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SOCIOLOGY **0495/21**

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MARK SCHEME

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Section A

Question	Answer	Marks
1	**Family life today is characterised by diversity. Many different types of family now exist, including the cereal packet family. Sociologists do not always agree, on how positive family life actually is for all of its members.**	
1(a)	**What is meant by the term 'cereal packet family'?** The stereotypical nuclear family with traditional gender roles, often shown in TV advertisements. One mark for partial definition, e.g. *nuclear family.* Two marks for clear definition, e.g. *mother, father and children with traditional gender roles.*	**2**
1(b)	**Describe <u>two</u> types of marriage.** Candidates will be expected to describe two types of marriage. Possible answers: • Monogamy – being married to one person at a time. • Polygamy – being married to more than one person at the same time. • Serial monogamy – when someone has more than one marriage partner during their life, but only one at a time. • Polygyny – when a man has more than one wife at the same time. • Polyandry – when a woman has more than one husband at the same time. • Empty shell marriage – a married couple continue to live together but without love or affection. • Arranged marriage – a marriage which is arranged by the parents of the marriage partners/a union between two families. • Forced marriage – a marriage in which one or more of the partners is married without his/her consent. • Same sex marriage – a marriage between two people of the same sex, now legal in many countries. • 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 maximum of two).	**4**

Question	Answer	Marks
1(c)	**Explain how secularisation has affected family life.** Candidates need to show an understanding of what is meant by the term 'secularisation' (whereby religion has become less important in people's day-to-day life) and be able to apply this to the institution of the family. Possible answers: • Decrease in the marriage rate • Decrease in the birth rate • Increased rates of divorce • Increasing tendency towards cohabitation • Increased levels of singlehood and childlessness • Decline in traditional gender roles in the family/patriarchy • Increased acceptance of civil partnerships/gay marriages etc. • Increasing rates of remarriage • Other reasonable response. **Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of the concept of secularisation affecting the family and may talk about, e.g. *'less pressure to get married'*. Responses may be short and un-/underdeveloped. 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 the relationship between secularisation and family life. Sociological terms and concepts should be expected e.g. *'The declining importance of religion in modern industrial societies has meant that alternatives to marriage are becoming more accepted. There is less pressure to stay in a relationship that is not fulfilling for both partners i.e. patriarchal and therefore more diversity in family life.'* This would be followed by explanation of factors leading to this. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.	**6**

Question	Answer	Marks
1(d)	**Explain why family life is not always good for its members.** Candidates should show awareness of the various reasons some sociologists would give to explain why family life is not always good for its members. Candidates are likely to use a wide range of different points that reflect their different cultural experiences and these should be credited wherever relevant. The 'dark side of the family' is likely to be discussed. Possible answers: • Functionalists talk about family functions – these may not always be fulfilled due to bad behaviour, neglect, abuse, divorce etc. • Dysfunctional families – alcoholism, drug abuse, mental health problems etc. • Domestic violence – Dobash and Dobash:– feminists believe this may be an extension of male power and authority within marriage and society. • Child/elder abuse and neglect – family life can be a dangerous place for some children/elderly people. Abuse can be sexual, physical, emotional or neglect. • Segregated conjugal roles – many feminist sociologists believe the family oppresses and exploits women through patriarchy, i.e. triple shift/dual burden. • Divorced/separated families – causes upset and distress for family members; • Female abuse i.e. in honour-based societies. • If parents fail to socialise/socially control their children properly, this can lead to many social issues, e.g. crime, addiction, lack of positive role models. • Neglect and lack of socialisation can lead to situations where children are unable to survive in the human world – feral children, e.g. Genie, Oxana. • Other reasonable response.	**8**

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Question	Answer	Marks
1(d)	**Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of why family life is not always good. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'lots of arguments'* 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 family life is not always good. Responses may be underdeveloped and lacking in range, e.g. '*Family roles are not always equal and those without power may be exploited.' or 'There is a hidden dark side to the family'.* 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 family life is not always good and will be well-developed and explained, e.g. *'The family is accused by feminists of being a patriarchal institution in which segregated conjugal roles remain the norm.'* They can then expand on the explanation of this and other factors as necessary. Sociological terms and concepts will be used accurately overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band, explanations will be clear throughout.	

Question	Answer	Marks
1(e)	**To what extent has industrialisation decreased the importance of the extended family?** Candidates should show awareness of a range of different arguments that illustrate how the process of industrialisation has decreased the importance of the extended family. They should also consider points that refute this idea. There is likely to be a focus on how family types have changed over time. The diverse definition of what we now mean by an extended family is also likely to be discussed. Possible answers: For • Best fit thesis – an extended family suited the needs of a pre-industrial society whereas a privatised nuclear one is best for the modern industrial family. • Functionalists, i.e. Parsons, believe that family functions have now been taken over by the state and so an extended family is no longer necessary – structural differentiation. • Industrial society needs a geographically mobile workforce and this would be difficult with an extended family. • Urbanisation meant a move to the cities for a large number of people and this would have proved difficult and expensive with an extended family. • Only functions now left for the family to perform are primary socialisation and the stabilisation of adult personalities, therefore the extended family is less important. • Laslett – industrialisation brought about the formation of smaller family structures. • Modern industrial societies are thought to be meritocratic, therefore the extended family has less to offer family members, i.e. through job opportunities. • Increased social mobility means that families often have different status and class positions, as well as different values and attitudes and thus may have little in common. • Growth of the welfare state reduces the need for the extended family in times of difficulty and stress, therefore further weakening the extended family. • Increasing opportunities for women, i.e. in the employment sector, makes extended families more difficult to sustain. • Increasing number of people choosing not to have children, e.g. the increase in DINK families in China due to living in industrial societies. • Other reasonable response.	**15**

Question	Answer	Marks
1(e)	Against • Modified, extended families may be more typical than isolated nuclear families in a world where the internet and mass communications makes keeping in touch so easy. • In traditional working class communities, the extended family still remains strong and is an important source of support for families (Willmott and Young). • In the Asian community the extended family is still thought to be very important. • The trend towards an ageing population has led to the development of beanpole families, whereby several generations may live alongside one another. • Anderson found that industrialisation actually led to an increase in extended families and that they remained a source of financial and emotional support during the process of moving to a city. • Increasing support from the state via welfare benefits, child policies, education and key professionals are undeniable, but this does not mean that the extended family cannot also contribute towards these functions as well. • 'Sandwich generation' and increasing life expectancy may mean that elderly relatives are living with wider kin for support and care. • Decline of the birth and fertility rate leads to smaller families, not industrialisation; • 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 the extent to which industrialisation has decreased the importance of the extended family. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. '*You don't need a big family to look after you 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. *'industrialisation is the change in a society to one that is urban and based on more people working in industries rather than agriculture'*, in the question.	

Question	Answer	Marks
1(e)	**Band 2 (5–8)** In this band candidates will show some basic knowledge of the extent to which industrialisation has decreased the importance of the extended family. Alternatively, they may offer an answer which is list-like in nature, but there will be no real attempt to assess the issues raised by the question. There may be limited/some use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely, e.g. *'The welfare state has taken over many of the functions that the family once performed and so the extended family is no longer needed'*. 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 the extent to which industrialisation has decreased the importance of the extended family. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may say that e.g. *'whether the extended family has decreased in importance depends on the social group involved. For the working class and Asian community for example, it often remains a very important source of comfort and support'*. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 (13–15)** Answers in this band will show excellent knowledge and understanding of the extent to which industrialisation has decreased the importance of the extended family. There will be a strong grasp of the argument, as well as accurate and frequent use of sociological terms and concepts. Answers will be well-developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. Candidates should show consideration of points for and against the idea of whether industrialisation has decreased the importance of the extended family, citing some of the examples given.	

Section B: Education

Question	Answer	Marks
2	**There are several reasons why different social groups do better than others in education. Some believe this is due to the peer group, whereas others refer to school factors such as the self-fulfilling prophecy and the hidden curriculum. Whether the education system today offers students equality of opportunity remains a matter of debate.**	
2(a)	**What is meant by the term 'self-fulfilling prophecy'?** When people act in the way they have been expected to and so make that expectation come true. One mark for partial definition, e.g. *do what others expect.* Two marks for clear definition, e.g. *acting up to the label given and making that label come true.*	**2**
2(b)	**Describe <u>two</u> criticisms of IQ tests.** Candidates will describe two different criticisms of IQ tests. Possible answers: • If intelligence is linked to environmental factors, then a high score in the test may simply reflect a more stimulating environment in early childhood and not any innate ability. • IQ tests are based on a narrow range of reasoning skills and therefore exclude other types of intelligence – they don't show the full picture. • IQ tests are written by people who inevitably build their own cultural norms and assumptions into the tests – this means those from other cultures are likely to find the test more difficult. • IQ tests reflect just one moment in time, but intelligence is developmental, so the scores should not be used to predict future achievement. • Timed conditions of IQ tests means there is no time for thought and reflection, which can cause some respondents to under-perform. • Performance in IQ tests can be affected by factors such as being nervous, feeling ill etc.; • Performance in IQ tests is found to improve with practice – many parents therefore get their children to repeat and practice the tests in order that they score high marks. • Some people who score low in the IQ tests go on to do well in their education and their career, whereas others who get high scores do not always succeed in later life. • 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 maximum of two).	**4**

Question	Answer	Marks
2(c)	**Explain how the hidden curriculum controls pupils.** Candidates are likely to show an understanding of different types of sanctions used by schools, as well as discussing various aspects of the hidden curriculum. How these sanctions lead to student conformity (following the rules, doing what's expected etc.) may also be discussed. Possible answers: • Informal sanctions such as glares, warnings and body language let children know whether their behaviour and actions are approved or disapproved of. • Pupils learn norms, values, beliefs and attitudes through their school experiences. • Classrooms are usually set out with the teacher at the front and the children seated – this sends out the message that the teacher has the power and is in control. • Rewards – children like to receive praise and therefore may do as they're told by teachers in order to receive stickers, positive contact with home, merit rewards etc. • Schools are hierarchies and pupils soon learn their position in the hierarchy and conform accordingly. • Competitive sports and testing children sends out the message that doing better than others is more important than cooperating with them. • The importance of punctuality and being on time is soon learnt through schools. • Schools have rules that are enforced by teachers, sending out the message that you have to do what you are told by those in authority, whether you agree or not. • Marxists believe that the hidden curriculum maintains the ruling classes control of the lower classes through ideology (capitalism). • Marxists believe working class children are indoctrinated through education to learn a set of values that will make them good workers in the capitalist system, e.g. not questioning commands from a superior, learning the importance of punctuality. • Feminists see the hidden curriculum as conveying patriarchal values and norms, so teaching and reinforcing stereotypical and different expectations of each gender. • Other reasonable response. **Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of how the hidden curriculum controls pupils. Responses may be short and un-/underdeveloped. Description is likely. 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. *'Students soon learn that when they don't do what those in power want them to do, they get told off and punished.'*	**6**

Question	Answer	Marks
2(c)	**Band 2 (4–6)** A clear and accurate explanation showing good sociological knowledge and understanding of how the hidden curriculum controls pupils. Sociological terms and concepts should be expected. Candidates may discuss for example: *'the learning of norms and values; authority, secondary socialisation; Marxism, patriarchy.'* 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.	
2(d)	**Explain why some sociologists believe that selective education is unfair.** Candidates should show understanding of the various reasons why some sociologists believe that selective education is unfair. Candidates may talk about different types of schools within their response. Candidates may talk about trends to do with ethnicity, gender, religion and social class, or may approach the question in more general terms. It is likely that private (paid for) schools and/or grammar schools (11+ exams) will be the focus of the candidate's answer. Possible reasons: • Private schools have smaller class sizes and better facilities than state schools, which may advantage the students there in terms of educational achievement. • Teacher expectations – students are expected to work hard and do well in private schools and thus are pushed towards this. • Most parents cannot afford private schools – it is unfair that the rich can buy a better education. • Examination results in private schools are better than those in non-selective education. • The elite private schools spend about four times as much a year on each student as state schools do. • Private schools play an important role in ensuring that the higher classes can pass on their privileges to their children – maintaining the old boy network. • Research shows that even when children who go to private schools get worse examination results than those in state schools, they still go on to get better jobs. • Elite universities, e.g. Oxford and Cambridge, still recruit primarily from the private sector, and it is through attendance at such universities that individuals are able to access the elite jobs in society. • Selective education effectively means that wealthy parents can almost guarantee their children will have well paid future careers, which undermines any principles of equality; • Cultural and economic capital of the higher classes means they are more likely to pass selection tests for entry to private schools/elite universities. • Faith schools may not be aiding multiculturalism (segregation). • Single sex schools may be reinforcing patriarchy (feminism). • Other reasonable response.	**8**

Question	Answer	Marks
2(d)	**Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of why some sociologists believe that selective education is unfair. Responses may be short and undeveloped, e.g. *'buying an education',* without justification. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 (4–6)** Answers in this band will show basic sociological knowledge and understanding of why some sociologists believe that selective education is unfair. Responses may be underdeveloped and lacking in range. Answers may concentrate on only a few factors such as, *'selective education maintains the elite position of power'* or *'private schools get the best examination results'* and so be a little narrow. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed. **Band 3 (7–8)** Answers in this band will show good sociological knowledge and understanding of why some sociologists believe that selective education is unfair, and will be well-developed and explained, e.g. *'Private schools are funded by parents, meaning that the schools have a lot of money and can afford to provide small class sizes for their students. This can lead to better educational performance as students have more one-to-one attention. Parents value educational success and have high levels of cultural capital, which favours these students over others. Students from private schools are more likely to attend elite universities and to then get the high flying and well-paid jobs in society'*. Sociological terms and concepts will be used accurately, overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band, explanations will be clear throughout.	

Question	Answer	Marks
2(e)	**To what extent is the peer group the most influential factor in determining educational achievement?** Candidates should show an awareness of the various influences on educational achievement such as the peer group, home factors and school factors. Possible answers: For • Some students develop an anti-school subculture which provides students with a means to improve their own self esteem by giving them status within their peer group. • A culture of masculinity may form in counter-school cultures which causes these peers to disrupt the smooth running and learning of the school. • Peer pressure – young people want to fit in and thus the pressure from their peers (either positive or negative) may well determine how well they achieve at school, i.e. attitudes to homework, discipline, attendance. • Imitation – some children may copy their peers in order to conform and this can be either negative or positive: this is likely to affect educational achievement. • Sometimes pupils from ethnic minority groups are labelled as failures and placed in low sets and streams. These peer groups may then develop a shared set of values and develop a self-fulfilling prophecy. • Girls' peer groups are more likely than those of boys to conform to school values and so to be successful in education. • Peer groups outside school may influence educational achievement e.g. gang culture. • Other reasonable response.	**15**

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Question	Answer	Marks
2(e)	Against • Gender, not peer group, may be the most important factor in determining educational success. • Ethnicity, not peer group, may be the most important factor in determining educational success. • Social class, not peer group, may be the most important factor in determining educational success. • Home factors may be more important than the peer group, i.e. material/cultural deprivation / parental values and expectations. • School factors may be more important than the peer group, i.e. teacher stereotyping and labelling/setting and streaming/type of school attended. • Marxists would argue that educational success will always be more likely to be achieved by the higher social classes, as education simply reinforces the inequalities seen in society. • Linguistic codes – Bernstein argues that schools operate with an elaborate code which is also shared by the higher social classes. This makes educational achievement more likely for the higher social classes than the lower classes, who use a restricted code. • Functionalists would argue that the education system is fair and based on meritocracy, allowing all who work hard to be successful – only individuals, therefore, can be responsible for their own educational success or failure. • 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 the peer group is the most influential factor in determining educational achievement. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *'children copy their peers'*. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks), candidates may offer more than two points or provide a weak definition of key terms, e.g. *'a peer group are people who share a similar social position'*, in the question. **Band 2 (5–8)** In this band candidates will show some basic knowledge of whether the peer group is the most influential factor in determining educational achievement. Alternatively, they may offer an answer which is list-like in nature, but there will be no real attempt to assess the issues raised by the question. There may be limited 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, for example *'peer pressure is rife in schools and can be either negative or positive'*. Alternatively, a list-like answer with little development, covering both sides of the argument, may score up to 8 marks.	

Question	Answer	Marks
2(e)	**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 the peer group is the most influential factor in determining educational achievement. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question. Candidates may outline that for example, *'The peer group is an important factor in determining educational success in schools. Research shows that ethnic minority males are most likely to form anti-school sub-cultures and that this negatively impacts upon their achievements'.* **Band 4 (13–15)** Answers in this band will show excellent knowledge and understanding of whether the peer group is the most influential factor in determining educational achievement. There will be a strong grasp of the argument, as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Candidates may outline and discuss different explanations for educational achievement, e.g. *'hidden curriculum, teacher labelling, parental values and expectations, gender roles'*. 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 the peer group is the most influential factor in determining educational achievement, citing some of the examples given.	

Section C: Crime, deviance and social control

Question	Answer	Marks
3	**Official crime statistics are one way of measuring crime rates. This helps the Government to decide on effective punishments to control crime levels in society. However, they do not account for the dark figure of crime and so their accuracy can be questioned.**	
3(a)	**What is meant by the term 'dark figure of crime'?** The unknown number of crimes committed that are not included in the official statistics. One mark for partial definition, e.g. *crime not reported.* Two marks for clear definition, e.g. *unreported and unrecorded crimes that do not appear in the official statistics.*	**2**
3(b)	**Describe <u>two</u> formal agencies of social control.** Candidates will describe two formal agencies of social control. Informal agencies should not be credited. Possible answers: • Government – make the laws that determine what is considered criminal. • Police – have the power of arrest and act as enforcers of the laws; a public deterrent. • Armed forces – can use physical force and weaponry to ensure conformity to the law. • Prison/the penal system – takes away an individual's freedom as punishment for non-conformity to the law; keeps criminals out of society. • The judiciary/courts – decide whether an individual is guilty or not guilty and appropriate sentences for guilty parties. • 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 maximum of two).	**4**

Question	Answer	Marks
3(c)	**Explain how community sentencing is an effective punishment for crime.** Candidates need to demonstrate an understanding of the ways in which community sentencing can be an effective punishment for crime. Possible answers: • It is a cheaper alternative to the penal system. • It makes offenders give something back to the community that they have committed crimes against. • It can often be a public punishment, e.g. offenders in public wearing a 'uniform' deters others from committing crime and humiliates the offender. • Rehabilitation – makes offenders realise there are consequences for their actions. • Often thought to be a fair system of punishment – the punishment fits the crime, i.e. if you vandalise a park you will be made to clean that park. • Specific examples of community sentencing may be discussed in terms of its effectiveness, e.g. tagging, curfews, community service. • Other reasonable response. **Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of how community sentencing is an effective punishment for crime. Responses may be short and un-/underdeveloped. Candidates may be confused as to what is meant by community sentencing. 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. '*ways of making people make up for the crime they have committed'.* **Band 2 (4–6)** A clear and accurate explanation showing good sociological knowledge and understanding of how community sentencing is an effective punishment for crime. Sociological terms and concepts should be expected. Candidates may refer to public safety, rehabilitation, consequences, deterrence, fair justice 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.	**6**

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Question	Answer	Marks
3(d)	**Explain why some people adopt a deviant career.** Candidates need to identify what is meant by the term 'deviant career' and explain why they are adopted. Candidates may focus on specific social groups here (ethnic minorities, males, the working class etc.) or engage with more general theoretical explanations. These are all fine to credit. Possible answers: • Increasing role of a global media in society means that a wide variety of images and definitions of deviant/criminal youth can be seen, resulting in imitation and role modelling amongst people, e.g. copying criminal behaviour that is seen. • Gang culture – being in a gang involves the adoption of criminal and deviant behaviour, norms and values. • Status frustration – criminal youth sub-cultures may exist in order for some people to gain the status they crave in a society where they don't feel they get much status. • Sociologist, David Matza, talks about young people 'drifting' into criminal sub-cultures. The idea that this is a phase in their life when they have few responsibilities and so can experiment with new norms and values in this stage of transition – crime being one such thing. • A lack of social control in society may lead to a state of anomie in which crime and deviance occur. • Resistance and rebellion – criminal youth sub-cultures are typically dominated by working class ethnic minority males and have been explained by Marxist sociologists as an opportunity for disadvantaged people to express their dissatisfaction with society, and all the pressures to consume that it places upon them through crime. • Excitement – Postmodern sociologists in particular talk about people joining criminal sub-cultures in order to engage in thrill seeking and risk taking behaviour, i.e. joy-riding. • Culture of masculinity – males are socialised through several agencies into the need to prove their masculinity; criminal behaviour is one way to do so. • Labelling theory – people are stereotyped as criminals and targeted by the police and thus this may become their master status via a self-fulfilling prophecy. • Peer group pressure – people may be pressured into criminal behaviour and activities by their peer group. • Criminal socialisation – people in certain localities and environments may grow up learning criminal norms and values, i.e. the illegitimate opportunity structure or through the family. • Unemployment / lack of legitimate opportunity / poverty – people may find it hard to get work and thus turn to crime for the money they need (Marxism). • Other reasonable response.	**8**

Question	Answer	Marks
3(d)	**Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of why some people adopt a deviant career. Candidates may not fully understand what is meant by a deviant career. Responses may be short and undeveloped, e.g. *'some people have little money and so turn to crime'*. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 (4–6)** Answers in this band will show basic sociological knowledge and understanding of why some people adopt a deviant career. Candidates may say that, e.g. *'the media promote the 'gangsta' lifestyle as glamorous and exciting and so some people copy the deviant role models that they see'.* 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 some people adopt a deviant career and will be well developed and explained. Candidates may discuss *specific sociological theories such as Marxism, culture of masculinity, drift theory, Postmodernism* 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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Question	Answer	Marks
3(e)	**To what extent do official crime statistics provide an accurate picture of crime?** Candidates need to show an understanding of whether official crime statistics provide an accurate picture of crime. Candidates may focus on advantages and disadvantages of the crime statistics and/or consider alternative ways of measuring crime within their response. Either approach should be credited. It is unlikely that a balanced argument will be seen for this essay – this should not disadvantage candidates. Possible answers: For: • Official crime statistics are updated regularly and so provide an up-to-date picture of crime. • Official crime statistics are taken from official reports and records from the formal agencies and are therefore a reliable source of information. • The statistics provide a national picture and are therefore representative and generalisable. • Official crime statistics allow comparisons to be made with previous years to discover trends in crime. • Official statistics help the police and Government to prioritise crimes to target and areas to focus their attentions on. • Official crime statistics are easily accessible and so provide the public, often via the media, with information on crime patterns. • Governments are seen as trustworthy and therefore it is perceived that the picture of crime they provide is accurate. • Other reasonable response.	**15**

Question	Answer	Marks
3(e)	Against: • The crime statistics are a social construction according to Interpretivists – they tell us more about the decisions made by those who compile the statistics than about the actual, real picture of crime. • Crime statistics may not give a valid picture of crime because they can be manipulated by Government sources – political bias. • Not all crime is reported by the public to the police, e.g. rape and embarrassment. • Not every criminal act is thought of as criminal by the victim e.g. illegal music downloading; therefore it's not in the official statistics. • Not all crimes that are reported by the public are recorded by the police, e.g. petty crime. • Some social groups are more likely than others to be targeted by the police and so are more likely to be found committing criminal acts and therefore are more likely to be in the official crime statistics. • Not everyone is treated the same by the courts and so some social groups are more likely to be found guilty of a crime than others, e.g. chivalry thesis, institutional racism. • Victim surveys reveal a different picture of crime than that seen in the crime statistics. • Self-report studies show a different picture of offenders than that found in the crime statistics. • The crime statistics hide a large dark figure of crime. • White collar crimes and sexual crimes are notoriously under-represented in the crime statistics (tip of the iceburg). • 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 the official crime statistics show an accurate picture of crime. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *'crime statistics are kept up to date'*. Lower in the band (1–2 marks), expect one or two weak points. Higher in the band (3–4 marks), candidates may offer more than two points or provide a weak definition of key terms, e.g. *'the official crime statistics are the official figures to show the number of crimes and offenders'*, as in the question.	

Question	Answer	Marks
3(e)	**Band 2 (5–8)** In this band candidates will show some basic knowledge of whether the official crime statistics show an accurate picture of crime. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to assess the issues raised by the question. There may be limited use of sociological terms or concepts. Candidates may discuss some reasons why the official crime statistics do show an accurate picture of crime, i.e. *'based on factual records, compiled by recognised and trustworthy sources',*. 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 the official crime statistics show an accurate picture of crime. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may be able to present a range of points to support the idea that the official crime statistics show an accurate picture of crime, but also be aware of some of the arguments against this, i.e. *'not all crimes are reported, not all crimes are recorded by the police, the dark figure of crime'*. 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 the official crime statistics show an accurate picture of crime. There will be a strong grasp of the argument, as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. For example, candidates may say that *'the crime statistics provide an accurate picture of crime because they are based on official police and court figures of recognised crimes. However, there are a number of crimes that do not appear in the statistics and many sociologists believe they merely show the tip of the iceberg. Not everyone has the same chance of appearing in the official crime statistics and so Interpretivist sociologists often claim that they are socially constructed and invalid.'*. 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 the official crime statistics show an accurate picture of crime, citing some of the examples given.	

Section D: Media

Question	Answer	Marks
4	**The media are thought to be a very powerful agency of socialisation that can affect the audience's attitudes and behaviour. The traditional media have been accused of creating and reinforcing stereotypical representations, but many believe that these are now beginning to change.**	
4(a)	**What is meant by the term 'traditional media'?** Print and other, older media, such as film and radio, that have little, if any, interactivity. One mark for partial definition, e.g. magazines. Two marks for clear definition, e.g. old media where there is a one way channel of communication between the producer and a mass audience as seen in TV.	**2**
4(b)	**Describe <u>two</u> media gatekeepers.** Candidates will describe two media gatekeepers. These may take the form of a general response or be specific examples of gatekeepers. Either way is fine to credit. Gatekeepers – individuals who control the audience's access to media information. If two separate and distinct examples are used from the same bullet point, this is fine to credit. Possible answers: • Owners, i.e. Rupert Murdoch/Berlusconi • Editors – of news programmes etc. deciding which stories to include e.g. newsworthiness. • Reporters – deciding what to cover; what to include in the coverage – news values etc. • Advertisers – media companies have to tailor their content to appeal to advertisers. • Audience – make their own decisions on what to consume. • Media conglomerates and corporations, e.g. Disney • Government – censorship, laws and propaganda • Political spin doctors – control a politician's image and representation. • Other reasonable response. One mark for each point correctly identified (up to maximum of two). One mark for each point developed (up to maximum of two).	**4**

Question	Answer	Marks
4(c)	**Explain how different social groups use the media differently.** Candidates need to demonstrate an understanding of what is meant by different social groups, e.g. based on gender, age, ethnicity and social class. Candidates may choose to cover a wide range of these groups in their answer, or may focus on a smaller number in more detail, e.g. look at social class and consider the different consumption patterns of the working, middle and upper classes. Possible answers: • Males use computer games and new technologies more than females. • Men and women prefer different genres of TV and films, e.g. females consume more soap operas and males more documentaries/sport. • Males are more likely than females to decide on what is to be consumed, and to control recording and streaming devices. • The amount of TV watched increases after the age of 50; • Younger people are more likely than older consumers to engage with new media technologies and user-generated content – the digital divide. • Younger people typically go to the cinema more than older people. • Different social classes read different types of newspapers – typically tabloids for the lower social classes and broadsheets for the higher classes. • The lower social classes tend to watch more light entertainment than the higher social classes, who watch more niche/specialist programmes and channels. • Ethnic minority and immigrant groups are likely to consume more media from their country of origin than majority groups. • Other reasonable response.	**6**

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Question	Answer	Marks
4(c)	**Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of how different social groups use the media differently. Responses may be short and un-/underdeveloped. 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. *'tabloid newspapers are more likely to be read by males and the lower social classes.'* **Band 2 (4–6)** A clear and accurate explanation showing good sociological knowledge and understanding of how different social groups use the media differently. For example, *discussing how males are more likely than females to choose what to watch on TV, how younger groups are more like to engage with interactive new media than older age groups* etc. Sociological language and concepts should be expected. At the bottom of the band, the range of points covered may be narrow or lack detail. Higher in the band, answers will cover more than one factor in a well-developed way or cover several factors in less detail.	

Question	Answer	Marks
4(d)	**Explain why developments in new media are changing how social groups are represented.** Candidates should show an awareness of different social groups in the media such as males, the disabled, the elderly etc. and consider why the way these groups are typically represented is changing. This should be linked to developments in new media. Candidates may answer the question in a general way or may focus their discussion more specifically on particular social groups, e.g. youth, females, with specific examples. Possible answers: • Representations in new media mirror social reality and thus when society changes, so does the way the media reflects this, e.g. more working women in society, equals more working women seen in the media – linked to the Pluralist idea of the media giving the audience what they want. • The new media is now global, meaning that a diverse range of representations can be seen and accessed easily, which promotes social change – globalisation and diversity. • The rise of the new media means that the audience are actively involved in creating the representations that we see, rather than these being produced by media owners – interactivity. • Social attitudes and norms are changing and thus the media must reflect this to remain popular, e.g. positive representations of disabled people. • There is less broadcasting and more narrowcasting in new media today, meaning that niche audiences are catered for, which allows for greater diversity in media content and representations. • Owners of the media are no longer just a small, elite group in society, but instead are more diverse and in the new media could be said to be the audience members as well – these differences are reflected in the greater range of representations that are now commonly found in the media. • Changes in the law means that certain representations that were once commonplace are now considered unacceptable – new media must avoid these and offer something new in order to avoid public complaints and litigation, e.g. sexism/racism/ageism. • New media allows the audience to actively comment upon, change, challenge and create the representations of social groups (blogs, social media etc.) • Other reasonable response.	**8**

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Question	Answer	Marks
4(d)	**Band 0** No creditworthy response. **Band 1 (1–3)** Answers in this band will show only a limited awareness of why representations of different social groups in the media are changing. Candidates may not really understand what is meant by 'different social groups'. Responses may be short and undeveloped, e.g. *'attitudes of the audience are changing',* 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 representations of different social groups in the media are changing. Responses may be underdeveloped and lacking in range. Candidates may explain some of the reasons, e.g. *changing social attitudes, rise of the new media and user generated content, greater media diversity and choice*. 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 representations of different social groups in the media are changing 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, e.g. *'in order to remain popular and viable, the media must give the audience what it wants to see, according to the Pluralists. This means that when social attitudes change, so must the media representations. It is no longer acceptable, for example, to simply show a female in the housewife role'*. At the top of the band, explanations will be clear throughout.	

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Question	Answer	Marks
4(e)	**To what extent do the media affect voting patterns?** Candidates will need to look at a range of different ways that the media can affect voting patterns. Different types of media may be referred to in a candidate's answers. Specific examples of voting patterns and outcomes may be discussed. These may be related to the candidate's own cultural context. Possible answers: For: • Passive audience models, such as the hypodermic needle theory, suggest that the audience believe what they see/hear and thus voting patterns and results will be affected by media coverage. • Media role models may affect how the audience vote and are often used by political parties in advertising campaigns (celebrity endorsement). • Spin doctors can control the representation of politicians in the media and thus affect how the audience vote. • Privately owned media can and do take strong political positions, e.g. in the stories selected, the language used and the opinions expressed – issues of bias. • At election time, political parties make extensive use of the media in order to transmit their messages to the voters – political broadcasts, manifestos, posters etc. • Media reporting of the opinion polls can also influence voting patterns, as they claim to be able to show what the election result is likely to be. • Discussion and debates in the media between political parties and politicians are commonplace, and are an effective way of getting policies across and criticising the opposition; • Use of social media by the political parties allows politicians to interact with the voters and potentially affect voting patterns, e.g. Twitter. • Propaganda and highly censored media in some countries is likely to affect voting patterns. • Other reasonable response.	**15**

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Question	Answer	Marks
4(e)	Against: • Active audience models, such as the uses and gratifications theory, suggest that the media has little direct effect upon the audience and that the audience can control what media they consume and how it affects them. • Voters today are aware that political parties use the media in an attempt to win votes and thus are unlikely to believe everything they see and hear (Hall – negotiated reading etc.) • The audience will actively choose to switch off/not listen to anything in the media that they disagree with thus their voting patterns will not be affected by the media. • Political socialisation through the family/peer group is likely to be more influential in determining voting patterns than the media. • Social characteristics of the audience, i.e. gender/age/social class/ethnicity are more likely to determine voting patterns than the media. • The audience themselves may influence voting patterns today more than the media can, through their ability to use new media technologies, in order to post comments, create blogs, engage in discussion forums etc. • A large number of people choose not to vote and thus the media will not affect their voting patterns. • 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 the media affects voting patterns. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *'the audience believes what they see/hear 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. *voting patterns / how voters choose to vote*, in the question. **Band 2 (5–8)** In this band candidates will show some basic knowledge of whether the media affects voting patterns. 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 give examples of types of media, political parties and leaders, and election results. 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.	

Question	Answer	Marks
4(e)	**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 the media affects voting patterns. 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 hypodermic needle approach, the influence of spin doctors, issues of bias in the media and the reporting of the opinion polls. On the other side of the debate the uses and gratifications theory may be referred to alongside increased audience awareness of and cynicism towards party political broadcasts and advertising.* 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 the media affects voting patterns. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. *Candidates may refer to the increased use of new media and audience interactivity, political socialisation and the wide range of political opinions and viewpoints available in a global media context.* 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 the media affects voting patterns, citing some of the examples given.	

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