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

0495/23 Paper 23, maximum raw mark 60

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

UNIVERSITY of CAMBRIDGE
International Examinations

Section A: Family

1 Families in modern industrial society take a variety of forms, though the single parent family is increasingly common.

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

Man or woman with one or more dependent children.
A clear definition along these lines = 2 marks
An incomplete definition showing some understanding = 1 mark.

(b) Describe two other types of family apart from the single parent family. [4]

Examples include: nuclear family, reconstituted family, extended family and the same sex family. 1 mark for an example and 1 mark for development. (2 × 2)

(c) Explain the reasons why there has been an increase in single parent families in modern industrial societies. [6]

Reasons include: the rise in divorce rates and its increasing acceptability; economic and social independence of women; lack of desire to marry or live with a partner and the secularisation of society.

0–3 Answers at this level are likely to be confined to a few isolated points of general relevance to the question. There may be little sociological depth or the range of points will be narrow.

4–6 Several well-developed factors will appear, showing good sociological understanding.

(d) To what extent has the importance of the family declined in modern industrial societies? [8]

0–3 Answers at this level may be based on assertion and personal opinion.

4–6 Two or three basic points about, for example, the rising divorce rate, loss of functions, decline in first marriages and/or increase in remarriages.

7–8 Several relevant sociological points will be discussed and the answer will include explicit assessment of whether families are still as important today as they were in the past.

2 In modern industrial societies, where monogamy is widely practiced, there has been a decrease in first marriages and an increase in remarriages in recent years.

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

The marriage of one man to one woman. (2 marks)
A clear definition along these lines = 2 marks
An incomplete definition showing some understanding = 1 mark.

(b) Describe two reasons why polygamy is practiced in some societies. [4]

Reasons include, for example: inequality in the demographic balance of males and females; religious and cultural influences e.g. Islam; polygamy is useful in agricultural societies in producing more children to help in the planting and harvesting of crops; polyandry is useful in keeping the population down to realistic survival levels, as in Tibet. (2 × 2).

© UCLES 2010

(c) Explain why first marriages are steadily declining in modern industrial societies. [6]

0–3 A list-like answer covering two or three basic points.

4–6 Changing attitudes to marriage and greater acceptance of cohabitation outside of marriage are key factors behind the decline in first marriages, along with rising costs of weddings. Good answers will explore the reasons behind these changes in attitude e.g. declining influence of religion, impact of the rising divorce rate, wider opportunities for many young people in other areas of life, etc.

(d) To what extent does the rising divorce rate show that marriage is less important in modern industrial societies? [8]

0–3 Answers may be based on assertion and personal opinion.

4–6 A few basic points of sociological relevance will appear, with little or no assessment.

7–8 Arguments for and/or against the claim that marriage is less important will appear.

Evidence for: the rising divorce rate, decline in first marriages, decline in church weddings, and the trend toward serial monogamy (although this could also be used to support the opposite view).
Evidence against: the increase in remarriages, the fact that marriage is still the dominant form of cohabitation, and the difficulty in assessing how important marriage was in the past. To reach the top of the band some attempt at assessment must appear.

© UCLES 2010

Section B: Education

3 In a meritocracy each pupil has the same opportunity to benefit from the education system.

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

A meritocracy refers to a system in which there is equality of opportunity and people are rewarded on the basis of achievement and talent. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two ways in which pupils may be treated equally within the education system. [4]

Relevant examples of equal opportunity in education include: free access for all to schools and colleges; same curriculum for all; minimum standards of educational provision for all; absence of discriminatory practices, such as limits on access to education for groups such as females and ethnic minorities. One mark for an example and one mark for development. (2 × 2).

(c) Explain why pupils from poorer backgrounds may find it difficult to perform well at school. [6]

0–3 Answers at this level are likely to be confined to a few isolated points of general relevance to the question. There may be little sociological depth or the range of points will be narrow.

4–6 A good range of relevant sociological points will be made to explain why a pupil from a poor background may find it difficult to do well in school. To reach the top of the band, there should be consideration of both school and home factors.

(d) Assess the evidence that there is equality of opportunity for all pupils within the education systems of modern industrial societies. [8]

0–3 The focus may be on the more general issue of equality within education rather than the more specific matter of equality of opportunities.

4–6 A few relevant if simple points about equality within education may appear, with little development or analysis.

7–8 At this level at least part of the answer will focus on the topic of equality of opportunity specifically. To reach the top of the band this would need to be the main focus of the answer. This is really a question about whether there exists equality of access for all to education, whether educational provision meets at least minimum standards for all, and how far the same curriculum is followed for all pupils.

© UCLES 2010

4 The educational achievement of ethnic minority groups may be influenced by both in and out of school factors.

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

People who share a common culture that is different from that of the majority of society. A clear definition along these lines = 2 marks. An incomplete definition = 1 mark.

(b) Describe two ways in which school factors may influence the educational performance of ethnic minority groups. [4]

Examples include; streaming and banding, use of an elaborated language code, ethnocentrism and the use of stereotypes in the curriculum. (2 × 2)

(c) Explain how factors outside of school may affect the educational performance of ethnic minority groups. [6]

0–3 A few basic observations possibly relying on assertion and with some over-generalisation may appear at this level.

4–6 A range of material and cultural factors relating to the home background will appear, for example parental attitudes, language codes, lack of educational resources and the influence of the peer group.

(d) How far, and in what ways, may teachers and schools help to improve the educational performance of pupils from disadvantaged backgrounds? [8]

0–3 A few basic points identifying ways that schools/teachers may influence a pupil's educational performance.

4–6 A range of relevant factors linked to schools/teachers, such as labelling, the hidden curriculum, quality of schools in different areas and teaching materials.

7–8 To reach this level the 'how far' aspect of the question must be addressed.

© UCLES 2010

Section C: Crime, Deviance and Social Control

5 In some societies young people are regarded as a separate group, with their own distinctive youth culture.

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

Youth culture may be defined as a set of values and behaviour associated with young people as a group. A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe two social characteristics that may distinguish young people from older age groups. [4]

Many possible characteristics would be relevant, but the most likely references will be: mode of dress; special language or mode of speech; distinctive interests or concerns; own fashions and music. One mark for an example and one mark for development. (2 × 2).

(c) Explain why youth cultures have become a feature of modern industrial societies. [6]

0–3 At this level answers may be confined to a few isolated points that are broadly relevant to the question. Alternatively, the answer may focus on a single factor that helps explain the growth of youth cultures.

4–6 More than one relevant factor explaining the emergence of youth cultures will be explored at this level e.g. the extension of higher education; growing influence among teenagers in the 1950s and 1960s; growth of the media; increasing pace of change and new technology may have created a generation gap between young people and older age groups. Several of these factors well explained would justify a mark at the top of the band.

(d) How far, and in what ways, do youth cultures pose a threat to the dominant values of society? [8]

0–3 A few general points about youth cultures with little or no linkage to the question may appear or unsupported points about possible threats to the dominant value system.

4–6 A largely descriptive account of ways in which youth cultures may or may not threaten the dominant values of society with little attempt at assessment.

7–8 A clear, sociologically informed discussion of the significance of youth cultures in relation to the question is a minimum requirement at this level. Good answers will also address the 'how far' part of the question.

© UCLES 2010

6 White-collar crime is greatly under-represented in the official crime statistics.

(a) What is meant by the term *white-collar crime*? [2]

Crimes committed by middle class people of a high social status in the course of their occupations. A clear definition along these lines = 2 marks**;** an incomplete definition showing some understanding = 1 mark.

(b) Describe two examples of white-collar crime. [4]

Possible answers include: bribery and corruption in government or business; professional misconduct; fraud and embezzlement; industrial espionage and computer fraud; breach of health and safety regulations. One mark for an example and one mark for development. (2 × 2).

(c) Explain why white-collar crime is under-represented in the official crime statistics. [6]

0–3 Answers at this level may be confined to assertion and generalisation, possibly without any direct linkage to the question.

4–6 Absence of a victim in many cases and the complicated nature of white collar crime may deter investigation and prosecution. The criminal may have the power to protect themselves; embarrassment for the company who may prefer to deal with the matter internally. Police tendency to be more lenient with middle classes and the hidden nature of white-collar crime.

(d) How far, and in what ways, are the official crime statistics a reliable indicator of crime levels in society? [8]

0–3 One or two isolated points about the pitfalls of official statistics in general and/or with reference to crime in particular would be worth 3 marks.

4–6 At this level candidates will offer a more solid critique of official crime statistics and may include reference to victim and self report studies.

7–8 Answers at this level will be balanced in order to address both parts of the question. To reach the top of the band, there will be an attempt to assess/evaluate and an overall conclusion will be reached.

© UCLES 2010

Section D: Mass Media

7 The mass media often stereotype groups and individuals. This is particularly true in the case of gender identities.

(a) What is meant by the term *stereotype*? [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)

(b) Describe two examples of how the media use stereotypes. [4]

Examples may include stereotyping of groups like women, youth or ethnic minorities; working class or people who claim welfare benefits. One mark for an example and one mark for development. (2 × 2)

(c) Explain how the mass media help to reinforce the division of roles between males and females in society. [6]

0–3 A few basic points about media images of males and females, with limited sociological understanding.

4–6 Explanations of how the mass media can reinforce gender roles through stereotypical images may appear in various forms. If the points are particularly well answered, a mark at the top of the band would be justified.

(d) How far, and in what ways, can the mass media influence the lifestyles of young people in society? [8]

0–3 A few commonsense points on how the lifestyles of young people may be influenced by the mass media.

4–6 Examples of how the mass media influences young people through links with culture, pop music, fashion and the advertising industry will appear.

7–8 If the answer also addresses the 'how far' part of the question, even in an unsophisticated way, a mark at the top of the band would be justified.

8 It is argued that in a democratic society the mass media promote a variety of opinions.

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

A society in which the people elect the government to represent their views.
2 marks for a clear definition along these lines and 1 mark for an incomplete definition showing some understanding.

(b) Describe two reasons why important information may be left out of news reports. [4]

Reasons may include for example: lack of resources needed to gather the information; pressure of deadlines; political censorship; the influence of news values and the decisions of editors/owners to suppress certain information. (2 × 2)

© UCLES 2010

(c) Explain how the process of gathering and editing news reports may lead to bias and distortion. [6]

0–3 A few simple but relevant observations, with little development.

4–6 A range of relevant points will be covered.
Where the points are accurate and well developed a mark at the top of the band would be justified.

Points include:
– people are more interested in 'bad' news e.g. crime ,war, disasters
– reporters tend to emphasise the sensational and photogenic
– some papers specialise in e.g. sleeze/smut or foreign or business news.

(d) How far, and in what ways, does the mass media promote democracy? [8]

0–3 Answers at this level may be confined to general comments about the media with little or no linkage to the question.

4–6 Answers should include explicit links between democracy and the mass media; points may be limited or narrow.

7–8 A balanced discussion, with points for and against the idea that the mass media promotes democracy, will appear at this level.

Arguments for may include for example: media in democratic society is not controlled by the state therefore the risk of censorship is reduced; there is a variety of privately owned media in which public debates can take place; the media reflects public opinions that already exist rather than creating new ones.

Arguments against may include: media reflects conservative views of wealthy owners; journalists will avoid issues which would upset the owners; least powerful have fewer means of mass communication; views which challenge the status quo of existing society are presented as irresponsible or extremist.

© UCLES 2010