Cambridge Assessment International Education

Cambridge IGCSE™

SOCIOLOGY **0495/22**

Paper 2 **October/November 2020**

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	Guidance
1(a)	**What is meant by the term 'reconstituted family'?** **One** mark for partial definition, e.g. step-family. **Two** marks for clear definition, e.g. after the death of a partner or a divorce, a new family that is created by someone re-marrying.	**2**	
1(b)	**Describe two demographic trends that affect family life.** Possible answers: • the birth rate has fallen in MIS's – families are smaller and parents are likely to be more child-centred; • there is a falling fertility rate – mothers are having fewer children; • beanpole families are on the increase – families typically have few people within each generation; • one child families are becoming more normalised – many children now grow up without siblings and without large extended families; • in China DINK families are increasingly common (dual income no kids) – often linked to career women and dual worker families; • births outside marriage are increasingly common – less stigma and secularisation; • falling death rate – this can be linked to drops in the infant mortality rate as well as an ageing population. So, families are likely to have fewer children and grandparents playing an active role in family life or becoming a burden for their relatives – pivot generation; • people are choosing to have children later on in life – often due to careers and financial worries; • any other reasonable response. **One** mark for each point correctly identified (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**	Candidates will describe two demographic trends that affect family life. A demographic trend refers to patterns/changes in the structure of population measures such as the birth and death rate. Candidates may refer to localised cultural examples which should be duly credited, e.g. higher birth rates in the developing world.

Question	Answer	Marks	Guidance
1(c)	**Explain how family functions are changing in modern industrial societies.** Possible answers: • reproduction is no longer seen to be solely biological or essential in a family – growth of childlessness and IVF; • primary socialisation – children are now increasingly socialised via the media and nurseries/pre-schools; • social control – this function no longer lies solely with the family and is being taken over by other formal and informal agents, e.g. school; • it is not necessary for family members to perform the functions – other institutions (such as schools and hospitals) and friends can also do this; • nurturing/care function – the elderly are increasingly looked after by the welfare state or private care homes; • childcare/education – families are taking a lesser role in this function as day-care centres, nurseries and schools take over the function; • the family functions have changed in order to cater more for the needs of the children in a child-centred society; • privatised nuclear family – the move away from extended families has removed the function of wider kin offering practical, emotional and financial support to families; • there have been several cases of dysfunctional families, where it has been shown that institutions other than the family are having to replace the functions once performed by the family – feral children, child abuse and neglect, for example; • as women demand greater equality in society due to the influence of feminism, family functions change to accommodate the decline in patriarchy and the increase in working women and changing gender roles, e.g. female breadwinners, the 'new man';	**6**	Family functions – the roles the family has that are important for families and societies to survive and work effectively. Candidates should show an understanding of how family functions are changing. They are likely to engage with functionalist theory. Localised, cultural examples should be duly credited.

Question	Answer	Marks	Guidance
1(c)	• the functions of the family debate was closely linked to the nuclear family – as this family type declines in society the functions of families need to change to reflect the needs of diverse family forms and roles; • any 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 question. 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 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. 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 point in a well-developed way or cover several points in less detail		

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Question	Answer	Marks	Guidance
1(d)	**Explain why traditional conjugal roles are less likely to be found in modern industrial societies.** Possible answers: • traditional conjugal roles (segregated) are based on functionalist ideas about men taking an instrumental and women an expressive role in families. The validity of this view has been challenged by feminists; • dual worker families are more common today and this equality in paid employment is thought to have influenced family roles too, creating a more symmetrical conjugal role structure; • changes in society's definitions of masculinity means that it has become more acceptable for men to be involved in family life - there has been a decline in the hegemonic male and a rise in the 'new man' (Connell); • changes in society's definitions of femininity means that women have higher status and it has become more acceptable for women to have a career and not to want that to be limited by their perceived ties to the home. This has seen a move from segregated to joint conjugal roles; • many families now see labour saving devices and the employment of staff to perform duties traditionally performed by the woman (e.g. nanny, cleaner) as a normal part of family life. This has led to a decline in traditional conjugal roles; • the privatisation of the nuclear family meant couples organised family life around their small family unit which encourages a more equal partnership. This has led to a growth in symmetrical conjugal roles; • secularisation – the decline in religion means that there is less pressure on individuals from their families and the community to conform to traditional roles and expectations; • the rise of family diversity and its growing acceptance in society has led to changing thoughts about conjugal roles and how these should be 'played out', e.g. same sex families – this has led to a decline in traditional conjugal roles; • any other reasonable response.	**8**	Candidates should show an understanding of the various reasons to explain why traditional conjugal roles (segregated) are less likely to be found in MIS's. Candidates are likely to look at the role of feminism here.

Question	Answer	Marks	Guidance
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 the question. A tendency to description is likely. Responses may be short and undeveloped and points 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. 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/explained. Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding 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 points presented. At the top of the band explanations will be clear throughout.		

Question	Answer	Marks	Guidance
1(e)	**To what extent is family life negative for its members?** Arguments for: • functionalists talk about dysfunctional families being negative when the family cannot fulfil its functions because of factors such as alcoholism, drug abuse and mental health problems; • feminists say families can be negative because of the subservient role that many women have to play, performing the majority of the household tasks and emotional care – the triple burden; • Marxists say that the family forces the working class to be 'wage slaves' to the capitalist elite – this may mean men take their stress and frustrations out on their family at home; • empty-shell marriages – these are relationships without love or intimacy leading to a sense of unfulfillment/unhappiness for family members; • the pivot generation – the stresses on parents in societies with an ageing population where the burden of care falls onto them for both their own children and their parents leads to a negative experience of family life; • some sociologists are critical of families in which forced marriages have taken place, leading to unhappiness; • cases of feral children and extreme neglect seen in the media demonstrate the devastating consequences of unhappy families, e.g. Oxana Malaya; • domestic violence can make family life negative – Dobash and Dobash showed in their research just how widespread domestic abuse in the family actually was; • child abuse can make family life negative – this could be sexual, emotional or physical abuse; • neglect of children – there are many cases of children living in poverty or dreadful conditions. Not having enough to eat, having little mental stimulation and experiencing no love from parents will all lead to a negative experience of family life;	**15**	Candidates should show an awareness of the various ways that family life can be negative for its members. They are likely to consider the dark side of the family and many will engage with feminist theory. Local examples may be used as evidence.

Question	Answer	Marks	Guidance
1(e)	• with high levels of divorce and separation in many societies, there is often much arguing and conflict within a family – this is not good for either the adult or the child family members; • radical feminists believe that the family is a patriarchal institution that stifles and suffocates women, therefore making it a very negative experience; • in some cultures, honour killings indicate the negative side of family life for women; • elder abuse is another sign of family life being negative for some older family members; • any other reasonable response. Arguments against: • functionalists believe that the family is an essential institution in society performing several vital functions such as socialisation and social control; • the cereal packet image of the family shows the family to be a place of joy, fulfilment and happiness; • with an increase in children's rights and support charities, e.g. Childline, children find it easier to report any instances of child abuse or neglect and escape an unhappy family situation; • child-centeredness means that children are often at the centre of any family, giving them a very happy experience of family life; • media highlighting of the domestic abuse of women has led to the stigma being removed and so more women feel able to report any incidents and so escape unhappiness within the family; • divorce and separation may actually lead to happier families as the source of the conflict is removed; • women today are more likely to be part of dual worker families and so experience equality not patriarchy within the family, making it a happier institution; • cases of feral children are few and far between, most families are happy and content;		

Question	Answer	Marks	Guidance
1(e)	• families offer one another unconditional support and can therefore be a very positive experience for the members, e.g. financial, emotional; • any 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 debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. 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 and provide a weak definition of key terms in the question. Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. 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 or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some development covering both sides of the argument may score up to 8 marks. **A one-sided answer cannot score higher than 8 marks.**		

Question	Answer	Marks	Guidance
1(e)	Band 3 **[9–12 marks]** Answers in this band will show good sociological knowledge and understanding of the debate. 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 it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 **[13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments 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 have a range of points on each side. 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.		

Question	Answer	Marks	Guidance
2(a)	**What is meant by the term 'sanctions'?** **One** mark for partial definition, e.g. punishment. **Two** marks for clear definition, e.g. any way in which children are reprimanded or receive something negative for something they have done.	**2**	Examples are likely to be used in this question.
2(b)	**Describe two ways students' subject choice can be influenced by gender.** Possible answers: • male subject choice – boys are more likely to select physical or higher status subjects such as P.E., Woodwork, Business Studies, Economics – often linked to the breadwinner role; • female subject choice – girls are more likely to select communication based/expressive subjects often seen as 'softer', e.g. Health and Social Care, Sociology, Sewing, Cooking – often linked to the domestic role; • vocational education – manual work and sport is perceived as being 'for males' and beauty/caring courses for females; • the family – socialisation here may still be different according to gender (e.g. Oakley's work on manipulation/canalisation) which would then influence students in the subjects they chose at school; • teacher expectations/labelling – teachers may influence student subject choice through acting as role models, conversations with students, setting, etc.; • peer pressure – males are pressured by their peer group to choose masculine subjects such as P.E., whereas girls may be pressured into more feminine subjects such as Health and Social care – fear of negative sanctions; • careers advice – advisors may suggest particular subjects to support particular careers which are often influenced by gender, e.g. expressive subjects if you want to work with people;	**4**	Candidates will describe two different ways that students' subject choice can be influenced by gender. Candidates may describe the subjects chosen by males and/or females and link this to gender or consider what influences students to make these choices, e.g. family, teachers. Either way is fine to credit.

Question	Answer	Marks	Guidance
2(b)	• textbook representations – textbooks may still be heavily stereotyped when it comes to gender representations, e.g. girls reading books, boys using ICT; • type of school attended – attending a single sex school may reduce gender bias when it comes to a student's subject choice; • science labs – research shows that these are typically dominated by males (students and teachers) and therefore this may influence male students to choose science and female students not to; • any other reasonable response. **One** mark for each point correctly identified (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).		

Question	Answer	Marks	Guidance
2(c)	**Explain how linguistic influences from the family can affect educational achievement.** Possible answers: • social class – Bernstein – the higher classes are likely to use the school language of the elaborated code at home with the family and therefore it is easy to transfer this linguistic code to school; • social class – Bernstein – the lower classes are more likely to be socialised through the restricted code which is the opposite to that which is required and valued at school thus making achievement more difficult; • ethnic minorities may be brought up with a different first language than that used at school, that makes achievement more difficult; • dual language – being brought up knowing more than one language (bilingualism, for example) can often advantage the student in education, e.g. in an international school where the home language may not be the language of the classroom or the examination; • certain cultures may use a form of dialect such as patois as a way of communicating, e.g. Jamaicans. This is alien to the school culture and so makes achievement more difficult; • the kind of language used by ethnic minorities (Labov) may be thought by teachers to be wrong and ungrammatical thus causing them to label those students as 'unintelligent'. They may end up in lower sets and thus be less successful in school; • teacher labelling – students who are not perceived to communicate 'well' in schools because of the language used at home may be judged as less bright by their teachers – this can be de-motivating and thus negatively affect achievement; • any other reasonable response.	**6**	Candidates should consider how linguistic influences (language) from home and the family can affect how well an individual does at school. It is likely that social class and/or ethnicity will be the focus of the response, but this needs to be linked (at least implicitly) to educational achievement.

Question	Answer	Marks	Guidance
2(c)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. 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 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. 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 point in a well-developed way or cover several points in less detail.		

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Question	Answer	Marks	Guidance
2(d)	**Explain why material factors can influence educational success.** Possible answers: • examination results are typically highest in private schools – only the rich can afford for their children to attend these elite schools; • some schools have more funding than others which can affect the amount and quality of resources and thus affect educational success; • home factors – if the family home is overcrowded and living conditions are not great, lower class students may find it difficult to study effectively; • those from lower income families may not be able to afford to participate in the extra-curricular activities and visits that a school offers, so missing out on opportunities to gain the capital thought to be so important for educational success; • inadequate diet – not everyone can afford the more expensive fresh food and diet is thought to be a major influence on an individual's educational success; • poorer students may have to combine part time jobs with studying at school in order to help their families, this makes achieving highly far more difficult; • poorer families may not be able to support their children through university so perhaps limiting their educational success; • if a child has not gone to preschool education (often has to be paid for) then she/he may start primary education already at an educational disadvantage to those richer children who have had this experience; • richer parents can buy in private tutors and additional resources to try and boost their child's educational performance in selection tests and external examinations; • any other reasonable response.	**8**	Candidates need to explain different reasons why material factors (money) can influence educational success. Candidates may well focus on social class within their answers (higher class advantage and/or lower class disadvantage) these are fine to credit.

Question	Answer	Marks	Guidance
2(d)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points 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. 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/explained. Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding 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 points presented. At the top of the band explanations will be clear throughout.		

Question	Answer	Marks	Guidance
2(e)	**To what extent does private education challenge the functionalist view that education is meritocratic?** Arguments for: • private education gets better results and is fee paying – this excludes some students from being able to attend; • private schools operate the old boys network and so make it easier for some students to access elite jobs and experiences than others – social capital; • private schools attract the best paid and best qualified teachers therefore this, alongside small class sizes, makes private education superior – this is not meritocratic; • private schools according to Marxists foster a culture of elitism, making those that attend feel they are superior to others because of their wealth, education and status; • top universities in the world are dominated by private school students, e.g. Cambridge and Oxford in the UK which seems to suggest that a private education results in improved life chances; • studies show that there is a correlation between a person achieving a well-paid, elite, high status job in society and their attendance at a private school, this is not meritocratic; • Marxists believe private schools are a tool of the state that exists in order to ensure that the higher classes pass on their privileges to their children so resulting in social closure; • many private schools are single sex and may reflect the gendered culture of the society meaning that one gender has improved life chances over the other; • private schools typically operate an interview policy with parents and students as part of the selection process. Those from the higher classes are more likely to get through this procedure as they already have the elaborated code and cultural capital (Bourdieu) that is so highly valued by private schools; • any other reasonable response.	**15**	Candidates are likely to outline functionalist views of education looking at the positive factors and meritocracy. This can then be evaluated with alternative explanations such as Marxism. Relevant points may also be made that are not linked to a specific theory, such as the benefits of private education – these are still fine to credit.

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Question	Answer	Marks	Guidance
2(e)	Arguments against: • private schools all offer scholarships and bursaries to ensure that those intelligent students from poorer backgrounds are able to attend; • curriculum – the (national) curriculum is standardised across different types of school and therefore what a pupil is taught is the same regardless of which type of school is attended – this is meritocratic; • compensatory education schemes and positive discrimination means that in some circumstances a poorer student has a better chance of being accepted to a private school than a higher class student regardless of their intelligence or test scores; • in private schools, teachers do not necessarily have to be qualified and therefore it may well be that students that attend these types of schools actually receive a worse quality education than that provided by the state; • competition exists even within a private school – in order to achieve success hard work and effort is still required, i.e. meritocracy; • it is actually meritocratic that the best students are offered the best opportunities for success in private schools (role allocation or sifting and sorting); • in a postmodern society characterised by diversity, private schools sit alongside many other different types of schools as just another option for parents and students – there are educational institutions to suit everybody today; • students who work hard at school will do well and be duly rewarded regardless of the type of school attended; • it is only a minority of students that receive a private education – most students will be educated in the state/comprehensive system which is meritocratic as all students can be admitted; • any other reasonable response.		

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Question	Answer	Marks	Guidance
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 debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. 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 and provide a weak definition of key terms in the question. Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. 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 or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some 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 debate. 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 it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and a clear focus on the question.		

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Question	Answer	Marks	Guidance
2(e)	Band 4 **[13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments 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 have a range of points on each side. 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.		

Question	Answer	Marks	Guidance
3(a)	**What is meant by the term 'peer group'?** **One** mark for partial definition, e.g. friends. **Two** marks for clear definition, e.g. a group that individuals identify with because they share characteristics such as age and/or status.	**2**	
3(b)	**Describe two policing strategies that aim to reduce crime.** Possible answers: • police targeting – when they focus on particular groups that they believe are more likely to be involved in criminal behaviour; • armed police/military policing – this acts as a source of fear and deterrence to criminals; • community policing – getting to know and be trusted by the community can be effective in preventing crime; • police presence in public places – this acts as a deterrent to crime as people are fearful of being caught and arrested; • surveillance – this can be through CCTV or computers/the internet/video or a physical presence; • zero tolerance policing – harsh policing tactics in order to send out a clear message about what will happen if a person commits crime; • arrest – the police have the power to arrest suspected criminals with the aim of reducing crime; • stop and search – the police use this strategy in order to target certain social groups and to reduce crime through deterrence and the search process, e.g. finding someone carrying drugs; • police force/coercion – more physical tactics can sometimes be used by the police, e.g. pepper spray, tasers, violence, in order to prevent crime being committed and so reduce crime; • police issued fines – e.g. speeding fines can be used with the aim to reduce crime – deterrence; • any other reasonable response. **One** mark for each point correctly identified (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**	Candidates will describe two different policing strategies that aim to reduce crime. These must **refer to the police**, not to punishments/prisons generally.

Question	Answer	Marks	Guidance
3(c)	**Explain how white-collar crime is treated differently to other crimes.** Possible answers: • Marxists believe there is a large dark figure of white-collar crime in the OCS because middle class crime is less likely to be recorded than working class crime; • white-collar crimes are often not perceived as criminal or serious therefore it is more likely for them not to be reported to the authorities than non-white-collar crimes; • white-collar crimes committed in the workplace are often dealt with by the company rather than making it a police matter like with other types of crimes; • Marxists believe that white-collar criminals are more likely to get away with their crimes than other working-class criminals; • Marxists believe that the judiciary are more lenient with white-collar criminals than they are with 'regular' crimes and criminals as white-collar criminals do not fit the 'typical delinquent' stereotype; • white-collar crimes may not be recorded in the OCS because companies prefer to avoid the negative publicity brought about by a public case so an employee caught committing fraud may just be dismissed – this is unlikely to happen with non-white-collar crimes; • white-collar, higher class criminals are often more skilled at negotiating the criminal justice system than the working class, knowing their rights and having the money and connections to employ a good legal team; • research, e.g. that by Tombs and White shows that few cases of serious white-collar crimes are investigated by the police – only 5% of major (often fatal) workplace accidents for example – this is not the case for other types of crimes; • large global multinationals are difficult to deal with if they commit a criminal offence because they can use their size, power and connections to evade the law, e.g. by transferring money within their companies to avoid taxes – this is very different to street crimes, for example;	**6**	Candidates should show an understanding of what is meant by white collar/corporate crime. They should then consider how these kinds of crimes are dealt with differently to other crimes. This may involve discussion of Marxist theory. Examples may also be discussed.

Question	Answer	Marks	Guidance
3(c)	• media reporting – the media tends to focus on more sensationalist, newsworthy crimes meaning that white-collar crimes are frequently under-reported and thus not perceived as a social problem; • any 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 question. 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 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. 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 point in a well-developed way or cover several points in less detail.		

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Question	Answer	Marks	Guidance
3(d)	**Explain why a lack of opportunity may lead to crime.** Possible answers: • Merton's strain theory – people commit crime because they want material goods and success, but cannot achieve these legitimately due to a lack of opportunity in society; • Cloward and Ohlin – illegitimate opportunity structure. This theory shows how when people cannot access legitimate opportunities in society they take illegitimate ones instead; • material/relative deprivation – if people do not have enough money as others around them and no opportunity to change this in mainstream society then they may turn to crime; • unemployment – not having a job is a source of frustration and resentment and thus may push some individuals into adopting a deviant career as they do not have other opportunities in life; • gangs – some individuals, particularly those from less powerful groups, e.g. ethnic minorities, the working class, may turn to gangs as a way of achieving status, power and money. This is often through criminal activities as they have few opportunities in mainstream society; • Cohen – status frustration – he links not doing well at school with a lack of status that then reduces opportunities to be successful in a non-criminal way in society meaning turning to crime becomes likely; • gender – girls are more socially controlled by parents than boys, which then limits their opportunity to commit crime, the opposite is true for males; • ethnic minorities may believe they have a lack of opportunities in society to succeed legitimately due to prejudice and discrimination, which may cause them to turn to crime as they feel marginalised; • any other reasonable response.	**8**	Candidates should show an understanding of a range of reasons why a lack of opportunity may lead to crime. A lack of opportunity can be interpreted in several different ways by the candidate, e.g. education/workplace/family background/gender. The question is meant to be an open one and so all valid answers that relate to a lack of opportunity should be credited.

Question	Answer	Marks	Guidance
3(d)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. A tendency to description is likely. Responses may be short and undeveloped and points 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. 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/explained. Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding 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 points presented. At the top of the band explanations will be clear throughout.		

Question	Answer	Marks	Guidance
3(e)	**To what extent can inadequate socialisation explain criminal behaviour?** Arguments for: • feral children – demonstrate that without adequate socialisation children cannot fit into society and therefore can often turn to crime; • research shows that victims of abuse go on to be abusers themselves – inadequate socialisation here has led to crime; • in families and communities where crime is seen to be normal, role models are often criminals themselves – without proper socialisation others in the family or community are likely to become criminals themselves; • gangs – gangs socialise their members into an alternative set of norms and values to mainstream society – this inadequate socialisation often leads to criminal behaviour; • functionalists believe that through proper socialisation people develop a collective conscience which integrates them into society and prevents them from committing crime – without this socialisation crime may occur; • Hirschi – bonds of attachment – this theory says that if someone has strong feelings of belonging created through the socialisation process then they are unlikely to commit crime; • Cloward and Ohlin – illegitimate opportunity structure – these career opportunities exist in many lower-class communities and teach youngsters that they can be successful through being criminal – they are inadequately socialised to conform to the law; • the New Right (Murray) see the underclass and single parent families as inadequately socialising their children, e.g. no male role model for boys, feckless behaviour and the desire for instant gratification – this can all lead to crime; • any other reasonable response.	**15**	Candidates should consider the ways in which inadequate socialisation can explain criminal behaviour. They may link this with functionalist theory. In evaluation other alternative explanations for crime are likely to be discussed. **Note:** please be aware that some candidates may use the peer group as a point on the 'for' side of the argument. As long as this is linked to the idea of inadequate socialisation then this is fine to credit.

Question	Answer	Marks	Guidance
3(e)	Arguments against: • functionalist and New Right arguments may be seen as too deterministic; • not all lower-class individuals who have been poorly socialised turn to crime; • explanations focusing on inadequate socialisation in the lower classes forget the amount of middle class and upper-class crime that is committed, e.g. white-collar crime; • many crimes are motivated by financial gain, e.g. fraud, money laundering, theft – these have nothing to do with the socialisation process of the criminal; • many sociologists believe that social characteristics such as age, ethnicity and gender may be far more relevant factors in explaining crime than a focus on socialisation; • crime is not only caused by cultural factors such as socialisation – structural factors, e.g. the inequalities inherent in capitalist societies, may be just as influential (Marxism); • crime may be caused by peer pressure and a desire to fit in rather than inadequate socialisation; • crime may be caused due to a lack of money or status, nothing to do with inadequate socialisation – 'status frustration' (Cohen); • crime may be caused by a desire to have excitement and fun, e.g. postmodern research on edgework (Katz, Lyng); • crime may be caused by the labelling process (Becker) when some people live up to the negative labels they have been given and self-fulfil to become criminals; • any other reasonable response.		

Question	Answer	Marks	Guidance
3(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 debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. 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 and provide a weak definition of key terms in the question. Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. 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 or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some 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 debate. 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 it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question.		

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Question	Answer	Marks	Guidance
3(e)	Band 4 **[13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments 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 have a range of points on each side. 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.		

Question	Answer	Marks	Guidance
4(a)	**What is meant by the term 'invisibility'?** **One** mark for partial definition, e.g. not seen. **Two** marks for clear definition, e.g. when a social group is not present in or featured in the media.	**2**	Examples are likely to be used here.

Question	Answer	Marks	Guidance
4(b)	**Describe two ways violence in the media may influence violence in society.** Possible answers: • copycat violence (imitation) – individuals may copy what they see in the media, e.g. violence leading to more violence in society; • hypodermic needle model – the media has a direct and immediate effect on the audience so this is likely to increase levels of violence in society if violence is seen in the media (Bandura); • desensitisation – people get so used to images of violence in the media that they are no longer shocked by the meaning so they may be more likely to be violent themselves in society; • catharsis – being able to release strong emotions safely through playing violent video games may mean that there is less risk of violence in society; • sensitisation – the shocking effect of seeing violence in the media can lead to campaigns in society to reduce violence; • media role models – many 'hero' figures in the media, particularly males, often use violence as a way to save the day – this may lead to the glamourisation of violence in the media and thus more media in society; • rap lyrics – these are often about themes of violence and violent acts thus may be a reason for violence in society, e.g. gang wars, protests; • moral panics – the folk devils involved in the moral panic may commit more acts of violence because of the sensationalist media reporting – this can lead to deviancy amplification; • any other reasonable response. **One** mark for each point correctly identified (up to a maximum of **two**). **One** mark for each point that is developed (up to a maximum of **two**).	**4**	

Question	Answer	Marks	Guidance
4(c)	**Explain how the working class are represented in the media.** Possible answers: • they are shown negatively, as criminals, welfare scroungers and as immoral; • they are shown as the 'folk devils' in a moral panic, according to Cohen; • they are often shown to be deserving of their low status position in society, so justifying structural inequalities according to Marxists; • they are often blamed for society's problems – showing them as scapegoats diverts attention away from the wrongdoings of the higher classes; • the working class are typically under-represented in the media; • the GUMG found from their research that the working class are shown as lacking power in society; • the working class can sometimes be shown more positively, for example with a strong community spirit; • the working class are often shown in manual and/or unskilled work, typically with low wages; • the working class can often be shown in the media as being poor/living in poverty, suffering from material deprivation, struggling to make ends meet; • working class representations often link to particular family types, e.g. extended families, families with traditional segregated conjugal roles; • any other reasonable response.	**6**	Candidates need to show an understanding of the different ways that the media represent the working class. Examples from an international, national or local context may be included, these should be credited accordingly.

Question	Answer	Marks	Guidance
4(c)	Band 0 **[0 marks]** No creditworthy response. Band 1 **[1–3 marks]** Answers in this band will show only a limited awareness of the question. 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 marks]** Answers in this band will have clear and accurate explanation, showing good sociological knowledge and understanding. Sociological terms and concepts should be expected and explained. 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 point in a well-developed way or cover several points in less detail.		

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Question	Answer	Marks	Guidance
4(d)	**Explain why the digital divide exists.** Possible answers: • money/class – poorer people cannot afford digital technology to the same extent as richer people; • country – a digital divide has emerged between developed and developing countries because of technological access, the functionality of the internet and financial implications; • location – depending on location some governments have chosen to create a digital divide in order to control the population through censorship, creating a divide between the elite and the lower classes; • age – younger people are more confident and accomplished in their understanding of the internet than are the older generations (maybe referred to as 'digital dinosaurs'), so causing a digital divide to form; • age – younger people are more able to participate in social media than older groups, allowing them to make global networks and connections – older people do not do this, hence the digital divide; • access – access to the internet through interactivity has allowed previously muted groups a voice – these are typically younger and from developed countries however so is not entirely fair, hence a divide; • age – younger people are brought up using digital technology, they are described as digital natives and thus have much greater skills in using it than do older people; • gender – males and females use new media differently, e.g. men are the primary users of employment apps such as LinkedIn, females are heavier users of image based social media such as Instagram – this can be linked to power divides and inequalities in society; • technology – the advent of new media has led to the digital divide as distinctions are made between use of and functions of traditional and new media; • any other reasonable response.	**8**	Candidates may consider the digital divide in terms of social class and/or age and/or the global divide. These may be linked with relevant theories and perspectives, but this is not a necessity. It is likely that candidates will refer to international or national or local examples to help support their points. Digital divide – inequalities between social groups in their access to and use of media and digital technology.

Question	Answer	Marks	Guidance
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 the question. A tendency to description is likely. Responses may be short and undeveloped and points 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. 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/explained. Band 3 **[7–8 marks]** Answers in this band will show good sociological knowledge and understanding 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 points presented. At the top of the band explanations will be clear throughout.		

Question	Answer	Marks	Guidance
4(e)	**To what extent is the Marxist view of the media correct?** Arguments for: • the media convey the dominant capitalist ideology and so keep the population in a state of false consciousness; • the media are owned and controlled by the capitalist ruling class who want to keep their power and so use the media to prevent resistance and social change in society; • the media has been said to be an agency of the state – indoctrinating audiences into a conservative ideology; • Marxists believe people can be manipulated by the media, e.g. in times of war, propaganda, elections; • media supports capitalism and help to maintain it through the creation of false needs in the population – this is further supported through the huge advertising and consumer industry; • the media divert attention away from the important issues in society by the diet of trivia that the audience are given; • few alternative views are seen in the media which makes it difficult for marginalised groups to get their views across; • distortion and bias in the media leads to a dominant ideology which serves the interests of the ruling class; • Marxists believe only a narrow set of views are seen and heard in the media because ownership is so traditional, e.g. white, male, middle aged and middle class; • Any other reasonable response. Arguments against: • the Marxist view has been criticised for making it seem like there is a conspiracy by a small group of rulers/owners to control everybody else;	**15**	Candidates should focus on the Marxist view of the media that emphasises how the media help the ruling class to retain their position and control over society. This can then be evaluated with criticisms specifically on the Marxist perspective as well as alternative views of the media such as pluralism and postmodernism.

Question	Answer	Marks	Guidance
4(e)	• postmodernists believe that in the new media world traditional ownership has declined so giving the audience far more control over media content, e.g. through user-generated content, citizen journalism; • postmodernists believe that the media today is interactive and often created by the audience which means that alternative and niche views do have a place and can be accessed easily; • pluralists believe that rather than being a platform for ruling class ideologies, the media can only reflect and respond to the audience; • pluralists see the media as being very diverse and so reflecting a wide variety of different views and opinions, allowing the audience to choose what they wish to consume; • pluralists believe that the media is based on competition which means that standards are always rising and content changing as the media needs to constantly attract and appeal to the audience; • pluralists believe that as the media industry is a business it is shareholders rather than media moguls and owners who have the ultimate power; • government controls exist that prevent the media from telling lies and so reduces the potential for the ruling class to create a dominant ideology, e.g. the law of libel; • the media do expose elite groups and individuals in society, e.g. tax evasion, fraud cases – this challenges the Marxist view; • any 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 debate. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. 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 and provide a weak definition of key terms in the question.		

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4(e)	Band 2 **[5–8 marks]** In this band candidates will show some basic knowledge of the debate. 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 or only cover one side of the debate. Lower in the band, the response may be rather narrow in the points covered and there may be some development. Higher in the band, more points are likely to be covered with some development. Alternatively, a list-like answer with some 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 debate. 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 it may lack range on one side. At the bottom of the band, candidates may provide a narrower range of developed points. At the top of the band, expect a wider range of developed points and clear focus on the question. Band 4 **[13–15 marks]** Answers in this band will show excellent knowledge and understanding of the debate. There will be a strong grasp of the arguments 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 have a range of points on each side. At the bottom of the band (13 marks), the answer may lack a specific conclusion. Higher in the band, there will be a clear attempt to offer an assessment of the 'To what extent?' part of the question through a focused conclusion.		

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