UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper

for the guidance of teachers

0495 SOCIOLOGY

0495/21 Paper 21, maximum raw mark 60

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UNIVERSITY of CAMBRIDGE
International Examinations

Section A: Family

1 The functions performed by the family have changed as societies have modernised.

(a) What is meant by the term *functions*? [2]

Functions may be defined as the socially prescribed contribution or roles of a social institution. A clear definition along these lines = 2 marks, an incomplete definition showing some understanding = 1 mark.

(b) Describe two functions that families perform in traditional societies. [4]

Relevant functions include, for example, welfare, economic, education, health care, socialisation, care of young children etc. One mark for each function identified and one mark for accurately describing each function. (2 × 2)

(c) Explain how family functions have changed as societies have modernised. [6]

Fewer and more specialised functions; less division of labour in the performance of functions; more sharing of functions with other institutions.

0–3 A few basic observations, possibly relying on assertion and with some over-generalisation.

4–6 A clear and accurate explanation is offered. At the top of the band, answers will reach appropriate and well-reasoned conclusions.

(d) Assess the evidence that the family is far less important than it used to be in many societies. [8]

Families still perform the key functions of reproduction, childrearing and socialisation. They also contribute to other functions (e.g. education, health care, economic), to a greater or lesser degree.

0–3 A few general points based on commonsense rather than sociological insight can be expected at this level.

4–6 A few relevant sociological points are made, possibly relying on reference to the continuing importance of the primary functions of the family.

7–8 The answer will consider several ways that the family remains important today. At the top of the band, there may also be some recognition that there are disagreements in sociology about just how important the family remains and in what ways.

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2 The nuclear family has been described as the ideal type of family in modern industrial societies, however many other types of family exist alongside each other.

(a) What is meant by the term the *nuclear family*? [2]

A mother, a father and at least one child (= 1 mark), living together (= 2 marks)

(b) Describe two other types of family unit. [4]

One parent family, extended family, reconstituted or step family (2 × 2 marks)

(c) Explain how the roles of children within the family have changed in modern industrial societies. [6]

This is an opportunity to discuss changes in the status of children and their relationships with parents and other family members. The idea of 'democratisation within families' may be explored, as might links to the emergence of the concept of 'childhood' (Aries) in the twentieth century.

0–3 A few basic observations, possibly relying on assertion and with some over-generalisation.

4–6 An appropriate explanation is offered that demonstrates sound understanding of the relevant sociological issues. Depth and/or breadth will be the main distinguishing features of answers at the top of the band.

(d) To what extent is the nuclear family the ideal type of family structure in modern industrial societies? [8]

0–3 A one-sided answer or a balanced assessment restricted to a few simple points would be worth 2 or 3 marks.

4–6 Assessment of the extent to which the family is in decline will be assessed at this level.

7–8 To reach the top of the band, a range of relevant points should be offered with suitable development and evidence of analytical skills.

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Section B: Education

3 Both the formal curriculum and the hidden curriculum play an important part in what pupils learn at school.

(a) What is meant by the term *formal curriculum*? [2]

Subjects and skills taught through organised and structured learning within a school/college setting.

A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two examples of how the hidden curriculum may reinforce gender roles in schools. [4]

Examples include; subject choice, uniforms, sports, discipline, images of males and females in books. (2 × 2 marks).

(c) Explain how the hidden curriculum helps to prepare young people for work. [6]

0–3 At this level we can expect a few commonsense points about how schools prepare young children for work or/and a basic understanding of how the hidden curriculum works.

4–6 A range of relevant points will be covered at this level, demonstrating appropriate sociological understanding. Schools prepare young people for work through, for example: training in specific skills, general education, development of appropriate attitudes and values. Bowles and Gintis' and Willis' accounts of the social control functions of education would also be relevant here.

(d) How far, and in what ways, does home background affect a pupil's educational achievement? [8]

0–3 A few general points based on commonsense rather than sociological insight can be expected at this level.

4–6 Several appropriate factors should appear at this level including, for example; material and cultural deprivation, parental attitudes and expectations, lack of access to the better schools, language codes and attitudes of the peer group.

7–8 To reach this level answers will address both parts of the question, i.e. 'how far' and 'in what ways' and may show understanding of factors other than home background, which may affect educational achievement.

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4 Despite equal opportunities in education, stereotyping still exists to some extent in schools, in relation to social class, gender and ethnicity.

(a) What is meant by the term *stereotyping*? [2]

A stereotype is a generalised and simplified description of a person or group as having certain characteristics that distorts the truth, often in a prejudicial way.

2 marks for a definition along these lines, and 1 mark for an incomplete definition showing some understanding.

(b) Describe two ways in which a pupil's social class may influence educational achievement. [4]

Examples include material or cultural deprivation, parental attitudes, lack of appropriate role models, access to better schools etc. (2 × 2)

(c) Explain the measures that schools can take to help improve the performance of all pupils regardless of social class, gender and ethnicity. [6]

0–3 A few basic examples of how teachers/schools may influence educational achievement of ethnic minorities.

4–6 Several relevant factors will appear, linked to schools/teachers, such as labelling, racist attitudes and racism in teaching materials.

(d) Assess how far teachers and schools may influence the educational performance of ethnic minorities. [8]

0–3 A few commonsense points lacking in development is what we might expect at this level.

4–6 Several appropriate suggestions, covering initiatives such as: compensatory education programmes; strategies to promote equal treatment e.g. mixed ability teaching; home/school initiatives.

7–8 A range of relevant suggestions, well explained and demonstrating suitable development.

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Section C: Crime, Deviance and Social Control

5 Official crime statistics may be misleading and always need careful interpretation.

(a) What is meant by the term *official crime statistics*? [2]

The statistics gathered and published by the government from the records of law enforcement agencies.

A clear definition along these lines = 2 marks, an incomplete definition showing some understanding = 1 mark.

(b) Describe two reasons why white-collar crime often goes unrecorded by the police. [4]

Absence of a victim in many cases, the complicated nature of the crimes may deter investigation and prosecution. Criminal may have power to protect themselves.

Embarrassment for the company; prefer to deal with matter internally. Police more lenient with middle classes, hidden nature of white-collar crime. (2 × 2)

(c) Explain why some people fail to report crime to the police. [6]

0–3 A few basic suggestions showing some awareness of the issues.

4–6 Several examples, such as; ignorance that a crime has been committed; fear of repercussions; considered too trivial; desire to protect family members or friends; a distrust of the police etc.

(d) How far, and in what ways, may the official crime statistics be influenced by the activities of the police? [8]

0–3 A few general points based on commonsense rather than sociological insight can be expected at this level.

4–6 A few relevant sociological observations may be made, possibly relying on one particular theme e.g. stereotyping or deployment of police resources.

7–8 A sound understanding of the subject will be demonstrated. Several aspects of police activity will appear e.g. stereotyping/labelling, moral panics and possible police discrimination of certain social groups.

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6 Formal social control plays a key role in maintaining order in modern industrial societies.

(a) What is meant by the term *formal social control*? [2]

The methods that society uses to ensure conformity. Definition along these lines = 2 marks. An incomplete definition showing some understanding = 1 mark.

(b) Describe two examples of deviant behaviour. [4]

One mark for appropriate example and one mark for explanation. (2 × 2)

(c) Explain how some groups in society are more likely to have the power to label others as deviant. [6]

Groups with the power to label others as deviant include, for example: moral crusaders; the powerful/elites; the media and law enforcement agencies.

0–3 A few basic observations, possibly relying on assertion and over-generalisation.

4–6 A clear and accurate explanation is offered. At the top of the mark band the candidate will reach appropriate and well reasoned conclusions.

(d) How far, and in what ways, may the media influence the level of crime in society? [8]

0–3 A few general points about how the media portrays crime and criminals, with little sociological insight.

4–6 A range of well made points linked to sociological concepts of labelling, moral panic and deviancy amplification or a few in-depth points possibly focusing on a particular study.

7–8 Answers at this level will address both parts of the question, demonstrating awareness of other factors which help create more crime e.g. police actions.

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Section D: Mass Media

7 It is sometimes claimed that those who own the mass media have too much power to influence the behaviour of groups and individuals.

(a) What is meant by the term *mass media*? [2]

The printing, broadcasting and advertising industries. A clear definition along these lines = 2 marks. One mark for an incomplete definition, showing some understanding.

(b) Describe two trends in the ownership and control of the mass media in modern industrial societies. [4]

Ownership of the mass media in modern industrial societies is concentrated in the hands of a few large companies, who are interested in making a profit.
Owners of newspapers often also own and control the broadcasting industries.
Ownership of media is increasingly conservative. (2 × 2)

(c) Explain the ways in which ownership of the mass media may be a source of power in society. [6]

The mass media has an important role to play in shaping people's ideas, attitudes and actions. Can be a significant source of social control and a major influence on public opinion.

0–3 A few basic observations, possibly relying on assertion and with some over-generalisation.

4–6 Several appropriate points will be made and the answer will show good sociological understanding of the nature of power in relation to ownership of the mass media.

(d) To what extent are the owners of the mass media able to influence the behaviour of other groups and individuals in society? [8]

0–3 A few general points based on commonsense rather than sociological insight can be expected at this level.

4–6 A few relevant sociological observations, possibly relying on a descriptive account of who owns and controls the media. There needs to be evidence of some understanding of the constraints that limit the power of the owners, such as the autonomy of journalists and editors in determining the content, the need to be commercial and attract advertisers, government controls and public opinion/pressure group activity.

7–8 Answers will demonstrate a good understanding of the issues raised by the question and there will be an attempt to assess the extent to which the owners of the media are able to influence the behaviour of other groups and individuals. At the top of the band there will be some reference made to other factors which may influence the behaviour of groups and individuals, for example, the family, the peer group, religion and education.

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8 Advertising may help to shape the way people view themselves and the lifestyle choices they make.

(a) What is meant by the term *advertising*? [2]

The action of attracting public attention to a product or service through printing or broadcasting. A clear definition along these lines = 2 marks. An incomplete definition showing some understanding = 1 mark.

(b) Describe two examples of how the lifestyle choices people make may be influenced by advertising. [4]

Accept both references to particular advertisements and accounts of particular types of advertisements e.g. aspirational, subliminal, and those that work on the emotional vulnerability of the target group. (2 × 2)

(c) Explain the purpose of advertising. [6]

To provide information; sell goods and create demand through persuasion; compete with other companies; create brand identities and loyalty; to shape lifestyle aspirations.

0–3 A few basic observations, possibly relying on assertion and with some over-generalisation.

4–6 Several appropriate purposes of advertising are noted and explained in reasonable detail.

(d) What other factors, apart from advertising, may influence the lifestyle choices people make? [8]

Relevant factors include, for example: income; status; peer group pressure; other media influences such as pop music, fashion, films; individualistic values, rebellion, sub-cultures; social issues e.g. the 'Green' consumer, health and fitness consciousness.

0–3 A few general points based on commonsense rather than sociological insight.

4–6 A few relevant sociological observations will be made, but the factors identified will be basic and the explanations may be limited. More detail is expected for the top of this band, though the range of factors may be narrow.

7–8 A good range of relevant factors will be discussed in reasonable detail. At the top of the band, a balanced and well-reasoned conclusion may also be offered.

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