CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Section A: Research Methods

1 Much sociological research is conducted by means of questions in many ways about a huge range of topics. Th housework and patterns of migration. *Postal questionn* sociologists may ask questions. This type of research metho

Other methods of research concentrate on observing be observation can be carried out vary and include partic *participant observation*. Participant observation is used b carry out *qualitative research*. Laboratory experiments may also be used to observe behaviour, but this method is rarely used in sociology.

(a) In sociological research what is meant by the following terms:

(i) Postal questionnaires [2]

Questionnaires made up of a set of questions that everyone answers that can be open or closed or a mixture of both that are posted/emailed and sent to the sample to be self-completed to be returned by post/email.

1 mark for a partial answer such as questionnaires which are posted/emailed, 2 marks for a detailed answer such as a document containing pre-set questions that is posted/emailed out (this would be the minimum required for full marks).

(ii) Non-participant observation [2]

A primary research method in which the sociologist studies a group but does not take a role in it. This observation may be known to the participants or not.

1 mark for a partial answer such as observing a group, 2 marks for a detailed answer.

(iii) Qualitative research. [2]

Research methods that use in-depth studies to understand meanings that are non-statistical so that generalisations cannot be made from them.

1 mark for a partial answer such as interpretivist methods, 2 marks for a detailed answer.

(b) Describe <u>two</u> reasons why laboratory experiments are rarely used in sociological research. [4]

2 marks available for each reason.

1 mark for a named reason, 2 marks for an identified and explained reason.

Reasons include:
Socially artificial, hard to control variables, hard to isolate cause and correlation, ethical issues.

(c) Describe <u>two</u> limitations of postal questionnaires.

2 marks available for each limitation.

1 mark for a named limitation, 2 marks for a named and expla

Limitations include:
Response rate, superficial questions, if questionnaire was right person.

Maximum of 2 marks, 1 mark per limitation for answers that only deal with questionnaires. For two marks on each point the answer must relate to the postal element of the questionnaire.

(d) Describe <u>one</u> strength and <u>one</u> limitation of using non-participant observation in sociological research. [4]

2 marks are available for a strength and 2 marks for a limitation.

1 mark for a named strength/limitation, 2 marks for named and explained strength/limitation.
Strengths include:
Studies take place in natural settings, results valid, detached perspective, researcher can see the group's perspective.

Limitations include:
The observer effect, difficult to gain access, cannot be replicated, may be difficult to interpret the meaning of actions.

Do not give full marks when they use the same point as a strength and a limitation.
The candidate may assume that the non-participant observation is overt or covert and they do not have to specify this within their answer.

Time/cost on their own should not be given credit (even 1 mark) – each of these points need explicit explanation in order to gain two marks, 1 mark can be given if it is explained partially.

(e) Describe <u>two</u> ways of asking questions in sociology, apart from questionnaires. [4]

2 marks available for each example.

1 mark for a named way, 2 marks for a named and explained way.

Examples include:
Structured interviews, semi-structured interviews, unstructured interviews, group interviews, focus groups, within observation (must explain how the questioning takes place).

If the internet/social media is referred to the candidate must qualify their answer by specifying the method of questioning.

Time/cost on their own should not be given credit (even 1 mark) – each of these points need explicit explanation in order to gain two marks, 1 mark can be given if it is explained partially.

Do not reward surveys (online or not) and sampling.

(f) Describe <u>two</u> strengths and <u>two</u> limitations of using posi research.

This question can be answered well even if the candidate onl long as different strengths and limitations are referred to. Pl distinctly positivist e.g. close question if referring to a post postal questionnaires as this is not linked to positivism.

2 marks available for each strength and limitation.

1 mark if named only, 2 marks if named and explained.

Strengths include:
Quicker than another non-positivist specified method, cheap to collect data from a large group of people, less need to recruit or train interviewers, data easy to quantify, reliable, easy to standardise questions, make generalisations, more likely to be representative.

Limitations include:
Lack insight, low on validity, inflexible research, low response rate may weaken representativeness.

Time/cost on their own should not be given credit (even 1 mark) – each of these points need explicit explanation in order to gain two marks, 1 mark can be given if it is explained partially.

If used as a limitation it must be clearly explained e.g. due to the large scale of the research, longitudinal research.

Section B: Culture and Socialisation

2 Some thinkers believe that an individual's social identity i However, sociologists believe that socialisation is more identity and social roles.

(a) What is meant by the term sex?

The biological differences between men and women/boys a
but not masculine/feminine as this refers to gender and not sex.

2 marks for an accurate definition, 1 mark for a partial definition such as the differences between men and women.

(b) Describe briefly two social roles that females can now perform in modern industrial societies. [4]

Permit answers that interpret this question as traditional female roles that are still performed now.

Any valid example of occupations such as air force pilot, teacher or examples of status positions such as elected representatives, CEO, voter, position in family such as main wage earner, breadwinner, mother.

2 marks for a correct identification and description, 1 mark for identification of a current role or a task associated with a role e.g. housework without referring to the role of housewife.

(c) Explain in what ways gender may influence an individual's social identity. [6]

0–3 One or two simple points about how being born male or female will influence socialisation or how boys and girls are treated differently. These points will be undeveloped and may just be listed.

4–5 Not only may gender be discussed in the way that it can influence life chances and the roles that people learn including such aspects as name, dress, expected behaviours, education and work and how peer groups/religion/ethnicity develop the different identities of different genders.

(d) To what extent is an individual's social identity througho

0–3 One or two comments made about the way in which asc gender will fix identity at birth but such comments will unconnected to the question.

4–6 At least two influences on identity that are fixed at birt ethnicity, caste, nationality, social status such as aristo on the influences that impact on identity throughou occupation and discrimination but there will be little c which look at the nature nurture debate and how individuals can be genetically programmed versus socialisation should be placed here. One sided answers which agree that status is fixed or not and support this with evidence are likely to receive a mark of 5. If they are one sided but well developed they may receive 6.

7–8 The importance of ascribed status gained at birth on identity will be considered in relation to some aspects of gender, ethnicity and social status gained through achievement but the influences that can change or reinforce this identity will be considered as well. Examples of individuals who have adapted their identity can be given that are positive as well as negative. There will be some attempt to address the 'to what extent' in the question and identify social situations where it is difficult for identity to change such as caste/closed systems with those where social mobility is possible and a variety of life change. Well-developed theoretical debates about nurture/nature should be placed here.

3 Functionalists believe that for society to be successful all members have to carry out social roles. Everyone has more than one role and sometimes an individual experiences role conflict.

(a) What is meant by the term role conflict? [2]

When one set of expectations of how an individual is expected to act in a given role makes it difficult to fulfil the set of expected behaviours for another role.

2 marks for an accurate definition 1 mark for a partial definition such as when an individual has two roles which don't fit.

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

Any two roles that make the individual have to choose which to fulfil 'properly' and which not, such as working mothers, role as child conflicting with employment status, dual burden, caring for elderly, status as parent (e.g. labourer) conflicting with employment status of your child (e.g. doctor) or when peer group demands one action when norms of society require another.

2 marks for a correct identification and description, 1 mark for an identification of role conflict such as when mothers work which is not explained.

(c) Explain how industrialisation may have changed roles in

0–3 One or two simple points about ascribed or achieve describe roles with no reference to change. Or answer families may have worked as an economic unit but industrialised societies. These points will be undeveloped

4–6 Roles in families will be linked to industrialisation an Answers may make reference to Parsons and roles gai roles gained by achievement but this is not a requiremen and industrial societies may be looked at and are likely to concentrate on the change from agricultural/traditional societies to industrial/urban societies. Also the changing roles of women both linked to the household and latterly in employment may be referred to.

(d) To what extent do all members of society have to carry out their social roles in order for society to be successful? [8]

0–3 Answers in this band may show little attempt to address the question and rather confine themselves to making one or two general points about how everyone has an important job to do in society or may argue that it is obvious that some jobs are more important than others but these points will be undeveloped.

4–6 Two points should be made about the consensual nature of society with all members having a necessary role to play or one based on conflict where some members have more resources and play a more dominant role. Answers may refer to Durkheim and make the comparison to an organism in which all roles are important for society to function properly. One sided answers that argue that all members do or do not have to carry out their roles for society to be successful are likely to receive a mark of 5. The answer can receive 6 if it is one sided as long as it is well supported with evidence or theory.

7–8 In this mark band there will be some attempt to address the ‘to what extent’ in the question, most probably by assessing the functionalist view of the nature of society as consensual. Other answers may assess the question by interrogating the meaning of successful society from the viewpoint of different theorists.

Section C: Social Stratification and Ineq

4 Slavery and social class are different types of social division.

(a) What is meant by the term slavery?

When an individual has the status of a chattel in relation to inherited at birth or as a result of economic circumstance labour.

2 marks for an accurate definition, 1 mark for a partial definition such as when a human is owned.

(b) Describe <u>two</u> types of social division, apart from slavery and social class. [4]

Any 2 from feudalism, caste, gender, age, ethnicity, disability.

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

Do not credit status as it is too closely linked to social class. This answer must focus on a recognised social division rather than the consequences of such a division such as rich/poor, public/state education, housing.

(c) Explain why extreme differences of income and wealth may still be found in modern industrial societies. [6]

0–3 One or two simplistic comments about individuals being born poor or rich and how this affects their lives and economic circumstances with little development/one or two simplistic points about another social division.

4–6 Wealth in this mark band should be seen as money or other assets and there will be a range of reasons why some groups are able to retain their wealth than others by means such as tax systems, inheritance and the position of some groups in relation to power, prestige, status and their links to government that enable them to retain and pass on their wealth. Other answers may do the same but in relation to why some groups remain poor by comparison for example as a result of discrimination, poor education, elite self-recruitment.

(d) To what extent is social class the main type of social societies today?

0–3 One or two simplistic points outlining what a class sy working and middle class but such answers will always la

4–6 At least two points should be made about either the industrial societies and the ability for individuals to be so outline the way in which class or other systems of st societies with few individuals changing their social sta division may be looked at such as age or gender. If a one sided argument is put forward that argues that class is, or isn't, the main division supported then a mark of 5 is likely to be achieved. A well-developed one sided answer may be given a mark of 6.

7–8 In this mark band there should be an outline about how a class system of stratification has changed with more social mobility, mainly caused through education, and how changing work patterns have changed the nature of stratification. There will be some attempt to address the 'to what extent' in the question possibly by showing how elite self-recruitment still continues to operate and wealthy people in most societies keep hold of their wealth and most social mobility is short range. There will at least be a reference to other forms of social division apart from class.

5 In spite of attempts to eliminate it, poverty can still be found in all societies. Some people think that attempts to eliminate poverty through welfare provision have created a dependency culture.

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

When people in poverty assume that the state will support them with benefits rather than depending on their own efforts.

1 mark for a partial definition, 2 marks for an accurate definition such as depending on state benefits.

(b) Describe <u>two</u> ways of defining poverty. [4]

Absolute, relative, subjective, environmental.

2 marks for a correct identification and description, 1 mark for an identification only or example only.

(c) Explain why attempts to eliminate poverty through welfar a dependency culture.

0–3 Answers in this band will describe how having welfare benefits or they become lazy. Or other answers dependency but rather helps people to survive who w These points will be undeveloped.

4–6 Dependency culture should be clearly understood to ent describe the perverse incentive of having an unearned earn a great deal of money, other answers may look at the effects of minimum wages that encourage employers to opt into government schemes that keep wages at a low level. Also credit answers which argue that low paying jobs mean that some poor people cannot 'afford' to work.

(d) To what extent have attempts to eliminate poverty been successful? [8]

Candidates can legitimately answer this question in a national/international context.

0–3 One or two simplistic points about how having benefits makes people rely on them or answers that agree that welfare has helped people to move out of poverty but such points will lack range.

4–6 At least two points will be made either about how having a welfare state results in individuals on benefits relying on them and therefore being caught in a poverty trap or answers that may show that through state provision such as welfare, education and health services the position of poor people has changed, or can change. The role of overseas aid in attempting to relieve poverty could be referred to. One sided, supported, answers place in the middle of the band.

7–8 A range of reasons as to the nature of poverty and whether it continues or not through the generations should be given. There will be some attempt to address the 'to what extent' in the question by looking at the welfare state as a success or failure in the elimination of poverty. Some answers may consider the arguments of the New Right.

Section D: Power and Authority

6 There are many forms of government in which power and ways. Examples include dictatorships and democratic syste

(a) What is meant by the term dictatorship?

When power is held by one person or a small group without speech, use of coercion against critics.

2 marks for an accurate definition, 1 mark for a partial definition such as when one person has all the power.

(b) Distinguish between charismatic and legal rational authority. [4]

Charismatic is authority based on personal qualities.

Legal rational is authority based on the position an individual holds.

2 marks for a correct identification and description, 1 mark for an identification of a feature only.

Allow answers which **either** define one type of authority and then the other **or** which highlight differences between them such as legal rational is based on status, charismatic is not (1 mark).

(c) Explain how politicians gain power in democratic systems. [6]

0–3 One or two simple points about elections and winning them but these points will be undeveloped.

4–6 At least two points about the selection process to represent a political party and elections, some answers may also make reference to economic resources that build a power base and consensus possibly through the media, reference may be made to nepotism. Reward answers which make specific reference to systems such as the USA and the role of sponsors and backers in running campaigns for candidates.

(d) To what extent is the power of authoritarian regimes limit

0–3 One or two straightforward points about authoritarian gov so having no limits on their power but such points will lac

4–6 At least two points should be made about the nature o way in which they maintain control by suppressing o description of the way in which suppression can be illustrated by specific examples. Answers may also loo authority can be limited from private thoughts to pa movements and open opposition such as riots and rebellion. One sided, but supported, arguments should be placed in the middle of the band. Well-developed one sided answers may gain a mark of 6.

7–8 There will be some attempt to address the 'to what extent' in the question and to outline the way in which coercive forces can be used in order to limit opposition but the extent to which that power is maintained will always be limited by the possibility of loss of control. The use of modern technologies to spread ideas can be included as well as examples of how authoritarian regimes have been threatened by opposition.

7 Political systems are organised in many different ways and voting systems vary. Examples of voting systems are first past the post and proportional representation.

(a) What is meant by the term proportional representation? [2]

A form of election where the representatives of a given party are elected in the same ratio as the votes cast for that party.

2 marks for an accurate definition, 1 mark for a partial definition such as when the majority of voters get what they want at election time.

(b) Describe <u>one</u> strength and <u>one</u> limitation of the first past the post voting system. [4]

Strengths include: straightforward, tends to create majority governments, quicker to administer than other voting systems.

Limitations include: can be seen as undemocratic, many people feel disenfranchised, makes it hard for new groups to emerge.

2 marks for a correct identification and description, 1 mark for an identification only.

(c) Explain how governments are formed in countries w elections.

Can allow a discussion of elections if explained in the context that for either of the two communist candidates

0–3 One or two simple points about inherited leadership or i coercive powers but these points will be undeveloped. Other answers may describe monarchies.

4–6 At least two points should be made about inheritance through families, the imposing of a government through a military or bloodless coup or revolution.

(d) To what extent do elections in democratic systems reflect the will of the people? [8]

0–3 One or two simple points about how these types of elections result in representative government but the answer may show confusion about voting systems and such points will lack range.

4–6 At least two points should be made about the way in which elections reflect choices of large populations perhaps by comparing them to other less representative ways of establishing government. One sided but supported arguments should be placed in the middle of the band. Well-developed answers may gain a mark of 6 if they are well supported by evidence or theory.

7–8 There will be some attempt to address the 'to what extent' in the question by demonstrating a clear understanding of the nature of elections and may consider different types of elections. Answers that query how democratic any system can be when voters are passing power over to governments on all issues for a period of time gain a mark at the top of the band. Marxist theories of power may be compared to pluralist or elite theorist views.