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

0495/13 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.

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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.

Section A: Research Methods

Case studies involve an in-depth study of a single event. They are used by sociologists who gather qualitative data. Findings from case studies can be used in a number of ways in order to support a research strategy. However, there are also disadvantages with case studies. One way to overcome these disadvantages is to use *triangulation*.

Considering *ethical issues* is important with all research, but with case studies sociologists have to be particularly sensitive. Researchers also need to consider the position of the group that they are studying and how the data should be gathered. Case studies are small scale and individual but similar studies can build a picture over time. Information of a more quantitative type is favoured by *positivist* sociologists. Social surveys are widely used to collect quantitative data.

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

(i) Triangulation [2]

The use of two methods when doing research in order to cross check results/improve level of reliability.
2 marks for a full description, 1 for a partial description such as a method(s) of collecting data.

(ii) Ethical issues [2]

Moral issues to be considered when undertaking research to do with issues of power, disclosure, informed consent, safety and harm.
2 marks for a full description, 1 for a partial description such as the research subject having the right to know what is happening.

(iii) Positivist [2]

Researchers who apply the methods of the natural sciences to sociology or those who apply objective methodologies.
2 marks for a full description, 1 for a partial description such as researchers who apply/analyse data.

(b) Explain <u>two</u> reasons why sociologists might choose to collect qualitative data. [4]

The answer should look at two reasons in relation to qualitative data.
Likely examples will be to do with issues of measurement, the nature of the research project, comparison to other research, validity, possibility of finding new research, and the outlook of the researcher.
2 marks available for each reason.
2 marks for a full description, 1 for a partial description such as identification of a reason.

(c) Describe <u>two</u> advantages of using triangulation. [4]

2 marks available for each appropriate advantage.
2 marks for a full description, 1 for a partial description such as identification of an advantage.
Likely examples will be the researcher is able to double check their own research, using more than one method more likely to give rise to valid data, helps identify weaknesses in methods, avoids methodological determinism as well as any other valid advantage.

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(d) Describe <u>two</u> disadvantages of using case studies. [4]

2 marks available for each appropriate disadvantage.
2 marks for a full description, 1 for a partial description such as identification of a disadvantage.
Likely examples will be they do not claim to be representative (small scale),potential ethical issues, need a skilled researcher, lack external validity, hard to codify data, difficult to generalise from findings, time consuming/expensive and any other valid disadvantage.

(e) Explain why sociologists need to consider ethical issues when using case studies. [4]

Answers are likely to describe issues of safety of the researcher, covert as opposed to overt observation, the observer effect influencing behaviour, issues of confidentiality, participation in illegal activities and may well give specific examples such as Pygmalion in the classroom.
There should be at least two points made. 2 marks for a full description, 1 for a partial description such as identification of a consideration.

(f) Describe <u>two</u> strengths and <u>two</u> limitations of using social surveys. [8]

The answer should offer two examples of strengths and two limitations and 2 marks are available for each.
2 marks for a full description, 1 for a partial description such as identification of a strength or limitation or for valid comments about the method that may be used in a social survey.
Strengths: data will be easy to standardise, can analyse and codify findings, practical, usually involves a large population or any other relevant response.
Limitations: lack of in-depth understanding, difficult to follow up new avenues of enquiry, may employ large research team therefore difficult to standardise, time consuming/costly and any other relevant response.

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Section B: Culture and Socialisation

2 An individual's family, culture and sub-culture will all influence their socialisation.

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

Culture as the shared features of racial or geographically located groups such as language, customs, norms, beliefs, religion or any other valid examples.
2 marks for an accurate definition, 1 mark for a partial definition such as shared beliefs.

(b) Describe <u>two</u> characteristics of sub-cultures. [4]

Any relevant features such as distinct divisions from mainstream culture based on activities, customs, norms, beliefs or any other valid example of being segregated/different from the main stream culture such as dress.
2 marks for a correct identification and description, 1 mark for a partial description such as the naming of a characteristic × 2.

(c) Explain how socialisation can differ from one sub-culture to another. [6]

0–3 A few comments about what happens to children in childhood. Other descriptions may be of the socialisation in general or of two individuals but with little or no reference to sub-culture. Some answers may refer to specific sub-cultures such as teddy boys to show how they are different.

4–6 Answers are more likely to have sociological knowledge, answers will clearly name distinct sub-cultures that may or may not be in the same society or even in the same historical era but will highlight differences in socialisation based on norms and customs. These may feature different classes or ethnicities as well as other distinct groups such as deviant sub-cultures. Answers can include reference to sub-cultures that develop in later life as well as those that are developed from childhood.

(d) To what extent is culture a major influence on social behaviour? [8]

0–3 At this level answer are likely to be simplistic with some basic comments about how humans grow up and learn such behaviours as language but such comments will always lack range. Answers which restrict themselves to descriptions of feral children place here.

4–6 At this level answers will be more sociological with development of the factors that influence development and will result in the norms, values and behaviours that individuals develop. There may be some undeveloped reference to heredity/instinct. One sided arguments which state that sub-culture (or another factor) is a major influence with little or no reference to anything else, such as gender, are unlikely to gain more than 5 marks.

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 development of the way in which culture is the major influence but there may be some discussion of clash of culture or sub-cultural pressures that may compete with main stream culture. There may be specific examples given or developed use of the nurture/nature debate.

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3 Functionalists believe that stable societies are successful ones. In such societies there will be social integration and value consensus. Functionalists believe that modern industrial societies show these characteristics.

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

When societies are not subject to rapid social change or any other disruptive event that can have the effect of upsetting agreed norms and values **or** societies with agreed norms and values. Allow answers which define by comparison to unstable societies.
2 marks for an accurate definition, 1 mark for a partial definition such as societies that work together **or** those that have agreed laws.

(b) Describe <u>two</u> ways in which social integration can be achieved. [4]

By socialisation or via any of the agencies of socialisation that introduce individuals to norms and values so that each individual knows their social position and role. Allow answers which do this through imposition. Marks can be gained by highlighting two ways in which the agencies (or one agency) achieve this.
2 marks for a correct identification and description, 1 mark for a partial description such as by socialisation × 2.

(c) Explain how value consensus is achieved. [6]

0–3 At this level answers are likely to be simplistic comments about giving guidelines so that people know how to behave. Other answers may show how learning roles teaches individuals to know their place in society thereby creating order.

4–6 Answers will be based on more sociological knowledge. The meaning of value consensus should be explored as the values that are agreed within society rather than those imposed. Reference to Functionalism and a meritocratic society and the analogy to the human body would place an answer in this band.

(d) To what extent is social stability based on value consensus in modern industrial societies? [8]

0–3 At this level answers will be simplistic and talk about how laws operate in society to keep it orderly; there may even be some quoting of individual examples of laws but such comments will always lack range. Other answer may reject this view in favour of imposed consensus in authoritarian regimes but these points will be undeveloped.

4–6 At this level answers will begin to develop a more sociological understanding and will either give a functionalist agreement that laws benefit all or a Marxist rejection of it. Better answers may give weak comparisons but there is no need for the terms to be named to enter this range. One sided arguments that stability is based on value consensus or rejections of this, probably based on Marxist theory, are unlikely to gain more than 5 marks.

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 contrast of the functionalist views that they do benefit all through shared values to the Marxists ones based on benefiting elite groups although these terms may not be used. Other answers may base their assessment on feminist views that social stability is based on patriarchal control or imposed by totalitarian regimes.

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Section C: Stratification and Inequality

4 Stratification is changing in modern industrial societies, with the traditional working class based on heavy industries being replaced with a 'new' working class. It is claimed that some of the working class have experienced embourgeoisement.

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

The theory that as wages and living standards of the working class improve under capitalism they will adopt the values and norms of the middle class or answers which describe the blurring between the middle and working classes. Do not allow answers which say it is the moving of the middle to the upper class.
2 marks for an accurate definition, 1 mark for a partial definition such as the working joining the middle class.

(b) Describe <u>two</u> occupations that are undertaken by the new working class. [4]

Any suitable occupation that developed as a result of technological developments in the 1960s, the car or chemical industries. Other answers can gain marks by referring to the nature of the technology used without naming an occupation. Allow for 2 marks answers which are related to technological changes but make no reference to any specific job. Answers which give the car industry and support this by saying this is now in decline should be given 2 marks.
2 marks for a correct identification and description, I mark for a partial description such as assembly line work × 2.

(c) Explain how the occupation structure has changed in modern industrial societies. [6]

0–3 A few undeveloped comments about decline of jobs in heavy industry being replaced with more service jobs. Other answers may explain how more women are employed in the labour market. Some answers may relate to the development of part time occupations. Other answers may make undeveloped reference to movement from farming to factories.

4–6 Answers are more likely to have sociological knowledge about the decline of manufacturing in modern industrial societies. The development of secondary and tertiary markets as well as processes such as qualification inflation and professionalisation. The changing nature of gender employment and the growth of clerical and service sector occupations. Other answers may concentrate on skilling and deskilling and maybe proletarianisation and embourgeoisement.

(d) To what extent has embourgeoisement occurred? [8]

0–3 At this level answers are likely to be a simplistic agreement that the working class have more money (or not) and are doing different types of jobs, but such comments will always lack range.

4–6 At this level answers will be more sociological and say that the working class are adopting middle class lifestyles. Comments about meritocracy and the growth of middle class occupations are also likely to be placed in this mark band. Some may quote the work of Goldthorpe and Lockwood or dispute the theory arguing that working class wages and lifestyles have changed little. One sided arguments that state that it has or has not occurred are unlikely to gain more than 5 marks.

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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 use made of changing occupation structures, the decline of manufacturing and the expansion of clerical/service occupations, giving rise to the theory that the working class has undergone embourgeoisement but also to the routine nature of much of that work and low levels of pay and evidence that the working class has changed its values and behaviours little. If answers evaluate the relevance of the theory to an understanding of employment they are likely to gain a mark of 8. Answers which evaluate its relevance to labour markets today are also likely to receive full marks.

5 In spite of attempts to reduce levels of poverty, many social groups remain trapped below the poverty line in modern industrial societies.

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

The line which indicates the minimum resources that individuals' need to survive; being below this line means poverty. Do not allow answers which state that it is the difference between rich and poor.
2 marks for an accurate definition, 1 mark for a partial definition such as if you are below this you are poor.

(b) Describe <u>two</u> social groups who are likely to experience poverty in modern industrial societies. [4]

Any valid examples such as elderly, disabled, females, homeless, the unemployed, single parent families, some migrant groups. Do not allow working class unless the group is then narrowed to a sub group experiencing poverty.
2 marks for a correct identification and description, 1 mark for a partial description such as naming single parent families × 2.

(c) Explain how governments have tried to reduce levels of poverty. [6]

0–3 A few undeveloped comments about benefit systems or job creation. One point such as the way the benefit system can decrease poverty for a specific group, such as the elderly, if made well may score 3 marks.

4–6 Answers are more likely to have sociological knowledge about benefits systems and policies aimed at the redistribution of wealth/reduction of poverty such as free education programmes may enable some groups to aspire for better paying employment. Other factors which may be mentioned include housing projects, minimum wage, programmes such as sure start, enterprise zones, projects that encourage employment in poor areas.

(d) To what extent are some social groups caught in a poverty trap? [8]

0–3 At this level answers are likely to be a simplistic reference to being unable to get out of poverty, maybe by listing the problems they face, but such comments will always lack range.

4–6 At this level an understanding of the poverty trap will be shown, i.e. groups like poor working class families being caught in a cycle of poverty. Other answers may focus on those groups that have escaped from poverty perhaps by highlighting migrants who have changed their social position One sided arguments that show that some groups are trapped by poverty or that argue that anyone can get out of poverty are unlikely to gain more than 5 marks.

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7–8 At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. The concept of the poverty trap will be explored with groups such as migrants unable to gain access to education and housing in order to improve their social position as well as those who have improved their social position. Answers may be supported with reference to functionalist views that hard work will be rewarded in meritocratic systems and contrasted to Marxist views that the ruling class operate society to keep some people poor to serve them

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Section D: Power and Authority

6 Governments gain their authority by many different means. Some governments try to gain the consent of their people, while others use coercion.

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

The institution that has control of the resources of the state which pass the legislation and decides on the policies of the state.
2 marks for an accurate definition, 1 mark for a partial definition such as people who rule the country.

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

Two from charismatic, legal-rational, authoritarian and traditional. Allow specific reference to groups that have legitimate authority in society such as the judiciary, parents and teachers. Do not allow the upper class.
2 marks for a correct identification and description, 1 mark for a partial description such as charismatic authority × 2.

(c) Explain the purposes for which governments may use coercion. [6]

0–3 A few comments about the use of force, or the types of force used, to make citizens obey. Other answers may argue that governments use coercion when they fail to get consent.

4–6 Answers are more likely to have sociological knowledge reference could be made to any repressive state apparatus and the way in which they are applied, answers will show an understanding that such governments have lack of consent on some, or all, issues. Answers which argue that ideological state apparatus are a form of coercion should be placed here.

(d) How far do you agree with the Marxist view that power is held by elite groups in modern industrial societies? [8]

0–3 At this level answers are likely to be simplistic agreement about the elite being in charge. Some answers may attempt to describe different types of elite groups or systems to be found in modern industrial society, but such comments will always lack range. Some answers may refer to traditional societies.

4–6 At this level answers will be more developed and different political systems will be considered, such as democracies and totalitarian regimes and the position of elites within them. One sided arguments that state that the Marxist view of elite groups is correct or argue that another theory or view such as the functionalist one is correct are unlikely to gain more than 5 marks.

7–8 At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Elite theories of power will be considered and these will be compared to other views which may well be the Marxist, pluralist or feminist theory of power. Answers may note that not all modern industrial societies are the same and that voting and the existence of pressure groups does give other groups some power in some modern industrial societies.

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7 Voting behaviour in democratic societies has changed over time and many elections are now decided by floating voters.

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

A voter who has no traditional alignment and changes their voting behaviour according to the policies of the parties at the time of the election.
2 marks for an accurate definition, 1 mark for a partial definition such as a voter who votes for different parties.

(b) Describe <u>two</u> ways, apart from the increase in floating voters, in which patterns of voting in democratic societies have changed. [4]

Any valid reason such as changing stratification, class de-alignment, and employment patterns, changing ideological base, migration changing the nature of the electorate, influence of the media on a more literate population or any other valid reason.
2 marks for a correct identification and description, 1 mark for a partial description such as reading the Sun influences voters and it changes their mind × 2.

(c) Explain how the reporting of the political process in the media may influence voters.[6]

0–3 A few comments about the way in which the media informs citizens about the events and issues in elections or the different types of media and the messages that they carry but such answers will always lack range.

4–6 Answers are more likely to have sociological knowledge and will contrast the pluralist view that the media informs and the electorate then select with the Marxist view of the media as a form of ideological state apparatus, although these terms may not be used.

(d) How far do you agree with the view that political socialisation is the most important influence on voting behaviour? [8]

0–3 At this level answers are likely to be a simplistic consideration of one or two points about the way that elections are decided or the way in which socialisation influences values but such comments will always lack range.

4–6 At this level answers will focus on political socialisation and either its continuing importance or its declining importance - if the latter then other factors may be raised. There may be some consideration of the influences on political socialisation such as family, locality, peers and employment as compared to other influences such as economic. One sided arguments that argue that political socialisation is, or is not, the most important influence on voting behaviour are unlikely to gain more than 5 marks.

7–8 At this level answers will focus directly on the question and provide some form of assessment, although this may be basic. Answers may concentrate on the changing patterns of alignment and the growing trend for floating voters and falling levels of electoral turn out in some modern industrial societies. Answers which evaluate the influence of the ruling classes on voting behaviour should be placed in this mark band.

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