Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SOCIOLOGY **0495/23**

Paper 2 **October/November 2018**

MARK SCHEME

Maximum Mark: 70

Published

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

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

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1(a)	**What is meant by the term 'commune'?** One mark for partial definition, e.g. *'living together'* Two marks for clear definition, e.g. *'a group of people who choose to live together and share at least some of their property'.*	**2**
1(b)	**Describe <u>two</u> types of cohabitation.** Possible answers: • a trial marriage – living together before marriage; • a short-term relationship without real commitment; • a permanent or long-term relationship – the same as a marriage just without the ceremony; • two heterosexuals living together (with or without children); • two homosexuals living together (with or without children); • other reasonable response. One mark for each point correctly identified (up to maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
1(c)	**Explain how urbanisation has affected family life.** Possible answers: • traditional large extended family units have reduced and been replaced by smaller family units such as the nuclear family; • functions that were once performed by the family i.e. care of the young and the elderly are now performed by the state and its institutions; • face to face contact with wider family members is thought to be less than previously, replaced in part by technology e.g. email, skype, facetime, social media, etc.; • young adults tend to move to cities leaving rural areas with mainly older people/children; • families living very close to other families in shanty towns; • nuclear families tend to live further away from their extended families due to the need to be geographically mobile; • in times of crisis the extended family are unlikely to be the source of help and support that they once were as now the welfare state steps in; • living in cities means the cost of living is likely to be higher and so families are likely to be smaller to make life more affordable; • family life has become privatised (particularly in the nuclear family) with the home being at the centre of family life – this has led to factors such as child centredness/symmetry, etc.; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of how urbanisation has affected family life and may talk about e.g. '*families living apart'*. 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.	**6**

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Question	Answer	Marks
1(c)	**Band 2 [4–6 marks]** A clear and accurate explanation, showing good sociological knowledge and understanding of the relationship between urbanisation and the effects on family life. Sociological terms and concepts should be expected e.g. '*Urbanisation results in extended families having to live apart from one another as families have to be geographically mobile in order to look for work in the city'.* 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.	

Question	Answer	Marks
1(d)	**Explain why the symmetrical family has become more common in modern industrial societies.** Possible answers: • privatised nuclear families mean that couples spend a lot of time together in the home which encourages a more equal partnership; • being away from the extended family means less pressure can be applied to conform to traditional gender roles in the family; • in society women have a higher status and so this is transferred into their family relationships also – they expect equality – feminism; • women frequently do paid work today and so have an income, meaning they have greater status and a joint say in financial decisions in the family; • roles today are more flexible and so there is greater choice and freedom for men and women to find what works best for them, challenging tradition – Postmodernism; • homosexual relationships challenge ideas about traditional conjugal roles and so allow for greater equality; • labour saving devices in the home and paid help have reduced the burden of housework and again allow for greater equality; • children are often expected to help out in the home and so this allows for greater equality between husband and wife; • child centredness as a norm in MIS's means children are often viewed as equals in the family; • pressure and influence from the media to give women more power in society e.g. The Equal Pay Act, translates to the home as well; • changing norms and values means that definitions of what it means to be 'male' and 'female' have become more fluid allowing men to be hands on dads, new men, etc.; • other reasonable response.	**8**

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Question	Answer	Marks
1(d)	**Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why some families are more symmetrical today. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'women go out to work'* stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding of why some families are more symmetrical today. Responses may be underdeveloped and lacking in range, e.g. '*families are increasingly symmetrical because women earn a wage and so have more of a say in household decisions*'. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why some families are more symmetrical today and will be well developed and explained, e.g. '*families today are more symmetrical because of the expectation in women for equality created by the Feminist movement. They have gained higher status in society through employment and wages and expect this to be replicated in the family roles undertaken. Conjugal roles are therefore now more likely to be joint and women expect to be consulted on important decisions affecting the family'.* They can then expand on the explanation of this and other factors as necessary. Sociological terms and concepts will be used accurately overall. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.	

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Question	Answer	Marks
1(e)	**To what extent are nuclear families patriarchal?** Possible answers: FOR: • traditional gender roles in the nuclear family make men the breadwinner and head of the household so giving him more power; • the expected role of a wife in a nuclear family is to be expressive and look after the needs of the husband, meaning that the man benefits more than she does; • socialisation of children into gender roles in the nuclear family through processes such as canalisation and manipulation – this can be very stereotyped, leading to patriarchy; • the dual burden/triple shift – means that women in the nuclear family have more responsibilities and stress than men; • feminists believe that as long as society remains patriarchal so the domestic division of labour will remain and gender inequalities will persist in the nuclear family; • men may help out more in the home and with the childcare today but women do this for a lot longer and often do the worst, tedious domestic jobs; • men continue to make the important household decisions meaning nuclear family life is patriarchal; • house husbands and the new man remain the exception in nuclear family life; • domestic violence and abuse in the nuclear family – men are the main perpetrators of this; • other reasonable response.	**15**

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Question	Answer	Marks
1(e)	AGAINST: • feminism has raised the expectations of women so that they are no longer prepared to accept their subordinate role in the nuclear family; • men help out regularly with housework and childcare in privatised nuclear families; • there are now many stay at home dads/house husbands in nuclear families which allows women to go out to work and not be tied to the home; • some women choose to stay at home and be a housewife, this is not patriarchy, this is their choice; • most women in nuclear families now work meaning that their power and status in the home has increased; • many nuclear families are now symmetrical – the sharing of conjugal roles and decision making means they cannot be patriarchal; • parents are making active choices not to bring their children up in a stereotypical way, so breaking the cycle of patriarchy; • lesbian nuclear families allow for the roles to be redefined and for patriarchy not to be relevant; • how patriarchal a nuclear family is will depend upon the individual family members, the culture and religion, etc. – it cannot be generalised to all; • domestic violence and abuse is not just committed by males in nuclear families; • in most societies domestic violence has been criminalised and is thought to be unacceptable – this prevents patriarchy in the family; • it is not just nuclear families that can be patriarchal – this kind of inequality may be present in many different types of families; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the extent to which nuclear families are patriarchal. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. '*women cook more than men'* or *'men earn more money so can tell women what to do'*. 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. '*patriarchy means men have more power than women'*.	

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Question	Answer	Marks
1(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the extent to which nuclear families are patriarchal. 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. *'women still do most of the housework and childcare in the home'*. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which nuclear families are patriarchal. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may say that e.g. *'despite more equality and changing roles within the family, women still do most of the housework and childcare but this is not the same in every nuclear family'* or *'men and women are equal now in society and so this has also been and transferred to the family where conjugal roles are now shared, but this isn't the same for everybody'.* There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the extent to which nuclear families are patriarchal. 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 nuclear families being patriarchal, citing some of the examples given.	

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Question	Answer	Marks
2(a)	**What is meant by the term 'private school'?** One mark for partial definition, e.g. *'a school you pay for'.* Two marks for clear definition, e.g. *'a school that is not run or controlled by the Government and is funded through tuition fees*'.	**2**
2(b)	**Describe <u>two</u> types of schools, apart from private schools.** Possible answers: • primary/elementary – where children receive the first years of their education; • pre-school – education received before starting primary school largely looking to develop children's cognitive and social skills; • secondary/high school – a range of different subjects are studied and examined; • state schools – run directly or indirectly by the government; • faith schools – controlled by a religious organisation; • comprehensive schools – non-selective secondary schools; • grammar schools – secondary education focused on academic excellence; • academies – businesses and other sponsors decide how the school is run; • free schools – charities/parents and other groups can set up their own school directly funded by the government; • vocational schools/training schools – students learn practical subjects and/or skills that will prepare them for the workforce; • other reasonable response. One mark for each point correctly identified (up to maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

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Question	Answer	Marks
2(c)	**Explain how a school's use of IQ tests could affect a child's experience of education.** Possible answers: • pupils who get high IQ scores in a test are categorised as intelligent, those that don't are seen as not as intelligent by teachers; • IQ test results can determine the set or stream a pupil gets placed into; • IQ tests will determine which students a pupil spends their time with and thus affects peer group relationships; • students in a lower set may be negatively labelled by teachers and face a self-fulfilling prophecy; • students in higher sets may be positively labelled and face the halo effect; • numbers and level of examination entry may be determined by IQ test results; • results of IQ tests may indirectly lead to the formation of pro or anti-school subcultures dependent on the scores achieved; • IQ test results may determine which subjects a pupil can/cannot study whilst in education; • IQ tests have been accused by some of being ethnocentric and so can be used by schools as a form of institutional racism; • IQ tests have been criticised for favouring middle class students therefore may serve to reinforce (according to Marxists) working class feelings of failure and higher class superiority; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of how IQ tests can affect a student's experience of education and may talk about e.g. '*getting bad results means you go in the lower sets'*. 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.	**6**

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Question	Answer	Marks
2(c)	**Band 2 [4–6 marks]** A clear and accurate explanation, showing good sociological knowledge and understanding of how IQ tests can affect a student's experience of education. Sociological terms and concepts should be expected e.g. '*IQ tests essentially filter students into bright and not bright streams and this may result in teacher labelling. If a student is given a negative teacher label as a result of their IQ test this could lead to a self-fulfilling prophecy and under achievement in school'.* This would be followed by an 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.	

Question	Answer	Marks
2(d)	**Explain why some students may reject the norms and values of a school.** Possible answers: • schools divide students into achievers and failures through the testing and setting system and this causes some pupils to become disillusioned and thus to rebel; • functionalist view – part of the wider teenage rejection of authority, testing the boundaries within the transition stage; • status frustration – those who are labelled as failures by the school do not gain status from academic achievement and therefore reject school's norms and values in order to get this through deviance; • some pupils form an anti-school sub-culture whereby they reject the values of school and create their own hierarchy and opportunities to gain status and respect – often linked to social characteristics of class, gender and/or ethnicity; • school and education is perceived to be feminine, boys are under pressure to assert their masculinity and so reject the school's norms and values as a way of doing this; • some students have not been socialised into a culture that values education and so are unlikely to conform to the rules it imposes; • some students do not follow the norms and values of a school in order to resist the institution that they believe has failed them and not given them the opportunities to succeed; • for some students an academic education is not accessible or appropriate and there may be no vocational alternatives, therefore they rebel against the school ethos and values; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why some students may reject the norms and values of a school. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'they rebel because they find school hard'*, stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.	**8**

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Question	Answer	Marks
2(d)	**Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding of why some students may reject the norms and values of a school. Responses may be underdeveloped and lacking in range, e.g. *'schools set pupils based on ability and those in the bottom sets are often looked down on by teachers. This means they see no point to education and so rebel against it instead'.* At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why some students may reject the norms and values of a school and will be well developed and explained, e.g. *'students in school who choose not to follow the norms and values are typically male and working class. They are labelled by the teachers as failures and therefore see little point in trying hard, often living up to their self-fulfilling prophecy as they turn to their peer group for status'.* 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.	

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Question	Answer	Marks
2(e)	**To what extent is the functionalist view of education correct?** Possible answers: FOR: • education contributes to the smooth running of society and therefore helps to maintain social order; • schools transmit norms and values to individuals and continue the socialisation that has begun in the family; • schools act as an agency of social control, using sanctions and rewards to reinforce right and wrong and to ensure conformity in pupils; • children are socialised into a shared set of values and therefore they feel a sense of belonging through shared interests and beliefs; • education can promote key values such as patriotism through history and literature lessons, the learning and singing of the national anthem and prominence of national symbols; • education teaches children the importance of achievement, it encourages them to work hard and to set goals, everyone is judged in the same way, it is meritocratic; • education produces individuals with the skills and knowledge necessary to promote economic growth and stability; • role allocation – education ensures the most talented and able children go into the top jobs – examination results ensure that individuals take different career paths suited to their needs and abilities – 'sifting and sorting'; • functionalists believe that educational success leads to social mobility and greater life chances; • other reasonable response.	**15**

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Question	Answer	Marks
2(e)	AGAINST: • many sociologists believe that there isn't a shared set of values in society to be passed on through education anymore because of the diverse and multicultural society we live in; • Marxists believe education passes on the dominant ideology and therefore ensures that the status quo is maintained in society; • feminists believe that patriarchal values are transmitted through education in, for example, the perpetuation of traditional and stereotypical gender roles; • some sociologists believe that education is ethnocentric and presents a very narrow view of the world which alienates ethnic minority students; • education is a tool used by the ruling class, according to Marxists, to legitimise and normalise capitalism – competition is promoted in readiness for society and students are indoctrinated into capitalist ideologies; • Marxists believe there is a hidden curriculum in education that serves to promote dominant norms and values that benefit those in positions of power in society e.g. students are trained in dealing with boredom to prepare them for their routine, dull jobs in later life; • education can be unfair – those that pay for an education through private schooling, for example, are likely to gain better examination results than those that attend state schools leading to better jobs in society – this is not meritocratic; • feminists believe there is still gendered subject choice in schools and that this limits the power and status women can have in the labour market in society; • girls are socialised into nurturing and caring roles through education whereas boys are taught to be independent and aggressive – feminism; • functionalist view may be correct for some individuals but may not be the case for everybody – it perhaps depends upon the school itself, the subject choices, the individuals and the type of school; • other reasonable response.	

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Question	Answer	Marks
2(e)	**Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the extent to which the functionalist view of education is correct. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. '*education gives everyone the chance to be successful'.* 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. *'functionalists say that education is a good thing for everybody'*. **Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the extent to which the functionalist view of education is correct. 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. *'education is a key agency of socialisation that teaches norms and values to children and encourages everyone to behave correctly'*. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which the functionalist view of education is correct. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may say that e.g. '*despite there being many positive factors to education, like gaining skills and knowledge, Marxists believe that it serves the interests of the ruling class and indoctrinates students into capitalist norms and values that ensure the working class remain in their low status positions in society'.* 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.	

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Question	Answer	Marks
2(e)	**Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the extent to which the functionalist view of education is correct. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. Candidates should show consideration of points for and against the idea of the functionalist view of education being correct, citing some of the examples given.	

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Question	Answer	Marks
3(a)	**What is meant by the term 'status frustration'?** One mark for partial definition, *e.g. 'annoyed by your low status'.* Two marks for clear definition, *e.g. 'when people are unable to achieve the socially accepted goals due to their position in society'.*	**2**
3(b)	**Describe <u>two</u> reasons why the police might not record a crime that has been reported to them.** Possible answers: • police may be under pressure to focus on particular crimes and so are reluctant to report crimes that aren't in this category – police targets and quotas; • the police may believe the crime to be too petty to bother recording it; • the police may feel it is a domestic incident that should be dealt with by the individuals involved and so don't record it; • the police may be doubtful of the credibility of the person reporting the crime and so don't record it; • police need evidence that the crime reported is indeed a crime, if not then they are unlikely to record it e.g. theft rather than lost property; • police discretion means that the police have the power to decide whether something should be recorded as a crime or not; • the police may not believe that they are able to solve the crime and so do not record it e.g. cybercrime; • the police may be corrupt and so do not record the crime in order to protect a powerful and influential individual/group; • other reasonable response. One mark for each point correctly identified (up to maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

Question	Answer	Marks
3(c)	**Explain how the media can create deviancy amplification.** Possible answers: • media exaggeration, glamorisation and sensationalism leads to people copying what they see so leading to deviancy amplification; • criminals believe that there are certain crimes they are able to get away with due to its representation in the media and so this leads to more crime being committed; • creating folk devils e.g. young people, drug addicts, etc. in the media leads to them feeling frustrated/alienated and therefore committing more crime; • moral panics and stigmatisation e.g. the mods and the rockers – stereotypical reporting leads to the 'criminals' acting in the way they have been portrayed in the media and so more crime is committed – labelling theory and the self-fulfilling prophecy; • moral panics – the media predict crime and therefore cause the police/authorities to look out for that crime so seemingly more crime has been committed; • media reports of crime can lead to a bigger police presence e.g. with the mods and rockers in Clacton (Cohen) which increases the risk of confrontation and therefore increases the likelihood of crime; • scapegoating – some social groups are blamed for society's problems by the media and so it is unsurprising that they turn to crime as a reaction to this e.g. ethnic minorities; • Marxism – the media promotes consumption as desirable, those that cannot afford to buy the consumer goods seen may turn to crime instead; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of how the media can create deviancy amplification and may talk about e.g. '*the media show some people in a bad way so they can't get jobs and turn to crime'*. 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.	**6**

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Question	Answer	Marks
3(c)	**Band 2 [4–6 marks]** A clear and accurate explanation, showing good sociological knowledge and understanding of how the media can create deviancy amplification. Sociological terms and concepts should be expected, e.g. '*the media create folk devils who are blamed for certain crimes. This can lead to the group or individual feeling status frustration and therefore turning to crime as a response'*. 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.	

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Question	Answer	Marks
3(d)	**Explain why males commit more crime than females.** Possible answers: • differential socialisation – processes such as canalisation and manipulation (Oakley) mean that boys and girls grow up with very different gender identities – males are tougher, more independent and so more likely to commit crime; • differential social control – males tend to have less social control imposed upon them than females – this gives them more opportunities to commit crime; • masculinity – males are often under pressure to prove their masculinity – being criminal is one way to do this e.g. male peer group pressure; • breadwinner role – males may feel pressure to provide for their partner/family and if they do not have a job or enough money they may suffer from status frustration and thus turn to instrumental crime; • males are more susceptible to peer pressure and so could join an anti-school sub-culture or a deviant group where criminality is normal; • males are more likely to join gangs than females – gangs are based upon criminal behaviour, indeed this gains members status; • opportunity – some crimes, such as corporate crime, are committed in the work place – as these are typically male dominated it is easier for the male to commit the crime; • males are thought to be naturally more aggressive than females, e.g. testosterone levels, and so may be more likely to commit crime; • media role models – many of these for males engage in criminal behaviour and this is not sanctioned, rather it can bring positive rewards – imitation may occur; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why males commit more crime than females. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'men are more aggressive'* stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point.	**8**

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Question	Answer	Marks
3(d)	**Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding of why males commit more crime than females. Responses may be underdeveloped and lacking in range. e.g. '*males commit more crime because they have been socialised in their families to be tough and independent'*. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why males commit more crime than females and will be well developed and explained. e.g. *'males commit more crime than females because of the pressure on them to prove their masculinity. If they don't do this then they can be labelled as effeminate by their peers. One way to do this is to commit crime. Young males are far more likely to be gang members than young females and may engage in criminal rites of passages such as robbing someone in order to gain status and show their masculinity'.* 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.	

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Question	Answer	Marks
3(e)	**To what extent do victim surveys provide an accurate measure of crime?** Possible answers: FOR: • they uncover unreported (hidden) crimes that the formal agents do not know about and so are more valid than the OCS; • asking people what crimes they have been a victim of is likely to provoke a true response as there is no harm/threat to the respondent; • national victim surveys such as the BCS/CSEW are now so well thought of that they are published alongside the OCS by the government in order to show a more accurate picture of crime; • victim surveys are typically completed using interviews, allowing the researcher to gain a rapport with the respondent and so get them to open up honestly about things/crimes; • victim surveys offer full confidentiality to the respondent and so encourage truthful/valid answers; • local victim surveys, such as The Islington Survey, allow for researchers to gain an in-depth understanding of the nature of crime victims in a local area; • victim surveys can call into question the validity of the patterns and trends seen in the OCS e.g. the BCS has shown that the group thought to be the most criminal in society (young working class males) are also the most likely to be victims of crime; • victim surveys can show those crimes that have not been recorded by the police, so giving a more accurate picture of crime and uncovering more of the 'dark figure'; • feminist researchers believe that local victim surveys help to uncover the true extent of the victimisation that women have to endure; • other reasonable response.	**15**

Question	Answer	Marks
3(e)	AGAINST: • victim surveys cannot cover all types of crimes – they do not, for example, cover victimless crimes such as drug use; • victim surveys do not usually cover crimes committed against children as children are not normally the respondents in this research method – therefore they still do not reveal the full, true picture; • some respondents may be unwilling to reveal personal information about themselves to a researcher e.g. victims of sexual assault or abuse, therefore the picture of crime that is produced is still not accurate; • this method relies on the memory of the respondents and so is unlikely to be fully accurate as people will forget things; • national victim surveys will inevitably generalise the picture of crime and are therefore thought by some sociologists to be of little use in really understanding crime and its victims; • local victim surveys are typically based upon a small and unrepresentative sample and are criticised by many sociologists as being atypical and not generalisable; • white collar and corporate crime is likely to be under-represented in victim surveys as those involved may not know that they were the victims of crime; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the extent to which victim surveys provide an accurate measure of crime. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *'they find out about crimes the police don't know about'.* 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. '*victim surveys are where people are asked what crimes they have been a victim of*'.	

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Question	Answer	Marks
3(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the extent to which victim surveys provide an accurate measure 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/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. *'not everyone reports a crime committed against them to the police and victim surveys are a good way to find out about these'*. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which victim surveys provide an accurate measure 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 say that e.g. '*despite the OCS being recognised as the most easily accessible source of information on crime, victim surveys are thought by many sociologists to produce a far more valid picture due to the uncovering of 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 marks]** Answers in this band will show excellent knowledge and understanding of the extent to which victim surveys provide an accurate measure 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. Responses will be two-sided and balanced. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. Candidates should show consideration of points for and against the idea of the usefulness of the victim survey in providing an accurate picture of crime, citing some of the examples given.	

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Question	Answer	Marks
4(a)	**What is meant by the term 'uses and gratifications model'?** One mark for partial definition, e.g. *'how people enjoy the media'.* Two marks for clear definition, e.g. *'how audiences use and are in control of the media, not how they are affected by them'*.	**2**
4(b)	**Describe <u>two</u> recent developments in the media.** Possible answers: • the creation of a digital divide through those that can afford and access new media and those that can't; • interactivity – new media offer a lot of opportunities for audience involvement; • horizontal integration – many media conglomerates own a range of companies in different media in order to increase profits and market share; • vertical integration – a company controls different stages of production and distribution to increase its power and control; • media conglomerates are now typical whereby a concentration of ownership leads perhaps to less diverse/independent content e.g. Disney, Sony, etc.; • globalisation – media is now instant and available all around the world via the internet; • media streaming – digital technology and the internet means media content need not be in 'hard' format any longer and can be accessed 'on demand'; • print products are becoming extinct as they become available in digital only versions e.g. newspapers/magazines; • diversification – media corporations extend their interests into other areas so increasing their power, profits and control; • convergence – media technologies are moving towards being able to perform similar tasks e.g. television programmes can now be watched on a variety of different devices; • other reasonable response. One mark for each point correctly identified (up to maximum of two). One mark for each point that is developed (up to a maximum of two).	**4**

Question	Answer	Marks
4(c)	**Explain how the media acts as an agency of secondary socialisation.** Possible answers: • gender representations – the media sets the expectations for the roles males and females should occupy in society – feminists are critical of this; • imitation – people, especially children, may copy what they see in the media i.e. violence in films/computer games, etc. may lead to violence in society; • role models – people look up to and aspire to be like various people in the media and so this teaches us how to think and behave; • norm referencing – the media teaches us core norms and values in society; • celebrity culture – we learn from the media how much the cult of celebrity is valued in MIS; • consumption – Marxists believe that the media encourages and normalises consumer society and the acceptance of capitalism e.g. via advertising; • new media provides audiences with alternative ideologies to consider and so gives them more ideas and options for their own identities; • agenda setting – the media tells us what is important and what we should think about in society e.g. the work of the GUMG on favouring the higher classes; • folk devils and moral panics – the media can create panic and concern in society as individuals and groups are negatively labelled – we learn who the 'goodies' and 'baddies' are; • stereotyping – the media often represents less powerful groups in stereotypical and negative ways and these may be accepted as real/correct by the audience; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of the ways the media can act as an agency of secondary socialisation and may talk about e.g. *'the audience copy styles that look good'.* The term 'secondary socialisation' may not be fully understood. 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.	**6**

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Question	Answer	Marks
4(c)	**Band 2 [4–6 marks]** A clear and accurate explanation, showing good sociological knowledge and understanding of the ways the media can act as an agency of secondary socialisation. Sociological terms and concepts should be expected e.g. *'the media uses role modelling as one way of socialising the audience. Individuals who the audience aspire to be like are highly influential when it comes to fashion, behaviour and beliefs. Sometimes this can be negative, for example, how the media has been blamed for promoting and normalising eating disorders amongst young females'.* 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.	

Question	Answer	Marks
4(d)	**Explain why sociologists cannot agree on the ways the media affects its audience.** Possible answers: • the perspective and theory the sociologist is working in will affect how they think the media influences the audience e.g. a feminist will see the media as a tool of patriarchy; • evidence exists to prove that the media does influence the audience, directly through hypodermic syringe model and indirectly through the cultural effects approach – which to believe?; • counter evidence exists to show that the audience controls how the media effects them e.g. uses and gratifications approach, active audience; • results from experiments and investigations into media effects can often be criticised, e.g. the bobo doll experiment due to its flawed methodology and testing; • Marxists believe that the media is a tool of the ruling class used to manipulate and control the audience, other theories disagree; • feminists believe the media is an extension of patriarchy – benefiting men rather than women, other theories disagree; • postmodernists believe that the media is now 24/7, offering choice and flexibility to the audience, other theories disagree; • advertising shows that the media can influence the audience to consume and want material goods but this is only one effect of the media; • examples of copycat violence shows that the media can influence the audience e.g. children and violence, eating disorders, etc. but other studies show the audience can resist; • media role models are often looked up to and emulated by the audience e.g. fashion, celebrities, etc. but audience members are affected differently and have different role models; • you can't generalise about how an individual will be influenced or affected by the media, everyone is different; • the new media is very different to traditional media and due to its diversity and potential for audience interactivity it is very hard to know how much of an influence it has on the audience; • other reasonable response.	**8**

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Question	Answer	Marks
4(d)	**Band 0 [0 marks]** No creditworthy response. **Band 1 [1–3 marks]** Answers in this band will show only a limited awareness of why there is a lack of agreement amongst sociologists about how the media influences the audience. A tendency to description is likely. Responses may be short and undeveloped, e.g. *'evidence from experiments/research shows very different things',* stated without explanation. Sociological terms and concepts are unlikely to be used. At the bottom of the band (1 mark), expect one weak point. Higher in the band (2–3 marks), candidates may offer more than one weak point. **Band 2 [4–6 marks]** Answers in this band will show basic sociological knowledge and understanding of why there is a lack of agreement amongst sociologists about how the media influence the audience. Responses may be underdeveloped and lacking in range, e.g. *'media effects theories show very different findings about how the media influences the audience'* or *'pluralists talk about how the audience can control the media whereas models like the hypodermic syringe show that the audiences are manipulated by what they consume'.* At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Higher in the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed/explained. **Band 3 [7–8 marks]** Answers in this band will show good sociological knowledge and understanding of why there is a lack of agreement amongst sociologists about how the media influence the audience and will be well developed and explained. e.g. '*postmodernists believe that with new media it is impossible to know how the audience are influenced by the media as the media today is so diverse and is available in so many different formats. More traditional theories look at traditional media and its effects and therefore come up with different conclusions'.* 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.	

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Question	Answer	Marks
4(e)	**To what extent is the content of the media stereotypical?** Possible answers: FOR: • stereotypes are thought to be easily understood by the audience and so are used frequently in the media in order to get an idea across quickly and simply; • feminists believe the media uses a 'male gaze' to show content from a male perspective – this leads to stereotypical representations of females; • there is also said to be a 'white gaze' in the media whereby content is created from a white perspective with a white audience in mind – this leads to stereotypical content of non-whites; • binary opposites (e.g. good and bad) are thought to be central to media content – these are very simplistic and therefore very stereotyped; • gender roles and expectations are typically very narrow and fixed in the media e.g. female housewives and male breadwinners = stereotyped; • representations of females are often digitally manipulated based upon a stereotypical notion of beauty; • stereotypical focus on women's physical appearance, body image and youth whereas this is not prioritised for males; • minority ethnic groups are thought to be portrayed in the media in a very stereotypical way e.g. Afro-Caribbeans and sport/crime/gangs; • different age groups tend to be represented in stereotypical ways in the media e.g. rebellious teens/older people as a burden; • the different social classes are shown very differently in the media and stereotypes are often used e.g. the working class with extended families and community spirit and the feckless, workshy underclass; • disabled people are shown in a very limited range of roles in the media and often as 'not normal' when compared to non-disabled people – this is very stereotyped; • other reasonable response.	**15**

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Question	Answer	Marks
4(e)	AGAINST: • new media is frequently created by the audience not the producer and therefore is far less likely to be stereotypical in its content; • legislation exists to prevent stereotypes in the media e.g. The Equality Act; • specialist/niche media products are more of the norm today and allow for alternative representations of previously stereotyped groups to be created and shown; • campaigns for change have operated in society and within the media in order to tackle stereotypical media representations; • social positions of previously stereotyped groups have changed in society and media representations have also changed in order to reflect this; • employment/ownership in the media is less biased towards white, middle class, middle aged males today and thus as the personnel becomes more diverse so too does the media content; • the media industry itself recognises the spending power of previously stereotyped groups e.g. the grey/pink pound and therefore the content of the media has had to change in order to appeal more to these social groups; • the media itself has become more diverse as it exists now in so many different forms – this has provided opportunities for once stereotyped groups to produce their own media if they are dissatisfied with the traditional media content out there; • other reasonable response. **Band 0 [0 marks]** No creditworthy response. **Band 1 [1–4 marks]** Answers in this band may be vague and largely based on common sense showing limited knowledge of the extent to which the content of the media is stereotypical. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided, e.g. *'women are seen as housewives 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, e.g. '*a stereotype is a simple and negative way of showing someone'*.	

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Question	Answer	Marks
4(e)	**Band 2 [5–8 marks]** In this band candidates will show some basic knowledge of the extent to which the content of the media is stereotypical. 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. *'stereotypes are easy for the audience to understand so you see a lot of them in the media'*. Lower in the band, the response will be rather narrow in the points covered and there will be little development. Higher in the band, more points will be covered and there will be limited development of some points. Alternatively, a list-like answer with little development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.** **Band 3 [9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the extent to which the content of the media is stereotypical. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may say that e.g. '*despite the content of the media often being stereotyped – disabled people are still shown in a very limited range of roles, for example – things are starting to change. Minority groups are gaining more power and more rights in society and this is being seen in how they are represented in the media. Ethnic minorities, for example, are often seen today as lead characters in films and TV shows. The repetitive and simplistic negative portrayals of some social groups are also starting to change as these groups themselves become more prolific and more powerful within the media industry. This can be as traditional media personnel or in terms of them creating their own media via user generated content'.* There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of well-developed points. At the top of the band, expect a wider range of points and clear focus on the question. **Band 4 [13–15 marks]** Answers in this band will show excellent knowledge and understanding of the extent to which the content of the media is stereotypical. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent…?' part of the question through a focused conclusion. Candidates should show consideration of points for and against the idea of the content of the media being stereotypical, citing some of the examples given.	

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