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MARK SCHEME

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Section A: Family

1 In modern industrial societies there are many demographic trends that are changing families and relationships. Marriage, birth and death rates have all been affected in various ways and with many different consequences. Indeed, whether marriage is still seen to be important today is now a matter for debate.

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

Patterns in population change such as the birth and death rate.

One mark for partial definition, *e.g. birth rate* OR *population.*
Two marks for clear definition, *e.g. patterns in the population measured by factors such as the birth and death rate.*

(b) Describe two reasons for the rise in divorce rates. [4]

Candidates will be expected to describe two reasons for the rise in divorce rates. General reasons for divorce are not creditable unless they are linked to why the rate has increased.

Possible reasons:
- Changes in the law have made divorce easier/possible in many countries, i.e. the UK Divorce Reform Act;
- Changing attitudes/morals – getting divorced no longer has a stigma attached to it;
- Decline in the importance of religion – secularisation – religious vows are no longer taken as seriously and are not always seen as being for life;
- Communities no longer exert informal social control over people in order to keep couples together, due to privatisation and geographical mobility;
- Feminists believe that women are no longer willing to put up with an unfulfilling/abusive marriage and so will opt for divorce;
- As people live longer and in better health, the potential time they will be married has increased. This may explain the growing number of people divorcing later in life;
- Responsibilities on the family to care for elderly relatives because of today's ageing population;
- Divorce is now much cheaper and can be settled out of court, i.e. 'DIY' divorces, meaning that all members of society can afford to do it;
- Growing expectations of marriage – people expect more and are more willing to leave if the marriage doesn't live up to this – empty shell marriages;
- Other reasonable response.

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

(c) Explain how an ageing population is affecting family life. [6]

Candidates need to show an understanding of how an ageing population is affecting family life. Effects explained may be either positive or negative or a mixture of both.

Possible answers:
- Many older people rely on their children to care for them in their old age;
- Some households are now three generational as grand-parents move in;

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- A bigger role for grand-parents in helping out with childcare, emotional, practical and financial support;
- Adult children may have to deal with the pressures and burden of looking after their elderly parents or deciding to place them in care homes;
- Children may have grand-parents as a key source of primary socialisation;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how an ageing population is affecting family life and may talk about, e.g. '*grand-parents moving in'*. Responses may be short and un/under developed. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language.

Band 2 (4–6)
A clear and accurate explanation, showing good sociological knowledge and understanding of how an ageing population is affecting family life. Sociological terms and concepts should be expected, e.g. '*As people live longer there becomes an increased need for family to care for ageing relatives which has both emotional and financial consequences'.* 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.

(d) Explain why the birth rate has fallen in most modern industrial societies. [8]

Candidates should show awareness of the various reasons why the birth rate has fallen.

Possible answers:
- More opportunities for women to work and to have a career has restricted the amount of children they can have;
- A smaller family makes it easier to move house, important for geographical mobility;
- Wider availability of contraception (often free) allows women to control the amount of children they have;
- The welfare state, pension and savings means that people will be looked after in old age, having children to fulfil this role is no longer necessary;
- Fewer children today die during infancy therefore there is little need for families to have large amounts of children to ensure survival;
- Children may be seen as a financial cost rather than a benefit today as it is very expensive to raise children;
- Women are typically having children later on in life meaning their opportunities for having children are lessened;
- Other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why the birth rate has fallen. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'children cost too much'* stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding of why the birth rate has fallen. Responses may be underdeveloped and lacking in range, e.g. '*It is now normal for women to engage in paid employment and strive for a career so they don't have as many children'.* At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why the birth rate has fallen and will be well developed and explained, e.g. '*Women have fought for equality in society and are therefore in control of their bodies and lives through education, careers and contraception. They may feel that having a large number of children will prevent them achieving all that they wish to in life and so decide to just have one or two. Because they are likely to have their children later on in life too, the possibilities for pregnancy are also less'.* They can then expand on the explanation of this and other factors as necessary. Sociological terms and concepts will be used accurately overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent is marriage still seen to be important in modern industrial societies?[15]

Candidates should show awareness of the ways that marriage is seen to be important today as well as considering the arguments for its lesser importance. It is likely that there will be a wide range of cultural and religious examples used in candidates' answers, reflecting their diverse experiences and backgrounds. Points and arguments can be used both for and against the question depending on the candidates' explanations and examiners should credit these accordingly.

Possible answers:

For:
- A growing number of marriages today are remarriages, emphasising that it is still seen as important;
- For religious individuals and communities, marriage is still highly valued;
- Homosexuals have pushed for changes in the law to legalise gay marriages, emphasising that it is still seen to be important;
- Most people are still socialised to believe that they will get married and hope and look forward to this;
- Many people choose to get married later in life, wanting to choose the right partner. This emphasises how it is still seen to be important;
- Civil partnerships are now commonplace, giving the same rights to same sex couples as married couples therefore suggesting that the concept of marriage is still important;

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- Serial monogamy through marriage is now commonplace and accepted;
- The divorce rate has started to decline;
- Cohabitation as a precursor to marriage, i.e. a 'trial marriage' showing that marriage is still seen to be important;
- Marriage is seen by many to legitimise their relationship and is still therefore wanted and valued;
- Arranged marriages are still the norm in some modern industrial societies;
- Other reasonable response.

Against:
- Fall in the marriage rate;
- Divorce easily available and no longer frowned upon;
- Growing number of one person households and people (especially middle class women) choosing singlehood over marriage;
- Increasing acceptance of homosexual relationships;
- People choosing to live together in households/communes rather than the traditional path of marriage;
- Increasing amount of and acceptance of cohabitation;
- Women may choose to have and raise children on their own as single parents without the need to be married;
- Decline in religion in secular societies means that marriage may be seen to be less important and necessary;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of whether marriage is still seen to be important in modern industrial society. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *less marriages happen today showing it's not that important 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, e.g. *marriage is the formal union of two people recognised by law,* in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether marriage is still seen to be important in modern industrial society. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited/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 today choose to live together without getting married as this isn't seen to be a bad thing anymore'*. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks.

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

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Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of whether marriage is still seen to be important in modern industrial society. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may say that, e.g. *Marriage is undeniably less common than in the past as statistics prove. A key reason for this may be the fact that many societies are now secular and so there is less pressure and need to get married. Many people therefore choose to cohabit instead.'* There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well developed points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of whether marriage is still seen to be important in modern industrial society. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. 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 marriage is still seen as important, citing some of the examples given.

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Section B: Education

2 Educational achievement is argued to be linked to many things, one of which is IQ Tests. Different types of education exist to suit the needs of all students, a recent example of which is vocationalism. Some sociologists still believe, however, that male and female students do not receive the same opportunities and experiences within education and that this affects their levels of achievement.

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

Intelligence quotient tests – answering questions that are then used to work out a score, which supposedly indicates how intelligent the person is.

One mark for partial definition, e.g. *how clever you are*.
Two marks for clear definition, e.g. *a set of questions to measure intelligence.*

(b) Describe two ways that the peer group a child belongs to can affect his or her educational achievement. [4]

Candidates will describe two different ways. It may be that one way the candidate chooses to describe is positive and the other negative.

Possible answers:

- Peer group based on gender – male students often engage in laddish behaviour, seeking peer group status through misbehaviour and so form an anti-school subculture, e.g. Willis study;
- Peer group based on gender – female students tend to have more positive attitudes towards education and thus work and try harder than males;
- Peer group based on low class position – lower class students do least well in education – lack of parental encouragement, material/cultural deprivation, teacher labelling, self-fulfilling prophecy, etc.;
- Peer group based on high class position – culture of valuing education, may be in fee paying private schools with a competitive ethos, cultural capital, etc.;
- Peer group based on ethnicity – may not do as well due to perceptions of racism, ethnocentric curriculum, discrimination, stereotyping, language barriers, setting and streaming, labelling and stereotyping, culture clash ;
- Anti-school subcultures – tend not to value education and thus do not do work, disrupt lessons, etc.;
- Pro-school subcultures – education and learning are highly valued, very conformist, work and try hard;
- Positive labelling from the peer group may counteract school/home factors and result in higher educational achievement, e.g. re ethnicity;
- Negative labelling may result in a self-fulfilling prophecy whereby the student accepts the label of 'failure' or 'trouble causer', etc.;
- Gang culture – a peer group based on gang membership is unlikely to value education;
- Positive peer groups encourage educational success, e.g. homework clubs;
- Negative peer groups do not encourage educational success, e.g. drugs;
- Other reasonable response.

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

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(c) Explain how vocationalism is different from other types of education. [6]

Candidates should show an understanding of the differences between vocationalism and other types of education.

Vocationalism – education that prepares people for work in a general skills based sense or, alternatively, trains them for particular jobs/careers.

Possible answers:
- Vocationalism is far more specific in terms of preparing you for a particular area of work/job than other types of education;
- Vocationalism tends not to lead to university education but to specific careers instead;
- Vocationalism is often seen to have lower status than an academic education;
- Vocationalism is less likely than many other types of education to be classroom based;
- Vocationalism tends to be dominated by working class students;
- Vocationalism does not just test ability and progress via examinations but uses other means as well – ongoing assessments, skills based tests, etc.;
- Vocationalism often involves 'hands on' learning, i.e. work experience;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how vocationalism is different to other types of education. Responses may be short and undeveloped and there may be confusion about what is meant by vocationalism. Candidates may only consider vocationalism or another type of education rather than looking at the differences. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language, e.g. '*where you learn about work.'*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of the differences between vocationalism and other types of education. Sociological terms and concepts should be expected. Candidates may discuss, e.g. *'the learning of skills specific to the workplace, norms and values of the workplace, tested via assessments and skills based learning rather than traditional examinations taken in schools, etc.'* At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.

(d) Explain why tests used to measure intelligence may not be accurate. [8]

Candidates should show understanding of the various reasons why tests used to measure intelligence may not be accurate.

Possible reasons:
- IQ tests are based on a narrow range of reasoning skills and exclude other types of intelligence, e.g. Gardner study;
- Some people with low IQ scores go on to do well in education and careers;
- Performance on IQ tests improves with practice-some parents (typically middle class) make their children practise the tests more than others, thus questioning the accuracy of any test results gained as a measure of intelligence;

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- Performance on IQ tests can be affected by factors such as nerves or feeling ill;
- IQ tests are taken at just one moment in time whereas intelligence develops over time;
- Are IQ tests testing innate intelligence or environmental factors? If the environment affects intelligence then higher test scores may merely indicate a more positive learning environment when the child was younger;
- IQ tests are written by people who will build into tests their own cultural norms and assumptions (typically white and middle class) so those not from that cultural background are less likely to do well;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why tests used to measure intelligence may not be accurate. Candidates may only discuss tests generally, rather than IQ tests specifically. Responses may be short and undeveloped, e.g. '*unfair'* without justification. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding of why tests used to measure intelligence may not be accurate. Responses may be underdeveloped and lacking in range. Answers may concentrate on just a few points with little detail and so be a little narrow. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy, i.e. *linking points to ideas about class and ethnic background*. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why tests used to measure intelligence may not be accurate and will be well developed and explained, e.g. '*Intelligence tests may not be a true test of intelligence because they will contain the cultural biases of those who have written them. They are typically written by the 'cultural elite' and so will be biased towards the higher classes. This may well explain why those from higher classes do well on these tests rather than it being that they are more intelligent.'* Sociological terms and concepts will be used accurately, overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

(e) To what extent is there equality of opportunity for male and female students in education? [15]

Candidates should show an awareness of the various types of equality of opportunity available to individuals in education – this may include consideration of schools, teachers, curriculum, subjects, policies, expectations and subject choice.

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Possible answers:

For:
- The students that do best in education are the ones that work and try the hardest; a meritocracy (functionalist ideas), nothing to do with gender;
- National curriculum ensures that all students, no matter what gender, have the options to study the same subjects;
- Anti-discrimination policies and legislation;
- Feminist movement – has raised the aspirations and rights of females, thus giving them equal opportunities in education;
- Teachers are both male and female, offering potential role models to both genders;
- Single sex schools exist for both male and female students;
- Teachers treat all students equally or else will face sanctions;
- Positive discrimination and educational policies have been introduced to ensure equality of opportunity for male and female students;
- Other reasonable response.

Against:
- Girls do better than boys now in many systems of education;
- Teachers still have different expectations of girls and boys;
- Extra resources in deprived areas, i.e. educational action zones, rebuilding projects
- Girls and boys may study different subjects, i.e. boys dominate maths, engineering and science and girls in communication, caring and creative subjects which leads to inequalities in later life (perceived as higher prestige subjects, etc.)
- Girls and boys may not get the same opportunities when it comes to sports;
- Despite doing better in education, in employment girls are still typically not as successful as boys – patriarchy, vertical/horizontal segregation, glass ceiling, etc.
- Boys are more likely to be seen in schools as problems – higher exclusion rates, etc. – meaning negative teacher labelling is more likely and a self-fulfilling prophecy possible;
- In some cultures boys still have more status than girls;
- Teaching is a female dominated profession in many countries yet within schools position of – power and high status are still dominated by males. This affects the role modelling process;
- Teachers do not always challenge the physical domination of space often seen by boys in classrooms;
- Laddish culture/culture of masculinity may hold male pupils back academically;
- Boys are more likely to form anti-school subcultures than girls;
- Boys and girls may be sanctioned differently within schools;
- Girls don’t always get the same opportunity to go to school
- Other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of whether there is equality of opportunity for male and female students in education. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *'Boys are treated more harshly than girls'.* 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. 'equality means treating everyone the same',* in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether there is equality of opportunity for male and female students in education. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. Answers may list factors of equality of opportunity for male and female students. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks.

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

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of whether there is equality of opportunity for male and female students in education. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question. Candidates may outline that*, e.g. although in general equality laws are now in place for males and females meaning they are treated the same, teachers may still have different expectations of them. Boys may be expected to be more disruptive and so may be negatively labelled and targeted more than the girls, meaning they are not given the same opportunities in the classroom.*

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of whether there is equality of opportunity for male and female students in education. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Candidates may outline factors of equality of opportunity and other factors which can go against this, e.g. *sexism, lack of high status female role models, culture of masculinity and stereotypes, etc.* Responses will be two-sided and balanced. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion.

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Section C: Crime, deviance and social control

3 Some social groups seem to commit more crime than others. There is a range of sociological explanations, including inadequate socialisation, to explain these crime rates. Other sociologists disagree, however, believing it is more about factors such as status frustration.

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

When the learning of society's norms and values has not been effective.

One mark for partial definition, e.g. not brought up well/poorly socialised/being criminal.

Two marks for clear definition, e.g. failure to learn the agreed norms and values of society properly; the learning of inappropriate/criminal norms and values.

(b) Describe two patterns of crime linked to age. [4]

Candidates will describe two patterns of crime linked to age. Patterns may be interpreted as statistical figures/trends or types of crimes. Either is fine to credit. Candidates can focus on any age group in their answer.

Possible answers:

- Most crimes are committed by young people, 15–25 year olds are the group most likely to offend;
- High proportions of young people commit crime, these tend to be non-violent and are rarely repeated – juvenile delinquency (may refer to status crimes here, e.g. underage drinking of alcohol);
- Young people typically commit petty crime;
- Shoplifting, robbery, drug crimes are often associated with young people;
- Young boys are more likely to offend than young girls;
- Very little crime is committed by older people;
- The crime rates of older people are increasing, i.e. Japan – often linked to the economy;
- Honour killings associated with adults;
- Corporate/white-collar crime linked to adults;
- Fundamentalism linked to young people;
- Street crime associated with young people'
- Gang crime associated with young people;
- Crimes using new technologies such as cyber-bullying and illegal media downloading are more likely to be committed by young people;
- Other reasonable response.

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

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(c) Explain how gender affects crime rates. [6]

Candidates need to demonstrate an understanding of the ways in which gender can affect crime rates. They may discuss either males or females or both.

Possible answers:

- Males commit more crime than females according to statistics;
- Males are likely to have more opportunities to commit crime in the workplace, i.e. corporate crime/white-collar crime;
- Males are more likely to be on the streets as they are typically subject to less social control than females and so have more opportunities to commit crime;
- Males and females are still typically socialised differently (i.e. Oakley study) and so have different attitudes and behaviours which may affect crime rates;
- Males are more likely to be labelled as criminals which may lead to them being targeted more often than females and so result in a self-fulfilling prophecy;
- Females are more likely to be victims of domestic violence and sexual assault and males are more likely to be the perpetrators of these crimes;
- Differences in the types of crimes committed by males and females;
- Female crime is thought to be hidden – chivalry thesis;
- Females thought to be treated more harshly than males if they commit crimes that go against their femininity, i.e. child abuse – Heidensohn's idea of 'double deviance';
- Female crime rate is rising, e.g. 'ladette' culture/girl gangs;
- Females have fewer opportunities to commit crimes due to their domestic responsibilities;
- Male crimes are more likely to involve aggression and violence than female crimes;
- Males are more likely to be targeted by the police as criminals (i.e. higher stop and search rates) than females and thus are more likely to be caught;
- Females are more likely to work as prostitutes and be victims of human trafficking, particularly in the sex trade;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how gender affects crime rates. Responses may be short and undeveloped. Candidates may be confused as to what is meant by a crime rate. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language, e.g. '*men do more crime than women'.*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of how gender affects crime rates. Sociological terms and concepts should be expected. Candidates may refer to *the dark figure of crime, feminism, police targeting, validity, chivalry thesis, etc.* with examples. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.

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(d) Explain why primary socialisation may cause some people to commit crime. [8]

Candidates need to identify the links between socialisation in the family and crime. They may approach this question by discussing how the family socialisation process causes crime generally or may focus on specific social factors such as gender, class, etc.

Possible answers:

- If socialisation in the family hasn't been done properly then children may fail to learn the required norms and values to conform to society;
- There may be criminals in the family who act as role models for younger children, i.e. parent/older siblings;
- Children imitate older people and therefore they are likely to copy behaviour and attitudes that they are brought up with in the family;
- Boys are socialised to be masculine and adventurous through primary socialisation and this thrill seeking behaviour is closely linked to criminality;
- Boys tend to be less socially controlled than females in the family and therefore have more opportunities to commit crimes;
- New Right believe that changes to the structure of the family, i.e. a decline in the nuclear family, has led to increased levels of crime due to inadequate socialisation;
- In some families there may be only one parent, most often a female, meaning there may be a lack of discipline through no father figure present;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why primary socialisation may cause some people to commit crime. Candidates may not fully understand what is meant by *primary socialisation.* Responses may be short and undeveloped, e.g. *Parents have to make sure their children don't commit crimes.* Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding of why primary socialisation may cause some people to commit crime. Candidates may say that*, e.g. 'boys are socialised to be more aggressive than females or the underclass may inadequately socialise their children leading to them being more likely to commit crime'*. Responses may be underdeveloped and lacking in range. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why primary socialisation may cause some people to commit crime and will be well developed and explained. Candidates may consider social factors, *i.e. class and/or gender as well as more general points about inadequate socialisation, etc.* Sociological terms and concepts will be used accurately, overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

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(e) To what extent does status frustration explain why some individuals commit crime?[15]

Candidates need to show an understanding of what is meant by the term 'status frustration' and why this may lead some individuals to commit crime.

Status frustration – a sense of frustration in individuals or groups arising because they are denied status and prestige in society (Cohen).

Possible answers:

For:
- Males – high unemployment and the decline of the traditional male breadwinner role leaves males searching for status in society;
- Young people with few qualifications struggle to find employment which may lead to status frustration;
- Gang culture – many members are searching for the status that they cannot find in society;
- Young people are in a period of transition and so are often without status in society which may lead to crime;
- Peer group pressure may lead many young people to commit crime in order to gain status;
- Culture of masculinity may lead some people to commit crime on order to gain status within their peer group;
- Those from the lower social classes may struggle to find status legitimately in society and thus turn to crime in order to obtain it instead;
- Ethnic minorities are sometimes denied status in society and therefore may turn to crime to achieve this;
- Loss of status for elderly people may lead to crime being committed;
- Other reasonable response.

Against:
- Functionalist explanations for crime, i.e. crime is a good thing for society;
- Durkheim's concept of anomie;
- Merton's strain theory – crime is caused by a structural inability to gain wealth and status legitimately;
- New Right explanations of crime – crime is caused because of a decline in social control and morality;
- Marxist explanations for crime – crime is resistance to capitalism;
- Labelling/self-fulfilling prophecy causes crime;
- Peer group pressure leads to crime, particularly amongst the young;
- Inadequate socialisation leads to crime;
- Lack of opportunity in society to be successful means some people turn to crime;
- Illegitimate opportunity structure (Cloward and Ohlin);
- Material and/or relative deprivation leads to crime;
- Factors leading to criminality associated with gender, e.g. patriarchy/pressure on the male to be the breadwinner;
- Factors leading to criminality associated with ethnicity, e.g. discrimination, alienation;
- Factors leading to criminality associated with social class, e.g. inequalities in society, few opportunities for social mobility;
- Factors leading to criminality associated with age, e.g. youth gangs, juvenile delinquency;
- Other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of whether status frustration explains why some individuals commit crime. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *some people commit crime because they get frustrated.* 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. status frustration is being angry about not having any status,* in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether status frustration explains why some individuals 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 use of sociological terms or concepts. Candidates may discuss some reasons why status frustration may lead to crime *ie lack of qualifications, pressure to be masculine, high unemployment, etc.* but responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks.

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

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of whether status frustration explains why some individuals 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 be able to present a range of points to support the idea that *status frustration leads to crime,* but also be aware of some of the other explanations *ie anomie, Marxism, Labelling theory, etc.* There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of whether status frustration explains why some individuals 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. For example, candidates may say that *as well as agreeing that status frustration can lead to crime for young males in particular due to gang culture and a lack of qualifications, there are also other explanations for crime and that not all young males turn to crime, etc.* Responses will be two-sided and balanced. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion.

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Section D: Media

4 We have now entered a new era in the media world where citizen journalism has become the norm. However, many sociologists believe owners still decide what the audience receives in both the new and traditional media.

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

Ways in which the public can gather and distribute information to an audience.

One mark for partial definition, e.g. filming news on your phone
Two marks for clear definition, e.g. members of the public can record and then distribute information, i.e. through social networking sites

(b) Describe two examples of the digital divide. [4]

Candidates will describe two examples of the digital divide.

Digital Divide – inequalities between groups in their access to media and ICT.

Possible answers:
- The cost of computers and ICT may make them unaffordable for the working class;
- There is a global digital divide whereby poor people in developing countries have minimal access to new media;
- Older people access/use digital technology far less frequently than younger people;
- Europe and USA represent the majority of the world's internet users (approx 40%);
- Some areas of countries (often rural areas) still have limited broadband availability reducing their ability to use and access digital technology;
- Some countries still limit users access to digital information, i.e. through government censorship;
- Other reasonable response.

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

(c) Explain how new media are different from traditional media. [6]

Candidates need to demonstrate an understanding of the ways new media are different from traditional media. Candidates may focus on examples, forms of media, audience usage, functionality, etc. in their answer.

Possible answers:
- Traditional media communicate in a one way process to a mass audience, e.g. media content/message is sent from the media to the audience;
- Traditional media offer the audience little consumer choice;
- Traditional media are typically kept and used in one place, i.e. the TV in the living room;
- Traditional media tends to be owned by a large media corporation;
- New media are associated with screen based digital technology, i.e. internet, computers, tablets, satellite TV, e-books, digi-boxes, etc.;
- New media allows the consumer to personalise their media consumption as per their individual tastes and preferences;

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- New media allows for user generated content on platforms such as social media and Youtube;
- New media offers the consumer a vast array of choice;
- New media are often portable, allowing the consumer to access media products when and where they choose;
- New media are often about a single device with multi-functionality, i.e. mobile phones – convergence;
- New media are interactive – the consumer can engage with the media product and effectively have a voice, i.e. voting on TV talent shows, etc.;
- New media are often not associated with large multinational companies, being produced by smaller independent companies and/or the audience themselves;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of how new media are different from traditional media. Responses may be short and undeveloped. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point, but there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language, *e.g. 'new media gives people more choice of TV channels'.*

Band 2 (4–6)
A clear and accurate explanation showing good sociological knowledge and understanding of how new media are different from traditional media. *For example, 'New media is far more interactive than the one way communication found in the traditional media*. *The audience can interact with shows, i.e. voting for contestants in TV talent shows. They can also upload their own media to social networks and so be active participants in media production also'.*
Sociological ideas and concepts should be expected. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.

(d) Explain why advertising has an important role to play in the media industry. [8]

Candidates should explain why advertising has an important role to play in the media industry. Adverts in a range of mediums (i.e. TV, print, film, etc.) may all be considered.

Possible answers:
- Increasing prominence in consumer society of advertising emphasises the importance of its role;
- Advertising is the main source of income for privately owned media so plays a vital role in the media industry;
- Importance of advertising revenue means media industries focus on attracting a mass audience with spending power to ensure advertisers want to work with them;
- The need to appeal to advertisers means niche audiences and audiences with little spending power are likely to be ignored by the media;
- Advertising can be seen as a form of propaganda – around us in many different formats – and so has an important role to play in the industry;

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- Advertisers link their products with things that we place positive values on so reinforce norms and values/maintain the status quo therefore being an important part of the media industry;
- Harder to tell the difference between advertising and content – product placement for example – so advertising has an increasingly important role in the media industry;
- Advertising often portrays males and females in particular ways, pressurising the audience to look a certain way that is unachievable and unrealistic; this can lead to issues surrounding body image, eating disorders etc. and so is an important and often criticised part of the media industry;
- Models of media effects such as the hypodermic syringe demonstrate the power of advertising over the consumer, e.g. children and pester power, meaning it has an important role to play in the media industry;
- Marxism – advertising can be seen as a tool of the bourgeoisie to control the minds and consumption patterns of the audience and to normalise/legitimise capitalism;
- Other reasonable response.

Band 0
No creditworthy response.

Band 1 (1–3)
Answers in this band will show only a limited awareness of why advertising has an important role to play in the media industry the media. Responses may be short and undeveloped, e.g. '*sells us things'* without justification/explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.

Band 2 (4–6)
Answers in this band will show basic sociological knowledge and understanding of why advertising has an important role to play in the media industry. Responses may be underdeveloped and lacking in range. Candidates may explain some of the ways advertising has an important role to play in the media industry, e.g. *role models, reinforcing norms and values, consumption, mass appeal, 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.

Band 3 (7–8)
Answers in this band will show good sociological knowledge and understanding of why advertising has an important role to play in the media industry and will be well developed and explained. Sociological terms and concepts will be used accurately, overall. Answers will be well focused on the question and there will be a range of reasons presented. Candidates may explain the idea that *advertising in the postmodern world is thought by many to determine media content and therefore directly influences the mass appeal nature of much media output. The proliferation of media platforms and products owned privately means income from advertising is essential for survival.* At the top of the band explanations will be clear throughout.

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(e) To what extent do media owners determine the content of the media? [15]

Candidates could use some of the points in the 'for' section as points against and vice versa. As long as these make sense then this is fine to credit.

Possible answers:

For:

- Marxism – media is owned and controlled by the capitalist class who use them as a means to control the proletariat and keep them in a state of false consciousness;
- Media owners divert attention from serious issues in society by the focus on mass appeal, celebrity focused media;
- Alternative and niche points of view are rarely seen/heard in the media and when they are, are often marginalised through the owners desire to keep control;
- Owners may directly control the content of the media as they tell staff what to do and control them as they pay the wages;
- Owners may appoint staff who agree with their point of view, i.e. politically;
- Owners typically now work on a global scale, leading to mass produced, homogeneous content to appeal to this global audience, i.e. Disney;
- The state can also sometimes be the media owners and so may use the media to influence people's views, sometimes in extreme ways such as propaganda and censorship;
- Other reasonable response.

Against:

- Advertisers control the content of the media, not owners as so much media content is now dependent upon them for finance;
- Media controllers (editors, journalists, etc.) exert control over media content as they make the key day-to-day decisions;
- Media owners frequently delegate decision making to their controllers;
- In global companies media owners cannot control content over so many platforms, media types and countries;
- Pluralists believe that the audience control media content as companies have to ensure that what they produce appeals to the audience or it won't be consumed;
- As so much new media is interactive, the audience can directly control content by user generated content, social networking sites, globalisation, etc.;
- Citizen journalism allows the audience to have a lot of influence over media content today;
- Government/laws control media content, i.e. libel, slander, anti-discrimination, etc.;
- Most media companies today are funded and therefore owned by their shareholders – therefore they control content, not the owners;
- Cultural values in the global media may influence media content;
- Other reasonable response.

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Band 0
No creditworthy response.

Band 1 (1–4)
Answers in this band may be vague and largely based on common sense showing limited knowledge of whether media owners determine the content of the media. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *'owners decide what to put in the media'.* Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks) candidates may offer more than two points or provide a weak definition of key terms, i.e. *'owners are the people who control the media',* in the question.

Band 2 (5–8)
In this band candidates will show some basic knowledge of whether media owners determine the content of the media. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Candidates may list ways owners can control media content. Answers may be simplistic and two-sided responses are unlikely. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks.

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

Band 3 (9–12)
Answers in this band will show good sociological knowledge and understanding of whether media owners determine the content of the media. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may discuss the different groups of people who may control or influence media content, such as advertisers, owners, controllers, the audience, *etc.*There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question.

Band 4 (13–15)
Answers in this band will show excellent knowledge and understanding of whether media owners determine the content of the media. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. *Candidates may refer to differential control in new media, news values, interactivity, audience choice, Postmodernism and the need for profit. They may recognise therefore that who determines the content of the media may depend upon the intended audience, the form of the product and whether it is traditional or new media.* 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.

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