CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2

0495 SOCIOLOGY

0495/22 Paper 2, maximum raw mark 60

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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Section A: The Family

1 One demographic trend in modern industrial societies is a trend in many of these societies is that women are starting having fewer children.

(a) What is meant by the term *ageing population*?

The average age of the population is rising, and there is a g
retirement age and a smaller proportion of young people.
A clear definition along these lines = 2 marks.
e.g. There is a growing proportion of the population over retirement age.
An incomplete definition showing some understanding = 1 mark.
e.g. There are more older people.

(b) Describe <u>two</u> reasons why women are starting families later in life. [4]

- Many women are spending time in education
- Influence of Feminist movement
- Women wanting to keep/enjoy their independence/have fun
- Less pressure on women today to have children, changing social attitudes
- More career opportunities for women
- Marrying later and getting established in a career before having children
- Advancement in health care
- Family planning
- Secularisation
- IVF
- More testing available therefore women feel safer having children at an older age
- Other reasonable response.

1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain the social consequences of women having fewer children. [6]

- More child centred families as parents have the time to provide more individual attention and care for their children
- Higher living standards
- Fewer children to support dependant elderly population – the state may therefore have to do this
- Society has an ageing population and the unequal ratio of workers and retired people places a burden on welfare state and workers
- Smaller families mean that the workforce is more geographically mobile which may be good for the economy but leads to the breakdown of the extended family.
- Consequently it is left up to the state to provide for the sick and elderly who previously were cared for by the extended family
- Fewer burdens on the welfare state in terms of child benefits and tax credits.
- Less money needed for state education, NHS etc.
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on ass generalisation, giving common-sense answers with little socio *Social consequences may be misunderstood or ignored and for example, on women having fewer children.*

Level 2 (4–6)
Clear and accurate sociological points will be made. At the l be sociological ideas without sociological language or a lack expect more than one point to be discussed using sociologi way.
(In most answers one point with explanation = 4 marks and three or more with explanation = 6 marks. Alternatively, two points with very good explanations could also gain 6 marks.)

(d) To what extent is an ageing population a problem for family life? [8]

For:
- More lone person households as partners die leaving their spouse alone
- If elderly relatives are poor their families may have to support them
- There may be emotional strain and overcrowding if elderly and possibly sick relatives move in.
- Extra work burden often falls on women who may have to give up work to look after elderly relatives.
- Also emotional strain and time spent visiting elderly parents if they stay in own home
- Older people occupy large family homes for longer, adding to housing shortage.
- Other reasonable response

Against:
- Elderly may help the extended family with childcare, finance and emotional support.
- Elderly pass on knowledge and advice to next generation
- Some agencies provide alternative care for the elderly
- Elderly looked after by the state and not the family
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may concentrate on one part of the question e.g. *ageing population* unrelated to *'a problem for family life'.*

Level 2 (4–6)
There will be some understanding of the relationship between an *ageing population* and '*a problem in family life'.* Answers are likely to contain sociological ideas without sociological language at the lower end of the band whereas at the top of the band there will be sociological language and well-reasoned explanations. Answers may be narrow or one-sided with little reference to alternative factors.
N.B. 6 marks can be used for an excellent one-sided answer.

Level 3 (7–8)
To reach this band there should be consideration of both sides of the argument using sociological language and concepts. For full marks, a judgement/conclusion should be made on the extent to which an *ageing population* is a *problem for family life* with an awareness of positive factors such as *help with childcare*.

2 The nuclear family is one example of a family type. Some s within nuclear families have become more equal in recent ye

(a) What is meant by the term *nuclear family*?

A mother, a father and at least one child living together.
A clear definition along these lines = 2 marks.
e. g. A family with two generations, of parents and children, li
An incomplete definition showing some understanding = 1 ma
e. g. A two generation family.

(b) Describe <u>two</u> ways in which women's roles within the family may have changed in recent years. [4]

- More women working outside the home acting as a breadwinner
- Sharing childcare and household tasks with men
- More equal relationship with men
- More involved in decision making
- Role reversal: wage earner and head of family e.g. single parent
- Other reasonable response.

1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why some sociologists think that the nuclear family is dysfunctional for some family members. [6]

- Isolated nuclear family due to the breakdown of extended family so lack support (privatised nuclear family)
- The *dark side* of family life i.e. domestic violence, abuse
- Inequalities within the family e.g. men benefit more than women from living in families
- Less emotional, financial and practical support from extended kin
- Other reasonable response

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. *'Dysfunctional'* may be misunderstood or ignored and answer may centre on *'nuclear family'* and/or *'family members'.*

Level 2 (4–6)
Clear and accurate sociological points will be made. At the lower end of the band there may be sociological ideas without sociological language or a lack of range. At the top of the band expect more than one point to be discussed using sociological language in a well-reasoned way.
(In most answers one point with explanation = 4 marks and three or more with explanation = 6 marks. Alternatively, two points with very good explanations could also gain 6 marks.)

(d) To what extent are family roles more equal than they wer

For:
- The symmetrical family
- Joint conjugal roles
- Shared decision making – could be between partners an
- Children's relationship with their parents is more equal
- Traditional roles v modern roles
- Female equality
- Diverse family forms may lead to greater equality i.e. gay
- New man/house-husband
- Other reasonable response

Against:
- Women still do most of the housework and childcare
- Triple shift for women
- Double burden for women
- Patriarchal families still common in many societies
- Male role in the family still often very limited
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may concentrate on one part of the question e.g. *family roles* unrelated to issues of *equality.*

Level 2 (4–6)
There will be some understanding of the relationship between *family roles* and *equality.* Answers are likely to contain sociological ideas without sociological language at the lower end of the band whereas at the top of the band there will be sociological language and well-reasoned explanations. Answers may be narrow or one-sided with little reference to alternative factors.
N.B. 6 marks can be used for an excellent one-sided answer.

Level 3 (7–8)
To reach this band there should be consideration of both sides of the argument using sociological language and concepts. For full marks, a judgement/conclusion should be made on the extent to which *family roles are more equal* with an awareness of *continuing inequalities.*

Section B: Education

3 The educational performance of pupils can be greatly infl Another important influence may be the community backgro

(a) What is meant by the term *peer group*?

A group of people usually of a similar age and status with wh
A clear definition along these lines = 2 marks.
e.g. *A group of people of similar age and status*.
An incomplete definition showing some understanding = 1 mark.
e.g. A *friendship group.*

(b) Describe <u>two</u> ways in which the peer group may have a positive influence on a pupil's educational performance. [4]

- Examples may include competition
- May encourage pupils to work hard in order to fit in with their peer group
- Peer groups may help each other out with homework and share their knowledge with members of the group
- Peer groups may encourage good social skills and help children to interact with others
- Other reasonable response.

1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain how language use can affect the educational performance of working class pupils. [6]

- Restricted and elaborated language codes of working class and middle class
- Middle class language used by teachers and schools
- For some working class pupils, education is not conducted in their first language
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. *'Language use'* may be misunderstood e.g. foul language/swearing, or ignored. Alternatively, the candidate may not focus fully on the *working class.* The answer may centre on just *'language use'* and/or the *'working class'.*

Level 2 (4–6)
Clear and accurate sociological points will be made. At the lower end of the band there may be sociological ideas without sociological language or a lack of range. At the top of the band expect more than one point to be discussed using sociological language in a well-reasoned way.
(In most answers one point with explanation = 4 marks and three or more with explanation = 6 marks. Alternatively, two points with very good explanations could also gain 6 marks.)

(d) To what extent is the community background of the educational performance?

For:
- Social class e.g. material condition and cultural backgro educational performance, either positively or negatively
- Ethnicity: some ethnic groups e.g. Chinese, place high work and encourage their children in the education sy Afro-Caribbean families may place less emphasis on edu
- Social conditions in which pupils live e.g. urban/rural diffe
- Poverty/deprivation may lead to poor educational performance for some
- Other reasonable response

Against:
- The middle class nature of schools is the main influence on educational performance
- Teacher labelling/stereotyping/self-fulfilling prophecy may be a bigger influence on educational performance
- The ethnocentric curriculum may influence educational performance
- Setting and streaming
- School factors
- Gender of the pupil as a big influence on educational performance
- Other reasonable response.

N.B. please be aware that candidates are likely to understand the concept of 'community' in different ways and some may therefore include family/material factors as either 'for' or 'against' the question. This is perfectly acceptable and should be credited either way, marked against the quality of the candidate's explanations and points.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may concentrate on one part of the question e.g. *educational performance* unrelated to issues of *community background*.

Level 2 (4–6)
There will be some understanding of the relationship between *community background* and *educational performance.* Answers are likely to contain sociological ideas without sociological language at the lower end of the band whereas at the top of the band there will be sociological language and well-reasoned explanations. Answers may be narrow or one-sided with little reference to alternative factors.
N.B. 6 marks can be used for an excellent one-sided answer

Level 3 (7–8)
To reach this band there should be consideration of both sides of the argument using sociological language and concepts. For full marks a judgement/conclusion should be made on the extent to which *community background is the main influence on educational performance* with an *awareness of the importance of other factors e.g. school.*

4 Schools play a major role in promoting the core values of so curriculum and the hidden curriculum. The influence of sc countered by the development of anti-school sub-cultures a

(a) What is meant by the term *official curriculum*?

e.g. The course of study and subjects required in state school
A clear definition along these lines = 2 marks.
The subjects that must be studied in schools.
An incomplete definition showing some understanding = 1 ma
e.g. The formal curriculum/compulsory subjects/subjects studied.

(b) Describe <u>two</u> ways in which the hidden curriculum may influence gender socialisation. [4]

- Differentiation between girls and boys e.g. different uniforms, discipline etc.
- Teachers' attitude and expectations of the two genders e.g. accept loud behaviour from boys, ask boys to help carry things etc.
- Different subject choice e.g. boys expected to do science, computer studies rather than girls perhaps studying communication subjects, cooking etc.
- Different career advice for boys and girls e.g. caring, fashion and beauty for girls
- Different sports for girls and boys e.g. only recently have UK schools encouraged football, cricket and rugby for girls
- Teacher language/verbal appellations – teachers may speak differently to girls and boys
- Other reasonable response.

1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why pupils from some social backgrounds are more likely than others to identify with anti-school sub-cultures. [6]

- Difference between culture of school and their own e.g. working class.
- Language and cultural differences e.g. some ethnic minorities.
- Working class students more likely to be in lower sets and streams and may seek status in anti-school subcultures
- Pupils from dysfunctional families may be more likely than others to join anti-school subcultures
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. *'Social background'* may be misunderstood or ignored. Alternatively, the candidate may not focus fully on *'anti-school sub-cultures'.* The answer may centre on just *'social background'* and/or *'anti-school sub-culture'.*

Level 2 (4–6)
Clear and accurate sociological points will be made. At the lower end of the band there may be sociological ideas without sociological language or a lack of range. At the top of the band expect more than one point to be discussed using sociological language in a well-reasoned way.
(In most answers one point with explanation = 4 marks and three or more with explanation = 6 marks. Alternatively, two points with very good explanations could also gain 6 marks.)

(d) To what extent are schools successful in promoting the c

For:
- The hidden curriculum
- School as an agency of secondary socialisation
- Social control of pupils in schools
- The teaching of values such as hard work, good behavio
- Other reasonable response.

Against:
- Anti-school sub-cultures
- Disaffected pupils
- Influence of class and family backgrounds
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may not fully understand the term *core values.*

Level 2 (4–6)
There will be some understanding of the relationship between *schools and the promotion of core values.* Answers are likely to contain sociological ideas without sociological language at the lower end of the band whereas at the top of the band there will be sociological language and well-reasoned explanations. Answers may be narrow or one-sided with little reference to alternative factors.
N.B. 6 marks can be used for an excellent one-sided answer.

Level 3 (7–8)
To reach this band there should be consideration of both sides of the argument using sociological language and concepts. For full marks a judgement/conclusion should be made on the extent to which *schools promote core values with an awareness of groups who do not conform and other relevant factors.*

Section C: Crime, Deviance and Social C

5 The police may have stereotypical views of some ethnic mi attitudes. This may be a factor influencing rates of recor minorities.

(a) What is meant by the term *stereotypical views*?

Over-simplified and often generalised views which do not allo
A clear definition along these lines = 2 marks.
e.g. Generalised/oversimplified views which do not allow for individual differences.
An incomplete definition showing some understanding = 1 mark.
e.g. Views which are prejudiced against people.

(b) Describe <u>two</u> social consequences of racist attitudes within police forces. [4]

- Ethnic minorities may feel alienated from police
- More arrests and charges among ethnic minorities
- Stop and search and harassment of ethnic minorities
- Less recruitment of ethnic minorities into the police
- Feeling of unfairness in ethnic minority groups
- Lack of help to police if crime committed in certain communities
- Racism may become institutionalised within police forces
- Racist attitudes held by some members of the police may lead to labelling/stereotyping/ discrimination
- Groups targeted by the police may create a self-fulfilling prophecy
- Other reasonable response.

1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why some ethnic minorities may appear to commit more crimes than other groups. [6]

- Police targeting may lead to ethnic minorities becoming victims of prejudice, police stereotyping, scapegoating and institutional racism
- Status frustration – lack of status in society may lead to some ethnic minorities committing more crime
- Poverty and unemployment may be high in some ethnic minority groups and so lead to them committing more crime
- The social class position of some ethnic minority groups may be low and thus be another reason for committing crime
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. *'Social consequences'* may be misunderstood or ignored. Alternatively, the candidate may not focus fully on the question. The answer may centre on just *'social consequences'* and/or *'racist attitudes within police forces'.*

Level 2 (4–6)
Clear and accurate sociological points will be made. At the l
be sociological ideas without sociological language or a lack
expect more than one point to be discussed using sociologi
way.
(In most answers one point with explanation = 4 marks and t
6 marks. Alternatively, two points with very good explanations

(d) How far are the activities of the police the main influence

[8]

For:
- Greater police presence in some areas
- Police discretion in deciding whether or not to record a crime
- Racism among the police
- The chivalry thesis (gender)
- Stop and search rates
- Police targeting of some social groups
- Police labelling and stereotyping
- Other reasonable response

Against:
- Changes in the law
- Dark figure of crime i.e. unreported crime
- Nature of the crime – e.g. embarrassment of reporting certain crimes such as rape
- Feeling that the police will not take any action e.g. burglary and anything covered by insurance
- Fear of consequences/reprisals of reporting crime
- Political pressures/Government influence
- Media pressure e.g. moral panics etc.
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may focus on one aspect of the question i.e. *activities of the police.*

Level 2 (4–6)
There will be some understanding of the relationship between *the activities of the police and their influence on rates of recorded crime.* Answers are likely to contain sociological ideas without sociological language at the lower end of the band whereas at the top of the band there will be sociological language and well-reasoned explanations. Answers may be narrow or one-sided with little reference to alternative factors.
N.B. 6 marks can be used for an excellent one-sided answer.

Level 3 (7–8)
To reach this band there should be consideration of both sides of the argument using sociological language and concepts. For full marks a judgement/conclusion should be made on the extent to which *police activities influence the rate of recorded crime* with an awareness of other factors such as *political pressure.*

6 Some sociologists claim that people commit crime because of social control by families and communities.

(a) What is meant by the term *crime*?

Behaviour which is against the law/law-breaking.
A clear definition along these lines = 2 marks.
e.g. Behaviour/an act/which is against the law.
An incomplete definition showing some understanding = 1 ma
e.g. Breaking the rules/immoral behaviour.

(b) Describe <u>two</u> social groups who may be more likely than others to commit crime. [4]

- Young people
- Males
- Working class
- Unemployed
- People in poverty
- Some ethnic groups
- Those with a combination of some of the above factors
- Other reasonable response.

1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain how socialisation may prevent people from committing crime. [6]

- Good socialisation which teaches norms, values and acceptable behaviour may mean less criminal behaviour
- Primary and secondary socialisation so the majority of the population conform to the rules of society
- Families teach the difference between right and wrong by system of rewards and sanctions and role models
- Schools reinforce good behaviour through discipline system and hidden curriculum
- Media reinforcement by negative portrayal of deviant behaviour
- Most communities disapprove of deviant behaviour
- Other reasonable response.

Level 1 (1–3)
A few general points based on common-sense with little sociological knowledge can be expected at this level. *Socialisation* and the connection with crime may be misunderstood.
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. *'Socialisation'* may be misunderstood or ignored. Alternatively, the candidate may not focus fully on the question. The answer may centre on just *'socialisation'* or *'why people don't commit crime'*.

Level 2 (4–6)
Clear and accurate sociological points will be made. At the lower end of the band there may be sociological ideas without sociological language or a lack of range. At the top of the band expect more than one point to be discussed using sociological language in a well-reasoned way.
(In most answers one point with explanation = 4 marks and three or more with explanation = 6 marks. Alternatively, two points with very good explanations could also gain 6 marks.)

(d) How far is lack of social control by families and co crime?

For:
- Inadequate socialisation and lack of social control by fam
- Failure to provide proper guidelines on what is right and
- Lack of appropriate role models may feature e.g. single p
- Criminal subculture as linked to family/community
- Other reasonable response

Against:
- Anomie
- Status frustration
- Police stereotyping and labelling
- Poverty and deprivation
- Social exclusion and marginalisation of some groups in society
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may focus on one aspect of the question i.e. *families.*

Level 2 (4–6)
There will be some understanding of the relationship between *social control, families and communities as the main cause of crime.* Answers are likely to contain sociological ideas without sociological language at the lower end of the band whereas at the top of the band there will be sociological language and well-reasoned explanations. Answers may be narrow e.g. *may only focus on family or community rather than both factors* or one-sided with little reference to alternative factors.
N.B. 6 marks can be used for an excellent one-sided answer.

Level 3 (7–8)
To reach this band there should be consideration of both sides of the argument using sociological language and concepts. For full marks a judgement/conclusion should be made on the extent to which *lack of social control by families and communities* is the main cause of crime with an awareness of other factors such as *police stereotyping.* Both family and community must be focused on to reach this band.

Section D: Media

7 An important influence on the content and presentation newsworthiness.

(a) What is meant by the term *newsworthiness*?

This refers to criteria used by journalists to decide what ev
news.
A clear definition along these lines = 2 marks.
e.g. Items selected by editors/journalists as being of importance to be reported/broadcast.
An incomplete definition showing some understanding = 1 mark.
e.g. Important news items.

(b) Describe <u>two</u> ways in which the owners of the media can influence the content of the news. [4]

- The influence of owners on editors
- Availability of resources for reporting an event
- Access to information
- Political views
- Power as employers
- Other reasonable response.

1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why news reports may contain bias. [6]

- The direction of editor's and owner's views about what is newsworthy
- Journalists may sensationalise story to appeal to audience
- The political stance of the media source
- One-sided view reflecting national interest e.g. in war and conflict
- Censorship issues
- News reports may support the national interest
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. *'Bias'* may be misunderstood or ignored. Alternatively, the candidate may not focus fully on the question. The answer may centre on just *'news reports'* or *'bias'.*

Level 2 (4–6)
Clear and accurate sociological points will be made. At the lower end of the band there may be sociological ideas without sociological language or a lack of range. At the top of the band expect more than one point to be discussed using sociological language in a well-reasoned way.
(In most answers one point with explanation = 4 marks and three or more with explanation = 6 marks. Alternatively, two points with very good explanations could also gain 6 marks.)

(d) How far are the media able to shape and change political

For:
- Influence of opinion polls on voting behaviour
- Image of politicians for good and bad
- Constant scrutiny of particular policies e.g. benefits syste
- Highlighting of particular issues in a sensationalised/bias
- Marxist perspective i.e. that elite own the media and interests
- Media effects theories e.g. the hypodermic syringe mode
- Other reasonable response

Against:
- People still see some political parties as identifying with their social class position
- Social factors such as gender, class, ethnicity and age may be more influential than the media
- Some professions and businesses identify with a particular political party out of self-interest
- Individual self-interest e.g. if a pensioner, a party which increases state pension
- Pluralist perspective i.e. influence of different interests
- Family background more influential/political socialisation
- Media theories that suggest only limited/partial media power e.g. uses and gratification theory
- Other reasonable response

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may focus on one aspect of the question only i.e. *political attitudes.*

Level 2 (4–6)
There will be some understanding of the relationship between *the media's ability to shape and change political attitudes.* Answers are likely to contain sociological ideas without sociological language at the lower end of the band e.g. candidates may state that a certain newspaper supports a certain political party. Whereas at the top of the band there will be sociological language and well-reasoned explanations. Answers may be narrow or one-sided with little reference to alternative factors.
N.B. 6 marks can be used for an excellent one-sided answer.

Level 3 (7–8)
To reach this band there should be consideration of both sides of the argument using sociological language and concepts. For full marks a judgement/conclusion should be made on the extent to which *the media are able to shape and change political* attitudes with an awareness of other factors such as *social class.*

8 More people watch television than are exposed to any other f
This means that the images and messages portrayed on telev

(a) What is meant by the term *mass communication*?

The dissemination of information and ideas to a large number
A clear definition along these lines = 2 marks.
e.g. Spreading information to a large number of people using radio, television and internet.
An incomplete definition showing some understanding = 1 ma
e.g. Communicating to a large number of people.

(b) Describe <u>two</u> reasons why democracy may be threatened when television channels are owned by just a few people. [4]

- Particular views reach extensive audiences
- Concentration of ownership gives power to business people who are not elected and not accountable to the public. Candidates may refer to the Marxist view.
- Most owners are profit led
- People will be exposed to narrow opinion which may or may not be representative of the majority of the population
- Other reasonable response.

1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why the images and messages presented on television may have a particularly strong influence on children. [6]

- Children are an impressionable age group
- Some television is specifically directed towards influencing children
- Peer group pressure may support the influence of television
- Other sources of information and ideas may be less accessible to children than TV
- Lack of parental/adult supervision and selection in relation to TV consumption
- Hypodermic syringe model and the power of the media to influence children
- Imitation/copycatting – children particularly vulnerable to this
- Role models e.g. celebrities seen on TV
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. Aspects of the question may be misunderstood or ignored. Candidates may concentrate on one aspect of the influence only, such as violence, so the candidate may not focus fully on the question.

Level 2 (4–6)
Clear and accurate sociological points will be made. At the lower end of the band there may be sociological ideas without sociological language or a lack of range. At the top of the band expect more than one point to be discussed using sociological language in a well-reasoned way.
(In most answers one point with explanation = 4 marks and three or more with explanation = 6 marks. Alternatively, two points with very good explanations could also gain 6 marks.)

(d) How far is television the main influence on the behaviour

For:
- The hypodermic syringe model
- Cultural effects model
- Violence in the media i.e. Bandura studies
- Imitation/copycatting
- Time spent watching TV is often high for young people
- Vulnerable to impression as inexperienced and vulnerabl
- Other reasonable response

Against:
- Uses and gratifications model
- Magazines may be more influential
- Pop culture and fashion via other sources e.g. magazines
- Social media
- DVDs/films
- Celebrity role models via other sources e.g. YouTube
- Family socialisation and control
- Peer group
- Education
- Religion
- Community
- Other reasonable response.

Level 1 (1–3)
One or two basic observations, possibly relying on assumption and with some over-generalisation, giving common-sense answers with little sociological knowledge. Candidates may over-generalise the influence of *television.*

Level 2 (4–6)
There will be some understanding of the relationship between *television and its influence on the behaviour of young people.* Answers are likely to contain sociological ideas without sociological language at the lower end of the band. At the top of the band there will be sociological language and well-reasoned explanations. Answers may be narrow or one-sided with little reference to alternative factors.
N.B. 6 marks can be used for an excellent one-sided answer.

Level 3 (7–8)
To reach this band there should be consideration of both sides of the argument using sociological language and concepts. For full marks a judgement/conclusion should be made on the extent to which *television is the main influence on the behaviour of young people* with an awareness of other factors such as *family background.*