UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

0495 SOCIOLOGY

0495/11 Paper 1, maximum raw mark 90

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.

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

Cambridge is publishing the mark schemes for the May/June 2012 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: Research Methods

When sociologists study a subject they have to gather data. This data will either be primary or secondary. Primary data is that which sociologists gather at first hand for their own purpose and will be designed with their research in mind.

Secondary data already exists and so the researcher does not have to spend the time, or incur the expense, of gathering the information. Secondary data can be found in many different forms, including official statistics and *personal documents*.

Primary data enables the researcher to gather information that relates directly to the *hypothesis* they have developed. However, researchers have to be careful that their work is not subjective, as *subjectivity* can influence the validity of the data collected.

1 (a) What is meant by the following terms?

(i) Personal documents [2]

Documents that have been kept by individuals for personal reasons, they may include diaries, letters, photographs, suicide notes as well as any other relevant examples.

2 marks for a full description, 1 mark for a partial description such as documents produced for your own personal use.

(ii) Hypothesis [2]

Statements/theories designed by the researcher that are to be tested.

2 marks for a full description, 1 mark for a partial description such as ideas that you have in your planning for research.

A statement made to be tested is enough for 2 marks.

(iii) Subjectivity [2]

When research is conducted allowing values, judgements and predetermined ideas to influence findings.

2 marks for a full description, 1 mark for a partial description.

Subjectivity is not to be confused with objectivity.

(b) Describe <u>two</u> reasons why research data may lack validity. [4]

The answer should look at two reasons. Likely reasons for lack of validity can be inappropriate sample, agenda of the funding body, or any other misapplication of the chosen method.

2 marks available for each issue.

2 marks for a full description, 1 mark for a partial description or identification of a correct research method.

Allow any reason as long as it either is relevant to research in general or a reason that is linked to a specific named method.

© University of Cambridge International Examinations 2012

(c) Describe <u>two</u> methods of collecting primary data. [4]

2 marks available for each appropriate example/method.

2 marks for a full description, 1 mark for a partial description.

Any data collected by the researcher. Likely examples include questionnaires (this can be via the internet), interviews, participant observation.

Qualitative and quantitative are not methods.

(d) Describe <u>one</u> strength and <u>one</u> limitation of secondary data. [4]

The answer should offer two examples and 2 marks are available for each.

2 marks for a full description, 1 mark for a partial description or an identification with no description.

Strengths: Can exist in quantity researcher could never match, already exists.

Limitations: Has been collected for a different purpose, researcher has no control over the quality, may be biased.

(e) Describe <u>one</u> strength and <u>one</u> limitation of using personal documents in sociological research. [4]

The answer should offer two examples, one strength and one limitation, and 2 marks are available for each.

2 marks for a full description, 1 mark for a partial description.

Strengths: data will be qualitative and give insights, data already exists and with historical data it could not be replicated.

Limitations: will have been written for another purpose therefore may distort findings, may be biased as in political diaries and therefore not give an accurate picture.

(Answers that say they are always truthful or lie have to be justified.)

(f) Describe <u>two</u> strengths and <u>two</u> limitations of using official statistics in sociological research. [8]

The answer should offer four examples and 2 marks are available for each.

4 marks for a full description, 2 marks for a partial description.

Strengths: data will be produced by governments so vast amount, easy to obtain, much published regularly and much historical data. Accept specific examples like census data.

Answers which say they are official so therefore must be accurate give 1 mark if state because they have the resources of the state behind them so must be accurate allow 2 marks.

Limitations: Statistics may be unreliable for the researcher's purpose, may lack reliability and validity, accept specific examples such as accuracy of suicide rates.

All one sided arguments would not normally be given a mark higher than 5.

© University of Cambridge International Examinations 2012

Section B: Culture and Socialisation

2 Learning to be human is a long process influenced by many factors, one of which is gender. Gender role socialisation will have an effect on the life chances of the individual.

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

Gender refers to the learning to be masculine and feminine that is specific in different societies, although there are some common traits, as distinguished from sex.

2 marks for an accurate definition, 1 mark for a partial definition.

Answers which just say male/female allow 1 mark also that just talk about roles and what men and women do allow 1 mark.

(b) Describe <u>two</u> examples of gender role socialisation. [4]

Gender role socialisation can happen in a variety of ways including names, dress, family responsibilities, way portrayed in the media, treatment in education, differentiated education etc.

2 marks for a correct identification and description, 1 mark for a partial description × 2.

To gain 2 marks both boys and girls should be mentioned unless the process of gender role socialisation is explained well.

(c) Explain how the socialisation process for a boy may be different to that for a girl. [6]

0–3 A few comments about how boys are treated differently from girls whilst growing up. Other answers may give a basic account of the social expectations on boys and girls, for example dress. Answers that only relate to one gender.

4–6 Sociological knowledge referring to the ways that boys and girls are socialised. Reference may be made to parental attitudes as well as social expectations for the different genders and the very best answers may well refer to feminist theory.

© University of Cambridge International Examinations 2012

(d) How far are the life chances of females affected by gender role socialisation? [8]

0–3 At this level answers are likely to be simplistic with a comment about the lives of girls, but such comments will always lack range.

4–6 At this level answers will be more developed about how the socialisation of girls and boys gives rise to different life chances. Answers which talk about different actions and activities of boys and girls. Most answers will focus on the narrowing of girls' opportunities in all societies. Some answers may note recent changes in society.

7–8 At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Not only will there be a detailed description of the life chances of girls but there will be some acknowledgement of how there have been changes in some societies in recent years. Some may note that some societies have been reactionary in this behaviour. There will be notice made that other factors such as class may also influence life chances. At the top of the mark range there may well be reference made to feminist theories.

3 Functionalists would see the legal system benefiting all in society, as they believe that laws create social order. Marxists see the legal system as a form of social control that serves the interests of the ruling class.

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

Laws refer to the organised rules that apply in societies that are followed by the population. These can be agreed or imposed governments/rulers.

2 marks for an accurate definition, 1 mark for a partial definition such as just naming one.

Simply referring to primary and secondary socialisation does not merit a mark.

(b) Describe <u>two</u> agencies of social control, apart from the legal system. [4]

Answers can include reference to religion, family, education, the secret services and media.

2 marks for a correct identification and description, 1 mark for a partial description × 2.

(c) Explain why functionalists believe that laws benefit everyone. [6]

0–3 A few comments about everyone being able to live their lives in peace may be made. Other answers may describe the problems that occur when there are no laws or about how punishing law breakers is good for the victims.

4-6 Sociological knowledge referring to solidarity and positive sum use of power may be referred to. Answers may make the functionalist analogy of an organism where everyone has a part to play and everyone benefits.

© University of Cambridge International Examinations 2012

(d) To what extent does the legal system serve the interests of the ruling class? [8]

0–3 At this level answers are likely to be a simplistic reference to lack of fairness in society or a confused attempt to explain Marxist theories, but such comments will always lack range and be unlikely to use the term. Other answers will only show an understanding of the legal system.

4–6 At this level answers will be more developed and will show an understanding of how the legal system may operate in the favour of the ruling class, but this will either be uncritical or dismiss the theory as entirely inappropriate.

7–8 At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. There will be a clear explanation of Marxist theories, although this term may not be used, and how the system benefits ruling groups but this will be contrasted with theories. There will be some attempt to evaluate the strength of these arguments but this may be basic.

© University of Cambridge International Examinations 2012

Section C: Social Stratification and Inequality

4 In modern industrial societies social mobility is easier to achieve than in traditional societies. Sociologists distinguish between inter-generational and intra-generational social mobility.

(a) What is meant by the term *intra-generational social mobility*? [2]

Mobility within an individual's life- up or down. Or answers that imply up and down without using these words.

2 marks for an accurate definition, 1 mark for a partial definition such as up only.

(b) Describe <u>two</u> examples of inter-generational social mobility. [4]

Mobility gained from one generation to another. Accept any valid example such as father a farmer daughter a doctor.

2 marks for a correct identification and description, 1 mark for a partial description × 2.

If answers refer only to changed income or social status alone then award 1 mark.

(c) Explain why some groups find it easier to achieve upward social mobility than others. [6]

0–3 A few comments about individuals with more talent or having more luck; answers that refer to access to education and meritocracy.

4–6 Sociological knowledge used to make reference to the social position of groups having advantage over others, easier mobility within strata. Lower birth rates in the middle class creating space for working class mobility. Some answers may refer to the elite protecting their social position from others.

Credit answers that are cross-cultural rather than to specific groups and award marks by depth of understanding.

© University of Cambridge International Examinations 2012

(d) To what extent have changes in patterns of employment resulted in increased social mobility? [8]

0–3 At this level answers are likely to be simplistic references to the nature of an individual's job, reflecting their mobility. Such comments will always lack range.

4–6 At this level answers will be more developed and make use of such trends as the loss of working class manual jobs and the growth of clerical middle class jobs, changing patterns of education. Answers may also refer to mobility being up and down and such processes as rural urban drift.

7–8 At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. There may be reference to the changing job structure, especially within modern industrial societies, and the decline of primary and secondary labour markets and the growth of the tertiary labour market and its consequent impact on the types of jobs available. Reference will be made to the change in the class structure. At the top end of the mark range there may be some consideration of how 'middle class' some of these 'new' jobs are.

5 Many governments have introduced laws to stop racism. In spite of these laws there is still racial discrimination, but sociologists disagree about the extent of this.

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

Belief/behaviour based on the assumption that racial or ethnic group is inferior/superior based on inherited physical characteristics or other perceived differences.

2 marks for an accurate definition, 1 mark for a partial definition.

(b) Describe <u>two</u> examples of racial discrimination. [4]

Apartheid, segregation, discrimination at work or in everyday life, or any specific valid example which can be an example of scapegoating.

2 marks for a correct identification and description, 1 mark for a partial description × 2.

Examples of such systems as apartheid can be allowed even if by implication.

(c) Explain what measures, apart from the law, governments can take to stop racism. [6]

0–3 At this level there will be simplistic references made to governments introducing policies.

4–6 At this level not only will there be reference to positive discrimination, but there will also be reference made to some of the following tribunals, anti-racist commissions, quotas, censorship of views and ethnic monitoring.

© University of Cambridge International Examinations 2012

(d) To what extent does racial discrimination still exist in modern industrial societies? [8]

0–3 At this level answers are likely to be simplistic and either say that the problem has been solved or that it remains but such comments will always lack range.

4–6 At this level answers will be more developed and refer to specific gains in such areas as education, housing, employment or justify why changes have not happened. Other answers may concentrate on societies where discrimination is still apparent for groups such as the Kurds.

7–8 At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. There will be both consideration of the progress made in eliminating discrimination (there may be examples given of individuals who have been successful) but also of the continuing problems. Useful reference can be made to issues such as housing, education and employment. If use is also made of changing migration patterns and how the newly arrived tend to be the focus of discrimination then award full marks.

© University of Cambridge International Examinations 2012

Section D: Power and Authority

6 Pressure groups attempt to influence government decision making through a process known as lobbying. Lobbying may advantage some social groups more than others.

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

Groups formed to put pressure on powerful organisations/governments to have decisions made in their favour. Promotional or defensive.

2 marks for an accurate definition, 1 mark for a partial definition.

(b) Describe <u>two</u> types of pressure groups. [4]

Any valid example such as promotional or defensive/ insider, outsider.

2 marks for a correct identification and description, 1 mark for a partial description × 2.

A mark can be given for an accurate example but not for confusion with political parties.

(c) Explain how lobbying may advantage some social groups over others. [6]

0–3 Simplistic reference to being able to gain influence, as opposed to those groups who do not try to gain influence. Confusion about lobbying may be present.

4–6 Use of the access to resources, some pressure groups being richer than others or having more social status than others and therefore able to run high profile campaigns or gain access to prominent individuals. There should be some implied or direct reference to the process of lobbying to enter this band.

(d) To what extent do democratic governments represent the interests of all their citizens? [8]

0–3 At this level answers are likely to be simplistic comments about how governments set priorities or how as people select them they must reflect the will of the people, but such comments will always lack range.

4–6 At this level answers will be more developed, outlining a variety of ways governments try to govern in the interests of all. Issues included are likely to be the provision of welfare and government attempts to retain the support of the electorate.

7–8 At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Assessment may refer to Marxist ideas that governments continue to maintain the interests of the powerful and support their answer with examples.

© University of Cambridge International Examinations 2012

7 In many societies the people have gained the right to vote with a secret ballot. However, in some democracies there is a trend that shows many young people are not using their vote.

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

Where voting takes place in private.

2 marks for an accurate definition, 1 mark for a partial definition.

Answers which highlight voting in booths or having own choice allow 1 mark.

(b) Describe <u>two</u> types of voting system. [4]

Any two valid examples, either generic such as parliamentary, proportional representation or any specified state electoral process.

2 marks for a correct identification and description, 1 mark for a partial description × 2.

If candidates interpret systems as methods then allow 1 mark if accurately explained.

(c) Explain why some young people in democracies are not using their vote. [6]

0–3 Some simplistic comments about young people having more interesting things to do than vote.

Or answers that argue that most people are poor and have no interest in voting so this will apply to poor young people as well.

4–6 Failure to capture the interests of young people, issues seem irrelevant to the young, effects of political socialisation/political education in schools and class de-alignment are amongst the issues that can be raised.

Allow any relevant local examples.

(d) To what extent do election results reflect the will of the people? [8]

0–3 At this level answers are likely to be simplistic comments about the types of elections that can be held, but such comments will always lack range.

4–6 At this level answers will be more developed and consider issues such as secret ballots, electoral registers and pressure that can be put on electors.

7–8 At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Not only will there be a consideration of elections in authoritarian regimes as opposed to democracies but also the way in which participation is organised and whether elections are conducted fairly, 'rigged' or the place of corruption and whether elections are free and fair. Other answers may consider the place of coalition governments in representing all, or how representative a government elected with 49% represtents all. Answers may well be supported by reference to specific elections.

© University of Cambridge International Examinations 2012