to maintain capitalism; • feminists believe advertising is used by men to control women i.e. to put pressure on women to conform to unachievable ideals; • candidates may refer to media effects theories such as the hypodermic syringe model and talk about a direct and immediate effect of advertising on the audience; • 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 advertising affects the audience and may talk about e.g. *makes people want to buy stuff*. 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 advertising affects the audience. Sociological terms and concepts should be expected e.g. *Marxists believe that advertising is another tool of the ruling class that encourages consumerism and so maintains and supports capitalism.* 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 use of social media has made the news less biased.** BIAS – favouring one point of view over another; SOCIAL MEDIA – website and applications that enable users to create and share content or to participate in social networking. Candidates can refer to the news generally or to specific news platforms such as newspapers, TV, websites, etc. Similarly, social media maybe discussed generally or be referred to in specific cases i.e. Facebook, Twitter, etc. **Possible answers:** • pluralists say that the news contains several different opinions, the audience choose the news they want. This means there is content to suit everybody without having to be biased in favour of the dominant ideology/group; • social media allows the news to be independent, the diversity of views available negates the previous dominance of a single institution or individual • citizen journalism – social media means that the audience are making the news themselves – finding the stories and choosing the style/angle it will take; • interactivity – social media allows the audience to play an active role in the news making process. They no longer have to passively accept what they are told but instead can comment on/discuss issues online; • social media removes the need for news institutions to base their stories on preconceived news values, instead more informative stories can be covered; • social media ensures that the news the audience receives is global – this reduces issues of national bias; • there is no longer a news gatekeeper therefore agenda setting is lessened; • the internet and social media is far more difficult for the government to censor and control than traditional news so reducing state bias; • 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 social media has made the news less biased. A tendency to description is likely. Responses may be short and undeveloped, e.g. *You get lots of different opinions* 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 social media has made the news less biased. Responses may be underdeveloped and lacking in range, e.g. *Decisions about media content are no longer only made by the people who work in the media industry and so the views and opinions of various audience groups will come through instead resulting in more choice and less bias*, 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 social media has made the news less biased and will be well developed and explained, e.g. *One reason that the news may be less biased is because social media is interactive and so allows the audience to be both consumers and producers. A wide variety of ideologies can therefore be presented and commented on without the need to necessarily follow the "status quo". This, postmodernists believe, allows for greater diversity and less bias as a wider range of opinions are in the public sphere.* 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.	**8**

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Question	Answer	Marks
4(e)	**To what extent is the uses and gratifications model correct in explaining how the media affects its audience?** USES AND GRATIFICATIONS MODEL – how the audience use the media rather than how the media affects the audience. Candidates should discuss the ways that the UAG model is said to influence the audience. They may then criticise particular ideas within the model. They may also consider the idea that other models of media effects may better explain the media's influence on individuals. **Possible answers:** FOR: • the media is said to entertain the audience, used as a form of escapism; • the media is said to inform personal relationships by allowing audience members to identify with characters and actively discuss issues raised by the media product; • the media may effect personal identity – the audience compare themselves to the characters and issues in the media which then reinforces or challenges audience values and beliefs; • the media is often used as a source of information – we can find out about things that we do not directly experience first-hand – this may influence how we think about these things; • UAG approach believes the audience have the power to control how they use the media – if we don't like something we simply don't buy it or change the channel; • the media is a key agency of socialisation that teaches and reinforces norms and values of society but also allows the audience to reject these and consume alternative viewpoints instead; • media today is very diverse meaning there is a lot of choice available to the audience, particularly with digital platforms; • new media means there is increased variety of media output available for the audience alongside the ability for the audience to also be media producers – through interactivity and uploads, for example; • other reasonable response.	**15**

Question	Answer	Marks
4(e)	AGAINST: • the UAG model only considers the audience's use of the media, not the media messages that are sent out; • it fails to consider the idea that audiences may have been 'trained' by the media to have particular needs that the media then satisfies (learning to enjoy what is available) – Marxism; • UAG model fails to look at the context of the audience i.e. age, ethnicity, gender, etc. Different social groups may have more or less ability to use the media rather than be influenced by it; • hypodermic syringe model suggests that the media have direct and immediate influence on the audience – they have the power and control; • cultural effects explanations argue that the media do influence the audience over the long term and that this depends on social context and circumstances; • studies by the GUMG indicate that the media does influence public opinion i.e. in the strikes; • studies into voting patterns indicate that the media's representation and coverage does influence how the audience vote; • many studies into violence and the media show that this can affect violence in society and attitudes to violence in society; • Marxists argue that people are manipulated by the media i.e. they divert attention away from important issues that would challenge ruling class power; • the media is thought to create and reinforce stereotypes which then affects how people are treated and thought about in society; • moral panics indicate that the media does have the power to influence the audience; • 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 whether the UAG approach is correct in how it believes the media influences the audience. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *UAG says we all use the media in different ways.* 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. *the UAG approach says the audience control the media,* in the question.	**15**

Question	Answer	Marks
4(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of whether the UAG approach is correct in how it believes the media influences 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/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. *The UAG approach recognises that there are many ways the audience can use the media, such as for entertainment or for information*, 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 whether the UAG approach is correct in how it believes the media influences 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 say that e.g. *Despite the UAG approach clearly recognising the ability of the audience to choose what media they consume, it cannot be denied that the media can still influence people's viewpoints and beliefs – through stereotyping of particular social groups and voting decisions for example.* 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 whether the UAG approach is correct in how it believes the media influences 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. 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 UAG approach's beliefs about how the media influence the audience, citing some of the examples given.	**15**