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

0495/21 Paper 2, 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.

- 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 – Family

1 Among the different types of family and households in modern industrial society, there is an increasing number of one person households.

(a) What is meant by the term *one person household*? [2]

People living alone, e.g. the elderly, single people, divorced and widowed people.

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

(b) Describe <u>two</u> types of one person household. [4]

Examples include, the elderly living alone and single people living alone due to preference and choice or after divorce or break-up of relationship. (2x2)

(c) Explain some of the reasons for the increase in one person households in recent years. [6]

Reasons include, people are more affluent so can afford to live alone, independence and concentration on careers; people marry at a later age and longer life expectancy and increase in divorce.

Level 1: A few basic observations, possibly relying on assertion and with some over-generalisation. Common sense answers with no sociological knowledge. (0–3)
Level 2: A clear and accurate explanation is offered showing sociological knowledge. At the top of the band the candidate will reach appropriate and well-reasoned conclusions making at least three clear points or two in more depth. (4–6)

(d) Assess the view that friends are becoming the 'new family' in modern industrial societies. [8]

Points for:

This is an opportunity for candidates to discuss the decline of the traditional family in modern industrial societies and the idea that friends are replacing family by providing emotional support and help that was once provided by the extended and nuclear family.

Points against:

There are different types of families. Families communicate through internet, telephone, texting, meet for special occasions. Legal obligations.

Level 1: Answers at this level may be based on assertion and personal opinion. Common sense answers with no sociological knowledge. (0–3)
Level 2: Some basic sociological points should be made at this level. Answers may be narrow or one sided. (One sided answers maximum 5 marks unless exceptional = 6 marks.) (4–6)
Level 3: Several relevant sociological points will be made, with direct linkage to the question. To reach this level, candidates must address both sides of the debate. (7–8)

© University of Cambridge International Examinations 2012

2 In recent years, there has been a decrease in the birth rate and an increase in births outside of marriage in modern industrial societies.

(a) What is meant by the term *birth-rate*? [2]

The number of live births per thousand women or people per year.

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

(b) Describe <u>two</u> reasons for the decrease in birth-rates in modern industrial societies. [4]

Reasons include, for example; more reliable contraception and the availability of legal abortion, growing independence of women, more employment and career opportunities, the expense of raising children, changing social attitudes to family size, trend towards marrying at a later age and delaying having children, gov. policy of one child limit e.g. China, facilitates geographical mobility. (2 × 2)

(c) Explain some of the reasons for the increase in births outside of marriage in modern industrial societies. [6]

Reasons include, for example; less stigma attached to single parenthood and the rising number of babies born to cohabitating couples, secularisation and the change in social attitudes towards sex outside of marriage, changing independence/status of women, provision of benefits. Civil partnerships.

Level 1: A few basic observations, possibly relying on assertion and with some over-generalisation. Common sense answers with no sociological knowledge. (0–3)
Level 2: A clear and accurate explanation is offered showing sociological knowledge. At the top of the band the candidate will reach appropriate and well-reasoned conclusions making at least three clear points or two in more depth. (4–6)

© University of Cambridge International Examinations 2012

(d) Assess the view that the increase in births outside of marriage is a threat to the family and society. [8]

Points for:

Births outside the family often do not have the support once provided by the family, e.g. emotional and economic support, inadequate socialisation leading to different forms of anti-social behaviour.

Points against:

There are many co-habitee families who provide the same functions as the married families. The state provides economic support. Inside the married family there may be problems of conflict and abuse. (The dark side of the family.) There may be some Marxist debate opposing the traditional functionalist view.

Level 1: Answers at this level may be based on assertion and personal opinion. Common sense answers with no sociological knowledge. (0–3)
Level 2: Some basic sociological points may be made at this level. Answers may be narrow or one sided. (One sided answers maximum 5 marks unless exceptional = 6 marks.) (4–6)
Level 3: Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address both sides of the debate. (7–8)

© University of Cambridge International Examinations 2012

Section B – Education

3 Some sociologists argue that both material and cultural deprivation can influence a person's educational achievement.

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

A lack of financial resources usually associated with the lack of money to buy necessities for educational achievement.

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

(b) Describe <u>two</u> examples of material deprivation. [4]

Examples include; a poor diet, lack of food, poor attendance because of illness, lack of money to buy school uniforms, sports kits, books and internet access.

Lack of privacy or somewhere to study at home. (2 × 2)

(c) Explain how the expectations of teachers can influence a pupil's educational achievement. [6]

Issues such as low expectations teachers have for working class children and some ethnic minorities. Labelling, setting and streaming may appear, along with the self-fulfilling prophecy and middle class values within schools.

Level 1: A few basic observations, possibly relying on assertion and with some over-generalisation. Common sense answers and no sociological knowledge. (0–3)
Level 2: A clear and accurate explanation is offered showing sociological knowledge. At the top of the band the candidate will reach appropriate and well-reasoned conclusions making at least three clear points or two in more depth. (4–6)

(d) To what extent is cultural deprivation the main influence on a pupil's educational achievement? [8]

Points for:

Middle class values and background of teachers means many working class and some ethnic minorities are ill equipped for school. Language codes (restricted and elaborated) may appear along with English as a second language.

Lack of visits to museums, libraries, educational toys and books may feature.

Points against:

Other influences are as important i.e. material deprivation, family, quality of school, quality of teaching, teacher expectations, class factors. (Marx)

Level 1: Answers at this level may be based on assertion and personal opinion. Common sense answers with no sociological knowledge. (0–3)

© University of Cambridge International Examinations 2012

Level 2: Some basic sociological points may be made at this level. Answers may be narrow or one sided. (One sided answers maximum 5 marks unless exceptional = 6 marks.) (4–6)
Level 3: Several relevant sociological points will be made, with direct linkage to the question. To reach this level, candidates must address both sides of the debate. (7–8)

4 There are two forms of education in modern industrial societies, academic education and vocational education.

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

Education that is related to the world of work and jobs.

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

(b) Describe <u>two</u> ways in which schools teach pupils to become a useful part of society.[4]

Skills, qualifications, certificates, work experience and norms and values of the world of work, (secondary socialisation). (2 × 2)

(c) Explain why some sociologists criticise the role of schools in modern industrial societies. [6]

Role of school in maintaining social hierarchy – Marxist. Curriculum and hidden curriculum, setting and streaming.

Issues such as home-schooling and deschooling as alternatives may appear and references to Illich and A. S. Neill.

Level 1: Answers at this level may be based on assertion and personal opinion. Common sense answers with no sociological knowledge. (0–3)
Level 2: Several relevant sociological points will be made showing sociological knowledge with direct linkage to the question making at least three clear points or two in more depth. (4–6)

© University of Cambridge International Examinations 2012

(d) Assess the role of vocational education in modern industrial societies. [8]

Points for:

To meet societies need to provide skills and expertise for the economy.

To engage learners more effectively than in the past by training them for specific jobs.

Making learning relevant leads to a more skilled, better qualified workforce.

Points against:

Reinforces class division in some countries e.g. UK; considered inferior to academic in some countries e.g. UK, provision varies, decline of apprenticeships.

Level 1: A few basic observations, possibly relying on assertion and with some over-generalisation. Common sense answers with no sociological knowledge. (0–3)
Level 2: A clear and accurate explanation is offered. (One sided answer = 5 marks maximum unless exceptional = 6 marks.) (4–6)
Level 3: At the top of the band the candidate will reach appropriate and well-reasoned conclusions. They must address both sides of the debate. (7–8)

© University of Cambridge International Examinations 2012

Section – C Crime, Deviance and Social Control

5 Sociologists explain crime and deviance in terms of social factors rather than psychological or biological factors. Status frustration is an example of a social factor.

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

A feeling arising in individuals or groups because they are denied status in society.
A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

(b) Describe <u>two</u> social factors other than status frustration that might lead to crime. [4]

Inadequate socialisation, peer groups and subcultures, poverty, unemployment, community, relative deprivation, secularisation and anomie. (2 × 2)

(c) Explain why some groups are more likely than other groups to be labelled criminals.[6]

Police and media stereotyping of groups such as ethnic minorities, working class and young males may be discussed, along with issues such as levels of policing in urban and working class areas.

Level 1: A few basic observations, possibly relying on assertion and with some over-generalisation. Common sense answers with no sociological knowledge. (0–3)
Level 2: A clear and accurate explanation is offered showing sociological knowledge. At the top of the band the candidate will reach appropriate and well-reasoned conclusions making at least three clear points or two in more depth. (4–6)

(d) Assess the view that labelling someone a criminal helps to create a self-fulfilling prophecy. [8]

Points for:

Explanations of the self fulfilling prophecy should appear, perhaps with reference to deviancy amplification and media creation of folk devils and moral panics.

Points against:

Label can be rejected. Criminals can reform. Most crime committed by young men under 21 many of whom then conform to social norms and values.

Level 1: Answers at this level may be based on assertion and personal opinion. Common sense answers and no sociological knowledge. (0–3)
Level 2: Some basic sociological points may be made at this level. Answers may be narrow or one sided. (One sided answers maximum 5 marks unless exceptional = 6 marks.) (4–6)
Level 3: Several relevant sociological points will be made, with direct linkage to the question. To reach this level candidates must address both sides of the debate. (7–8)

© University of Cambridge International Examinations 2012

6 Sociologists often highlight the importance of agencies of social control in maintaining social conformity.

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

A situation in which individuals follow the established norms of society.

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

(b) Describe <u>two</u> agencies of social control. [4]

Examples include; education, family, religion, mass media, peer groups, police, judiciary, courts, parliament, government, mental health institutions. (2 × 2)

(c) Explain how informal processes help to keep order in society. [6]

The use of sanctions (positive and negative), informal punishments (e.g. being grounded) and praise (e.g. a pat on the back) in order to get people to conform to the rules of society, ostracisation by peers.

Level 1: A few basic observations, possibly relying on assertion and with some over-generalisation. Common sense answers and no sociological knowledge. (0–3)
Level 2: A clear and accurate explanation is offered. Showing sociological knowledge. At the top of the band the candidate will reach appropriate and well-reasoned conclusions making at least three clear points or two in more depth. (4–6)

(d) How far is social order based on the power of the ruling class? [8]

Points for:

A Marxist view is likely to appear here. The ruling class legislate and administer the law. They have the power to influence it through the media. The law protects their interests.

Points against:

Everyone is subject to the law. (Pluralist) The media has the power in its own right and does not always support the ruling class. Wealth and power are more widely dispersed.

Level 1: Answers at this level may be based on assertion and personal opinion. Common sense answers and no sociological knowledge. (0–3)
Level 2: Some basic sociological points may be made at this level. Answers may be narrow or one sided. (One sided answers maximum 5 marks unless exceptional = 6 marks.) (4–6)
Level 3: Several relevant sociological points will be made, with direct linkage to the question. To reach this level, candidates must address both sides of the debate. (7–8)

© University of Cambridge International Examinations 2012

Section D – Mass Media

7 It is argued that the mass media play a major role in the socialisation process.

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

The process by which we learn our culture, including norms, values and beliefs.

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

(b) Describe <u>two</u> ways in which the mass media contribute to the socialisation of children. [4]

Through TV programmes, advertising, magazines, fashion and music aimed specifically at them. E.g. education, expected norms of behaviour and dress, gender roles.
1 mark for identifying and 1 mark for describing. (2 × 2)

(c) Explain some of the ways in which children are portrayed in the mass media. [6]

Stereotypical views of children as, for example, innocent or naughty.
Through tailored TV programmes, children's comics and magazines, advertisements, programmes for schools; child celebrities and role models.

Level 1: A few basic observations, possibly relying on assertion and with some over-generalisation. Common sense answers and no sociological knowledge. (0–3)
Level 2: A clear and accurate explanation is offered showing sociological knowledge. At the top of the band the candidate will reach appropriate and well-reasoned conclusions making at least three clear points or two in more depth. (4–6)

© University of Cambridge International Examinations 2012

(d) Assess the view that the mass media is a powerful force in shaping the behaviour of children. [8]

Points for:

Children are especially vulnerable to media messages as their opinions and beliefs are not yet shaped.

Violence on TV (Bobo Doll study), use of celebrities and role models (particularly in relation to gender). Adverts aimed specifically at children and easier access to unsupervised material via the internet. Time spent watching television and using internet.

Points against:

Other agencies also have power to shape behaviour e.g. family, schools, peer groups, religion.

Level 1: Answers at this level may be based on assertion and personal opinion. Common sense answers and no sociological knowledge. (0–3)
Level 2: Some basic sociological points may be made at this level. Answers may be narrow or one sided. (One sided answers maximum 5 marks unless exceptional = 6 marks) (4–6)
Level 3: Several relevant sociological points will be made, with direct linkage to the question. To reach these level candidates must address both sides of the debate. (7–8)

8 In modern industrial societies, some broadcasting is publicly funded, but most is funded privately.

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

Paid for by the state/government/licence fee.
A clear definition along these lines = 2 marks; an incomplete definition showing some understanding = 1 mark.

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

Television, radio, internet and the world wide web. (2 × 2)

(c) Explain some of the ways in which technology within the mass media has developed in recent years. [6]

Examples include; mobile phones, the internet, cable and satellite television, digitalisation etc. Use of technology in production and transmission e.g. globalisation. Instant access and a means of social communication e.g. Facebook.

Level 1: A few basic observations, possibly relying on assertion and with some over-generalisation. Common sense answers and no sociological knowledge. (0–3)
Level 2: A clear and accurate explanation is offered showing sociological knowledge. At the top of the band the candidate will reach appropriate and well-reasoned conclusions making at least three clear points or two in more depth. (4–6)

© University of Cambridge International Examinations 2012

(d) To what extent does 'freedom of the press' exist in modern industrial societies? [8]

Points for:

Freedom of speech, not owned by state, present opposing views, can take governments to account, widespread publications. N.B. now computerised press available and instant.

Points against:

Narrow ownership, censorship, legal restrictions, enquiries e.g. Leveson.

It could be Pluralist v Marxist debate.

Level 1: Answers at this level may be based on assertion and personal opinion. Common sense answers and no sociological knowledge. (0–3)
Level 2: Some basic sociological points may be made at this level. Answers may be narrow or one sided. (One sided answers maximum 5 marks unless exceptional = 6 marks.) (4–6)
Level 3: Several relevant sociological points will be made, with direct linkage to the question. To reach this level, candidates must address both sides of the debate. (7–8)

© University of Cambridge International Examinations 2012