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

0495/23 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.

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UNIVERSITY of CAMBRIDGE
International Examinations

Section A: Family

There has been an increase in dual-worker families in modern industrial societies in recent years.

1 (a) What is meant by the term *dual-worker families?* [2]

Families in which both adult partners work in paid employment.

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

(b) Describe <u>two</u> reasons for the increase in dual-worker families. [4]

Reasons include, for example, the growing independence of women, increase in women's employment, changing roles of women, changing social attitudes and government provision of child care, cost of living, increased education of women, expansion of jobs in the service industry. (2 × 2)

(c) Explain some of the reasons why traditional conjugal roles still exist in some families. [6]

Reasons include, for example culture and religion and the patriarchal traditions that exist in many societies. *Lack of economic power, gender socialisation, choice.*

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 depth. (4–6)

(d) How far has the increase in dual-worker families led to greater equality in conjugal roles? [8]

Arguments for and against the idea of the dual-worker family should appear backed up by evidence of empirical studies e.g. Young and Willmott – *symmetrical family,* or Oakley – *feminist view =dual burden and triple shift – woman doing most of housework and childcare.*

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)

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There has been an increase in serial monogamy in modern industrial societies. There has also been an increase in the number of step-parents.

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

One partner after another, one at a time.
2 marks for a clear definition along these lines. 1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> reasons for the increase in the number of step-parents. [4]

Reasons include, for example, high divorce and remarriage rates, *reconstituted families*, changing social attitudes. (2 × 2)

(c) Explain why most divorced people remarry. [6]

Explanations include, for example, for companionship, for help financially and emotionally in bringing up children, the belief in romantic love (divorced people disillusioned with a particular partner rather than with 'marriage' itself). *Are not against marriage evidenced by the number of people who marry again – changing partners.*

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 depth. (4–6)

(d) Assess the view that divorce may have a significant effect on children. [8]

Possible effects include, for example, poverty, anti-social behaviour, the use of drugs and alcohol and the idea that children of divorced couples do less well in education and the job market.
Alternative view – divorce can be better for children if there has been conflict – dark side of the family.

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)
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Section B: Education

In many societies governments control what is taught in schools through the official curriculum. However, it is harder for governments to control the hidden curriculum.

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

Attitudes and behaviours which are taught through the school's organisation and teachers' attitudes but are not part of the formal timetable.

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

(b) Describe <u>two</u> factors that influence the official curriculum. [4]

Factors include, for example, the need to follow a curriculum required by government, to standardise and monitor progress, to pass approved exams etc. *Ensure all children have the same opportunity. Type of jobs available, skills needed in economy. Technological advances.* (2 × 2)

(c) Explain why a government may seek to control the official curriculum. [6]

As a form of socialisation or social control, to standardise subjects, to produce a labour force with the skills needed for the economy, to prepare for social change. *To ensure all children to have the same opportunity.*

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 depth. (4–6)

(d) To what extent is educational achievement influenced by the hidden curriculum? [8]

Other factors: labelling, racist materials and attitudes, teacher expectations, gender or racist stereotyping, the use of language codes (restricted and elaborated) and the middle class nature of schools. *May mention Functionalist view – opportunity for all.*

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)
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Despite equal opportunities in education, girls continue to choose so called 'female subjects'.

4 (a) What is meant by the term *equal opportunities*? [2]

The principle that every child should have an equal chance of doing well in education to the best of his or her abilities.
Allow male and female to have same opportunities.

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

(b) Describe <u>two</u> examples of 'female subjects'. [4]

Examples include: the humanities and the arts, home economics, health and social care.
One mark for an example and one mark for development. (2 × 2)

(c) Explain some of the reasons why girls still often choose 'female subjects' at school. [6]

Expectations and/or encouragement of teachers and parents, peer group pressure, traditional and cultural values and religion.

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 depth. (4–6)

(d) How far are girls now outperforming boys in education? [8]

Issues discussed may include, for example, girls work more consistently; boys are more easily distracted from their work.
Girls are willing to spend more time on homework and coursework. The 'laddish anti-learning culture' and the lack of male teachers at primary level to act as role models.
Alternative view – boys still do better in some subjects – some girls do not do well. Boys from some ethnic groups do extremely well.

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)
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Section C: Crime, Deviance and Social Control

In recent years more emphasis has been placed on crime prevention and the use of surveillance. Some people see surveillance as a threat to civil liberties.

5 (a) What is meant by the term *crime prevention*? [2]

Any means of stopping crime before it has happened.

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

(b) Describe <u>two</u> examples of crime prevention in modern industrial societies. [4]

Examples include, neighbourhood watch, CCTV, alarms etc. *Educating the public.* (2 × 2)

(c) Explain how modern technology has led to 'new' crimes in modern industrial societies. [6]

Changes in technology such as, for example, hacking, piracy of computer software, stealing credit card details, posting illegal material on the Internet and identity theft.
Drug traffickers, money launderers and terrorists all use the Internet.

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 depth. (4–6)

(d) Assess the view that increasing surveillance is a threat to civil liberties. [8]

Arguments both for and against the use of new technology in crime control should appear. Issues such as invasion of privacy and breaches of human rights may be discussed along with arguments that increasing technological advances has led to greater crime control, which is beneficial to society as a whole. The idea that 'only criminals have anything to fear' from surveillance may also be argued.

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)

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Increasing crime rates have resulted in prisons becoming overcrowded. There is a debate about whether prisons create a stigma that deters criminal behaviour.

6 (a) What is meant by the term 'stigma'? [2]

An attribute which devalues or disqualifies a person from full social acceptance (e.g. a criminal record).

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

(b) Describe <u>two</u> types of punishment for criminal behaviour apart from prison. [4]

Examples include fines, community service, probation orders and electronic tagging, *capital punishment.* (2 × 2)

(c) Explain the reasons why many prisoners re-offend when released from prison. [6]

Reasons include, for example, stereotyping and labelling by the public and the police, difficulties in gaining employment with a criminal record. The idea that prisoners learn a 'culture of crime' whilst in prison and find it hard to fit back into civilian life, *no money, mix with former friends who are criminals.*

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 depth. (4–6)

(d) Assess the view that the purpose of prison is to punish criminals. [8]

Issues such as, prison as a deterrent, rehabilitation and revenge may appear, along with re-offending and deviancy amplification. Prison as a tool for political oppression.

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)
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Section D: The Mass Media

Despite the growth of new technologies within the mass media, newspapers and 'the press' continue to be an important influence in modern industrial societies.

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

The agencies for gathering and presenting news in the mass media.
Can accept newspapers and printed press.
2 marks for a clear definition along these lines. 1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> differences between tabloid and broadsheet newspapers. [4]

Differences in format, type of reader, content and price may be offered, *colour/ black and white, high culture/low culture.* (2 × 2)

(c) Explain why many people still choose to read newspapers. [6]

Available and affordable. Access to new technologies not available to all (the digital divide).
Age, class and gender may be cited, along with tradition and culture.
Newspapers offer more than just news; local papers cover issues that other news outlets do not.

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 depth. (4–6)

(d) How far does the newspaper a person reads depend on their social class? [8]

This question is an opportunity for candidates to discuss links between newspaper readership and social class.
Size and format, type of reader, content and price may be referred to along with political allegiance and personal values.
High culture/ low culture.

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)
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Content analysis and semiology are both used to research the media.

8 (a) What is meant by the term *content analysis*? [2]

Quantitative study of media content.
2 marks for a clear definition along these lines. 1 mark for an incomplete definition showing some understanding.

(b) Describe <u>two</u> ways that content analysis is used to study the media. [4]

Content analysis is used to count how much time and space is given to issues and ideas. The Glasgow Media Group may be referred to here.
Column inches/centimetres in newspapers and magazines may be counted.
In television and films the length of time on screen is counted. (2 × 2)

(c) Explain the difference between content analysis and semiology. [6]

Semiology is used to study visual images, such as, photographs, film posters and images from film and television, *signs.*
Content analysis is a quantitative method of research (this involves counting the number of times a word or idea occurs) and semiology which is qualitative (the study of signs, looking at meanings).

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 depth. (4–6)

(d) Assess the view that a combination of research methods should be used when studying the mass media? [8]

This is an opportunity for candidates to demonstrate their knowledge of both research methods and the mass media. Arguments for and against the various methods of research may appear and the idea of a combination approach or triangulation may be discussed.

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)
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