



Cambridge O Level

SOCIOLOGY

2251/24

Paper 2

May/June 2021

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.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **24** printed pages.

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.

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.

Question	Answer	Marks
1(a)	<p>What is meant by the term ‘family functions’?</p> <p>One mark for partial definition, e.g. <i>what the family does OR socializing children.</i></p> <p>Two marks for clear definition, e.g. <i>the roles that the family plays and for whom, e.g. primary socialisation.</i></p>	2
1(b)	<p>Describe <u>two</u> ways the size of a family may affect family life.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • larger families such as extended families may mean there is less quality time for children with parents • small, nuclear families claim to be child-centred and ideal for nurturing children • small single parent families may mean a close bond between the parent and the child/children • extended larger families are likely to contain a diverse range of family members who can all contribute to a child’s socialisation • smaller nuclear families may be stifling for its members and lead to issues such as the dark side of family life (feminism, Leach) • larger families may struggle to provide financially for their members; • small single parent families only have one provider who is likely to need to go out to work and so there may be negative factors such as financial hardship and/or lack of time together for the parent and child/children • Charles Murray says small single parent families may inadequately socialise their children leading to delinquency and unemployment • other reasonable response. <p>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).</p>	4

Question	Answer	Marks
1(c)	<p>Explain how polygamy affects marriage and family life.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • this is an expensive practice for the spouse so can lead to financial hardship (multiple partners/children, etc.) • it is a marriage involving at least three people therefore lots of need for compromise and flexibility which may be hard • for the women there is emotional, domestic and childcare support, not just for their own husband and children but for other spouses and their children too • examples may be referred to such as Tibet, the Nayar tribe, Africa and the Middle East – must be linked to the question to credit • for wealthy men this may be a sign of status and wealth and therefore love may not be prevalent • these families are likely to involve large numbers of children which can be difficult to manage • this type of arrangement may involve jealousy and insecurity for some partners, can lead to conflict, e.g. when the senior wife has higher status than other wives • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p> <p>Band 1 [1–3 marks] Answers in this band will show only a limited awareness of the question. Responses may be short and 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.</p> <p>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.</p>	6

Question	Answer	Marks
1(d)	<p>Explain why ethnicity can be linked to family diversity.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • different ethnic groups have different norms and values which affect how the family works – examples expected • some ethnic minorities adapt their family lives to ‘fit’ the host nation but still keep certain aspects of their own culture, e.g. in terms of attitudes, roles, diet or expected behavior – hybridity • Afro-Caribbean families are typically more matrifocal in nature and have higher rates of single parenthood • South Asian families are often extended with strong family and community ties and low divorce and single parent rates; • In, e.g. China, there are families with only one child because of past government policies • families formed from two different cultures are now more common and this leads to new identities and family lives forming – hybridity • gender roles often vary depending on the ethnicity of the family, e.g. patriarchal structures or symmetrical families • ethnicity may be linked to religion to show how families can be different, e.g. white British families and secularisation and Traveller communities with strong moral values • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p> <p>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.</p> <p>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.</p> <p>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.</p>	8

Question	Answer	Marks
1(e)	<p>To what extent are children’s roles in the family changing?</p> <p>Possible answers:</p> <p>FOR:</p> <ul style="list-style-type: none"> • children now have an active role to play in the family, e.g. decision makers, unlike the past • children no longer work to bring in money for their family from a young age (‘mini-adults’ – Ariès) • the concept of ‘child-centredness’, often associated with families today, shows how children are highly valued and overly protected with their needs coming first, ‘cottonwool kids’ • with the extension of childhood through education, what we define as a child may have changed and so children may be young adults contributing financially and emotionally to family life or young adults wholly dependent upon wider kin/parents • children now often act as carers for their parents/siblings, resulting in a type of role reversal (pivot generation, sandwich generation, child carers) • children may now be less dependent upon their family due to the influence of external agencies in their lives such as childcare, peer group, media, technology, etc. • digital technology and social media may be changing the role of children as they become more aware of and exposed to the adult world – this is likely to carry over into family life (Postman, ‘Disappearance of Childhood’) • children today are protected through legislation and have their own status position in the family, e.g. Children’s Act, UN • children are thought by many to be less connected to their family than ever before with education being a far greater part of their lives and the consequent influence of the peer group/social media • other reasonable response. <p>AGAINST:</p> <ul style="list-style-type: none"> • children remain under parental authority, having little power or say • children remain as dependents, financially and emotionally on the family • children still require the family for socialisation into their adult role (Functionalism/family functions) • in some societies, children’s roles have not changed (e.g. some traditional societies – children may still be expected to marry young) • despite legislation, children are still often victims of abuse and neglect • children are still expected to help with domestic chores • traditional gender roles for children have not changed, e.g. girl children still expected to help their mother (canalisation – Oakley) • other roles in the family are changing far more significantly than children’s roles, e.g. conjugal roles • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p>	15

Question	Answer	Marks
1(e)	<p>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.</p> <p>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.</p> <p>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.</p> <p>A one-sided answer cannot score higher than 8 marks.</p> <p>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.</p> <p>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.</p>	

Question	Answer	Marks
2(a)	<p>What is meant by the term ‘post-compulsory education’?</p> <p>One mark for partial definition, e.g. <i>children can choose to go to school.</i></p> <p>Two marks for clear definition, e.g. <i>education after the school-leaving age, where individuals choose to stay in education when they could have left.</i></p>	2
2(b)	<p>Describe <u>two</u> features of formal education.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • takes place in classrooms, typically inside a school • is based on a syllabus or specification that has to be followed in order to determine learning • typically involves formal assessment/examinations, measured by universal standards • is taught by teachers to students who are required to learn the content • teaching of knowledge deemed to be important by the controlling body, the Government, for example • often involves all students following the same/similar programme of study, e.g. a national curriculum • other reasonable response. <p>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).</p>	4

Question	Answer	Marks
2(c)	<p>Explain how socialisation occurs through the hidden curriculum.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • functionalists believe the hidden curriculum promotes value consensus and social cohesion • Marxists believe it instils the dominant ideology of the ruling class into students and thus maintains the capitalist system • a national identity can be taught through such acts as singing the national anthem, patriotism and flags • an ethnocentric curriculum and institutional racism can promote ideas of inequalities and racism • students learn to be punctual and to do as they are told by those in positions of authority, preparing them for the world of work • the hidden curriculum in schools reminds the higher classes of their superiority in the hierarchy and teaches them that they deserve privilege and respect • girls can be taught different knowledge to boys, e.g. through subject choice or careers guidance, which reinforces traditional gender roles and jobs • feminists believe that the hidden curriculum promotes and reinforces the system of patriarchy, e.g. representations of men and women in text books • students learn how to act around and be flexible with others through paired/group work in the classroom and interaction with peer group • students may see teachers or others as role models and imitate their behaviour • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p> <p>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.</p> <p>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.</p>	6

Question	Answer	Marks
2(d)	<p>Explain why setting and streaming can have a negative effect on educational achievement.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • teacher expectations are lower for students in the lower sets or streams therefore they are not pushed as much, not set as much homework, etc. – this lowers educational achievement • teacher labelling, based on a student’s set or stream, may lead to a self-fulfilling prophecy and so negatively affects educational achievement • anti-school sub-cultures are more likely to be found in the lower sets and streams, this means that teaching/learning is likely to be disrupted and less effective so negatively affecting educational achievement • setting and streaming can cause the formation of ‘sink’ groups where the class believe they are failures and so they fail to complete work or to try (demotivation) – this affects educational achievement • better teachers are often placed with the higher sets and streams and therefore the quality of teaching may be better there than in the lower sets and streams which will affect educational achievement • working class and ethnic minority students are more likely to be found in the lower sets and streams than other pupils and so this is likely to affect working class and ethnic minority achievement • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p> <p>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.</p> <p>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.</p> <p>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.</p>	8

Question	Answer	Marks
2(e)	<p>To what extent is an individual's experience of education dependent upon the type of school attended?</p> <p>Possible answers:</p> <p>FOR:</p> <ul style="list-style-type: none"> • vocational/technical schools will prepare students for the workplace rather than for academic qualifications • faith schools will socialise students into religious values and beliefs as well as delivering an education • single sex schools will offer different experiences of gender socialisation than mixed schools and typically see both boys and girls performing better than in mixed sex schools • grammar schools are very academically focused and will expect students to work and try hard in order to achieve highly in examinations, often with a very traditional curriculum • private schools will be better resourced and have smaller classes than state schools, using and increasing students' cultural capital in order to achieve academic success • inner city schools may not attract the best teachers and may have behaviour and discipline problems that affect students experiences of education • selective education may make students feel superior to other students and so maintain a sense of elitism – Marxism • comprehensive schools are based on principles of equality and so should offer all students chances for success and social mobility – functionalism/meritocracy • other reasonable response. <p>AGAINST:</p> <ul style="list-style-type: none"> • experience of education is more about the set or stream that a student is in – this can lead to the joining of pro or anti-school sub-cultures • material factors/deprivation may be more important than the type of school attended – resources, technology, tuition, etc. • students are individuals and so it is impossible to generalise about how a type of school will affect their experience of education • experience of education is more about the students' relationship with their teachers – interactionism – labelling, self-fulfilling prophecy and the halo effect may all be relevant here • for feminists, girls are likely to experience a patriarchal education due to assumptions and stereotypes about females, e.g. through different subject choice, careers advice, etc. • for Marxists, social class is the most important factor in determining an individual's experience of education as the hidden curriculum is thought to perpetuate class inequalities in all types of schools • ethnicity may be more important than the school attended in determining an individual's experience of education because of factors such as a lack of ethnic minority role model teachers, the ethnocentric curriculum, institutional racism, etc. 	15

Question	Answer	Marks
2(e)	<ul style="list-style-type: none"> • parental attitudes to education may be the most important factor in determining experiences of education – whether they are supportive of school, attending parents evening, encouraging the completion of homework, etc. • other reasonable response. <p>Band 0 [0 marks] No creditworthy response</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>A one-sided answer cannot score higher than 8 marks.</p> <p>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.</p> <p>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.</p>	

Question	Answer	Marks
3(a)	<p>What is meant by the term ‘corporate crime’?</p> <p>One mark for partial definition, e.g. <i>fraud</i>.</p> <p>Two marks for clear definition, e.g. <i>illegal acts committed by organisations to profit the company</i>.</p>	2
3(b)	<p>Describe <u>two</u> problems with using victim surveys to measure crime.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • cannot cover all possible crimes, e.g. do not include victimless crimes or crimes against children • some types of crimes, sexual crimes for example, are likely to still be under-reported due to their sensitive nature • these surveys rely on the memories of respondents which may not be wholly accurate – things can easily be forgotten or not remembered accurately • there is no guarantee that people will tell the truth in a victim survey therefore there may be validity issues • victim surveys often rely on the skills/social characteristics of the interviewer – not every survey will produce quality/accurate results • these take time and money to complete therefore the samples used may not be representative and/or generalisable • other reasonable response. <p>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).</p>	4

Question	Answer	Marks
3(c)	<p>Explain how formal and informal agencies of social control are different.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • formal social control is enforced by the Government, the police, the penal system, the courts and the army, whereas informal social control is enforced by family, the media, education, the peer group, religion and the workplace • formal social control is imposed upon others in order to control them, whereas informal social control also involves socialising people • formal agencies can impose punishments which may affect people for the rest of their lives, e.g. a prison sentence, whereas informal social control is about getting people to conform to societal norms through positive and negative sanctions formal social control is based upon the law • formal social control is written down, whereas informal social control is not • formal social control is impersonal, whereas informal social control can be more personal and the person controlling you may have a close relationship to you • formal social control is based on written rules and regulations with specified punishments, whereas informal social control is more flexible and there is not one set agreed way of doing things • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p> <p>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.</p> <p>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.</p>	6

Question	Answer	Marks
3(d)	<p>Explain why so many criminals are from the working class.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • the working class may have been socialised differently to others in society and their values may be more likely to lead them into crime (Miller, focal concerns/immediate gratification, Murray and single parents, etc.) • material deprivation – members of the working class may be more likely to engage in instrumental crime than other classes as they cannot afford the desired material objects • relative deprivation – members of the working class may compare themselves with the higher classes in society and realise that they cannot afford or achieve the same levels – this may make them turn to crime • status frustration – Cohen – the working class have less power and status in society and find it hard to get this legitimately, therefore may turn to expressive crime or gang crime to increase their status in society • education – working class are likely to have lower qualifications than other social classes and so be unable to reach the best jobs in society, perhaps then turning to crime as an alternative • police targeting – the police are more likely to target and stop and search members of the working class who are then more likely to be caught and convicted of a crime than other social classes • middle class crime such as corporate crime, fraud, etc. is hard to uncover and detect therefore it is more likely to remain hidden • stereotypes exist of who is criminal in society and the working class are thought to be criminalised here, e.g. Cicourel ‘typical delinquent’ • the working classes do not have the money or contacts to afford the best legal representation and so may be more likely to be prosecuted and convicted of a crime than higher classes • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p> <p>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.</p> <p>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.</p>	8

Question	Answer	Marks
3(d)	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
3(e)	<p>To what extent are crime and deviance affected by the media?</p> <p>Possible answers:</p> <p>FOR:</p> <ul style="list-style-type: none"> • the media often use stereotypes when reporting on crime and deviance, this affects who we think of as criminal in society • news values determine what is reported on and exaggerated and sensationalist crime reports are what will typically make the news, making the public believe that certain crimes happen disproportionately to reality • moral panics stigmatise some social groups as folk devils and criminals and this affects public perception • some media effects theories suggest that people will imitate what they see in the media – this could include criminal acts • the media has been accused of glamourising criminality and violence and this may negate the reality for victims, e.g. in films • deviancy amplification – the media may cause deviancy amplification through labelling some individuals/groups as criminals resulting in a self-fulfilling prophecy and the creation of a deviant master status • new crimes based on media technology are emerging, e.g. digital hacking, identity theft, catfishing • most people have little direct contact with crime and so they rely on the media for their knowledge about it • the media under-report some types of crime such as white collar crimes so people have a misleading impression of the extent of such crimes • media may publicise punishments of crime and so act as a deterrent • other reasonable response. <p>AGAINST:</p> <ul style="list-style-type: none"> • people get their views about crime and deviance from the family through primary socialisation, not the media • views about crime and deviance are more likely to be affected through the peer group, particularly with young people, e.g. anti-school subcultures, gangs • for some social groups it is religion that affects people's views on crime and deviance, e.g. extremism • other agents of social control/socialisation may have more of an affect, e.g. legislation, experiences in local communities, the workplace • crime and deviance are caused by structural and/or cultural factors, agencies such as the media do not affect the acts or the perceptions – it is down to poverty, ethnicity, strain, etc. • crime and deviance may be influenced by social characteristics such as class, ethnicity, age, gender • individuals react to and are influenced by the media in very different ways therefore it is inaccurate to talk about generic media effects on audiences, e.g. active audience models • the media merely reports upon and represents crime and deviance, it does not affect or influence them • crime and deviance are affected by police targeting and police strategies, not by the media • other reasonable response. 	15

Question	Answer	Marks
3(e)	<p>Band 0 [0 marks] No creditworthy response.</p> <p>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.</p> <p>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.</p> <p>A one-sided answer cannot score higher than 8 marks.</p> <p>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.</p> <p>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.</p>	

Question	Answer	Marks
4(a)	<p>What is meant by the term ‘opinion polls’?</p> <p>One mark for partial definition, e.g. <i>shows the views of people.</i></p> <p>Two marks for clear definition, e.g. <i>results of survey research that show the thoughts of the population, often used in elections.</i></p>	2
4(b)	<p>Describe <u>two</u> stereotypical representations of young people found in the media.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • teenagers shown to be rebellious, e.g. anti-social behaviour • teenagers shown to be members of violent gangs • teenagers shown to be members of sub-cultures such as anti-school/punks, etc. • teenagers shown as juvenile delinquents • teenagers shown to be irresponsible and regularly engaging in risk taking behaviours • groups of teenagers can be represented as folk devils in moral panics – blamed for problems in society (S Cohen) • teenagers tend to be represented negatively and simplistically • children as innocent, vulnerable and in need of protection • children as naughty, misbehaving, in need of discipline • other reasonable response. <p>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).</p>	4

Question	Answer	Marks
4(c)	<p>Explain how public service broadcasting is different to privately owned media.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • public service broadcasting is often funded by the public, e.g. through a licence fee, whereas privately owned media is privately funded • public service broadcasting focuses on quality rather than making a profit, whereas privately owned media are businesses set up to create maximum profit (e.g. Murdoch’s News International) • public service broadcasting is traditionally state owned and may therefore be biased towards the Government, whereas privately owned media can choose their position and may be critical of the Government • the BBC is an example of a public service broadcasting corporation that serves the public/nation, whereas privately owned media can choose who they try to cater for and can even be global • public service broadcasting is meant not only to entertain but also to inform and educate, whereas privately owned media is mostly about entertainment and based on popular culture/cult of celebrity, etc. • public service broadcasting may serve needs of all audience members, whereas privately owned media can be more mass appeal and mainstream • the BBC and other public service broadcasting companies operate a policy of due impartiality, whereas privately owned media do not have to • public service broadcasting does not rely on advertising, whereas privately owned media do and content may be influenced by this (a symbiotic relationship) • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p> <p>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.</p> <p>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.</p>	6

Question	Answer	Marks
4(d)	<p>Explain why new media is increasingly popular.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • new media have become like ‘status symbols’ and so are highly desired and valued by people, e.g. smartphones • new media have become the norm and are now all around us 24/7, creating a media culture • peer pressure/fear of missing out – new media have become so normalised that young people in particular feel pressure to participate, e.g. social media, Netflix • new media can improve life chances, e.g. flexibility of working from home, online education • new media give the audience more power and control through things like citizen journalism and the ability to create and upload user generated content • new media are interactive – not a one-way process but instead something where the audience can influence the content of the media, e.g. through posts, comments, blogs • new media are thought to result in greater variation in media output, allowing for more specialist and niche products to have a place • new media are global due to their digital technology – the audience can access content from across the globe and can communicate with people everywhere • new media are digital therefore the quality and speed are better than previously, offering a better consumption experience for the audience • new media can be personalised for the individual, e.g. through cookies, screensavers, downloaded content • new media are portable due to the often small size of products, therefore are highly convenient for both leisure and business needs ‘on demand’ • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p> <p>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.</p> <p>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.</p>	8

Question	Answer	Marks
4(d)	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
4(e)	<p>To what extent does the media influence the political beliefs of the audience?</p> <p>Possible answers:</p> <p>FOR:</p> <ul style="list-style-type: none"> • hypodermic syringe model – the audience believe everything they see in the media, meaning that they can be easily persuaded to vote in a particular way • privately owned media take strong political positions which can affect the political beliefs and voting patterns of their audience • in the postmodern world the media is all around us in many different forms and on many different platforms and so its influence is hard to escape • Marxists believe the media acts as a tool of the state to reinforce the dominant ideology and maintain the status quo – views against the political status quo or the ruling party may be excluded or ridiculed • in election campaigns, political parties make extensive use of the media to get their message across to the voters, e.g. party political broadcasts, interviews, debates • spin doctors control the personal image and persona of politicians and use the media to portray this construction in order to try and affect political beliefs/voting • reporting of the opinion polls in the media are likely to affect public voting choices and political beliefs • the media can take part in state owned propaganda in order to influence political beliefs of the audience, e.g. North Korea, Nazi Germany • with new and social media anyone can post political views and comments online alongside alternative ideologies and ‘facts’ which can then be commented on and shared globally • celebrity endorsement – using popular celebrity figures can often influence the views and political opinions of the public • other reasonable response. <p>AGAINST:</p> <ul style="list-style-type: none"> • political socialisation in the family is likely to be far more influential on political beliefs than the media, e.g. generational voting • active audience models of media effects demonstrate that the media has little influence on the audience and therefore will not influence political beliefs (e.g. uses and gratifications) • audiences are too diverse to generalise about in terms of media effects, everyone is different and is therefore affected differently • public service broadcasting has a duty to be neutral, allowing the audience to make their own political decisions • the media are very diverse and so cover a wide range of political viewpoints from which the audience can choose • social characteristics, i.e. class/gender/age/background are likely to have more influence on political beliefs than the media do 	15

Question	Answer	Marks
4(e)	<ul style="list-style-type: none"> • agencies of socialisation other than the media may be more influential on political beliefs than the media, e.g. the peer group, education, workplace • other reasonable response. <p>Band 0 [0 marks] No creditworthy response.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>A one-sided answer cannot score higher than 8 marks.</p> <p>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.</p> <p>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.</p>	