CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

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 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: The Family

1 In modern industrial societies the functions of the family are in traditional societies.

(a) What is meant by the term *functions of the family*?

The expected roles, responsibilities or duties carried out by fa
A clear definition along these lines = 2 marks, an incom understanding = 1 mark.

(b) Describe <u>two</u> functions that are carried out by families in traditional societies. [4]

Reproduction, primary socialisation, regulation of sexual behaviour and economic support and any other correct answer.
1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain how the functions performed by families in modern industrial societies have changed from those performed by families in traditional societies. [6]

Candidates may refer to functions such as socialisation and social control and consider how the family performs these differently today.
Many functions have now been taken over by the state e.g. education, health and welfare, care of the sick and elderly, retirement, pensions.
Some functions are shared between the family and the state.

Level 1: A few basic observations on the functions of the family. Candidates may describe one type of family, may generalise and give common sense answers with little sociological knowledge. To get three marks there must be at least an implicit reference to change, e.g. children didn't go to school in the traditional societies. (0–3)

Level 2: To be in this level candidates must discuss at least two changes. At the top of this level expect more than one change to be discussed explicitly in a reasonable level of detail with sociological language. (4–6)

(d) To what extent is there a variety of family types in modern i

Some discussion of what makes a family may appear alon types of family e.g. nuclear, extended, lone-parent, reco partnerships may be discussed.
In Britain in 2008 only 37% of people lived in nuclear famil considered the norm.
However co-habitee families can be seen as nuclear fa families are seen in ethnic minority communities. Lone considered nuclear families. Singlehood may be discussed.

Level 1: Candidates may generalise and give commonsense answers with little sociological knowledge. (0–3)

Level 2: A few relevant sociological points will be made showing understanding of the issues. However the answer may be narrow or one sided.
5 marks for a one-sided answer unless exceptional, then max 6 marks. (4–6)

Level 3: To reach this level there should be consideration of both sides of the argument, using sociological language and concepts. There will be some attempt at assessment/ evaluation. (7–8)

2 Families are found in almost every society. However, families can take many different forms including those based on arranged marriages and civil partnerships.

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

A contract/partnership similar to marriage for gay and lesbian couples which gives legal recognition to their relationship.
A clear definition along these lines = 2 marks, an incomplete definition showing some understanding = 1 mark.

(b) Describe <u>two</u> reasons why arranged marriages are favoured in some societies. [4]

Religion, tradition, social control, economic factors and any other correct answer.
1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why arranged marriages are less likely to be found in modern industrial societies. [6]

Secularisation of society and loss of traditional values and customs may appear.
Forced marriage became illegal in Britain in 2007 while arranged marriages involve the family selecting partners for their children who are normally free to accept or reject the arrangement.
Independence and education of women, weakening of parental control.

Level 1: A few basic observations, possibly relying on assumption and with some over-generalisation. (0–3)

Level 2: To be in this level candidates must discuss at least two aspects of arranged marriages. At the top of this level expect more than one aspect to be discussed explicitly in a reasonable level of detail with sociological language. (4–6)

(d) How far is marriage still valued in modern industrial soci

Cohabitation, secularisation, the expense of church wedding
careers may be discussed, along with the growing numb
marriage and the increase in divorce rates.
The changing position of women and use of contraception ma
To reach Level 3 there should also be some discussion of
popularity of marriage, changes in divorce laws and the gro
reconstituted families.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. (0–3)

Level 2: A few relevant sociological points will be made showing understanding of the issues. However the answer may be narrow or one sided.
5 marks for a one-sided answer unless exceptional, then max 6 marks. (4–6)

Level 3: To reach this level there should be consideration of both sides of the argument, using sociological language and concepts. There will be some attempt at assessment/ evaluation.

(7–8)

Section B: Education

3 In modern industrial societies there is a greater range o including faith schools.

(a) What is meant by the term *faith schools*?

Schools where religious principles support school values, fun
A clear definition along these lines = 2 marks, an incom understanding = 1 mark

(b) Describe <u>two</u> types of school other than faith schools. [4]

State schools (referred to in some countries as public schools), special schools, independent schools, single-sex schools and academies and any other correct answer.
1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain the possible negative effects for society of faith schools. [6]

They discriminate on religious and ethnic grounds.
Could be damaging to a multicultural society, lack of social cohesion.
Influence of religious belief on the curriculum.
They encourage parents to lie about their faith in order to get their children into their chosen school.
Religious institutions and religious leaders are choosing parents rather than parents choosing schools.

Level 1: A few basic observations, possibly relying on assumption and with some over-generalisation. (0–3)

Level 2: To be in this level, candidates must discuss at least two effects. At the top of this level expect more than one effect to be discussed explicitly in a reasonable level of detail with sociological language. (4–6)

(d) How far does a range of school types help to promote eq

Enables parents to choose an education for their children in a
beliefs (e.g. faith schools, private schools, comprehensives
raises standards and allows specialism.
It is difficult to ensure the same standards in all of the differe
makes monitoring schools difficult for governments.
Standards and resources vary according to catchment a
disadvantaged backgrounds having limited choice of schools.
Not all schools are free leading to inequality for those unable

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. (0–3)

Level 2: A few relevant sociological points will be made showing understanding of the issues. However the answer may be narrow or one sided.
5 marks for a one-sided answer unless exceptional, then max 6 marks. (4–6)

Level 3: To reach this level there should be consideration of both sides of the argument, using sociological language and concepts. There will be some attempt at assessment/ evaluation. (7–8)

4 In a meritocratic society every pupil has equality of opportun

(a) What is meant by the term *meritocratic society*?

A society where a person's ability determines how well they status and wealth.
A clear definition along these lines = 2 marks, an incom understanding = 1 mark.

(b) Describe <u>two</u> ways in which pupils may be treated unequally within the education system. [4]

Subject choices, unequal treatment by teachers (e.g. labelling, unequal attention and time), different curriculum for males and females, setting resources and any other correct answer.
1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why pupils from middle class homes may find it easier to perform well at school. [6]

Explanations may include parental attitudes, teachers' expectations and the middle class nature of schooling.
Restricted and elaborated speech codes and the ability to pay for private tuition.
Home background, having a place to study, access to computers and other educational materials, cultural capital.
Good housing and health and better schools in middle class areas.

Level 1: A few basic observations, possibly relying on assumption and with some over-generalisation. (0–3)

Level 2: To be in this level candidates must discuss at least two aspects. At the top of this level expect more than one aspect to be discussed explicitly in a reasonable level of detail with sociological language. (4–6)

(d) How far is there equality of opportunity for all pupils w modern industrial societies?

Free education and national exam and testing system.
National curriculum and open access to university.
Material and cultural deprivation may appear, along with setti
Catchment areas and fee paying schools may be discussed for working class children.
The middle class nature of schools, teachers' expectations based on social class, gender and ethnicity.
Sexist and ethnocentric curriculum may appear, along with the use of language codes.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. (0–3)

Level 2: A few relevant sociological points will be made showing understanding of the issues. However the answer may be narrow or one sided.
5 marks for a one-sided answer unless exceptional, then max 6 marks. (4–6)

Level 3: To reach this level there should be consideration of both sides of the argument, using sociological language and concepts. There will be some attempt at assessment/ evaluation. (7–8)

Section C: Crime, Deviance and Social C

5 Official crime statistics and studies of the 'dark figure' of cri crimes committed by females in recent years.

(a) What is meant by the term *dark figure*?

Unreported/unrecorded crimes/crimes which do not get into t
A clear definition along these lines = 2 marks, an incom understanding = 1 mark.

(b) Describe <u>two</u> examples of crimes typically associated with females. [4]

Prostitution, shoplifting, abuse and neglect of children, benefit fraud, transporting drugs or alternatively victims of domestic violence/rape and any other correct answer.
1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why there has been an increase in crimes committed by females in recent years. [6]

The changing socialisation of females, girls are now encouraged to be assertive and resourceful.
Media portrayal of strong female role models (girl power).
Females now have similar opportunities to men; they are less supervised by parents, go out to work more and go out more at night, therefore have more opportunities to commit crime.

Level 1: A few basic observations, possibly relying on assumption and with some over-generalisation. (0–3)

Level 2: To be in this level candidates must discuss at least two aspects. At the top of this level expect more than one aspect to be discussed explicitly in a reasonable level of detail with sociological language. (4–6)

(d) To what extent are females treated differently from mal system?

Females are often treated more leniently by police and courts
Females are more likely to be given a caution by police
sentences.
Males, rather than females, are stereotypically expected t
activities as they are thought to be the protectors and provid
aggressive.
Harsher sentences for females when crimes involve children.
In some societies adultery is punished more severely when committed by females.
To reach Level 3 there should be consideration of both sides of the argument that males and females are treated equally within the criminal justice system.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. (0–3)

Level 2: A few relevant sociological points will be made showing understanding of the issues. However the answer may be narrow or one sided.
5 marks for a one-sided answer unless exceptional, then max 6 marks. (4–6)

Level 3: To reach this level there should be consideration of both sides of the argument, using sociological language and concepts. There will be some attempt at assessment/ evaluation. (7–8)

6 In some societies young people are regarded as a separate group, with their own distinct youth cultures. Mods and Rockers are an early example of a youth culture.

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

Norms and values/way of life associated with young people.

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

(b) Describe briefly <u>two</u> examples of youth cultures, other than Mods and Rockers. [4]

Examples include Punks, Hippies, Skinheads, Teddy Boys or wider cultural groups such as anti-school culture, geeks, nerds, lads and ladettes gangsta and other correct examples.
1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why youth cultures have become a feature of mo

Media coverage of youth culture has increased its importance
Young people face an extended period of time between le adults.
Youth cultures enable them to carve out an identity for th period.
Status frustration among young people may encourage th cultures.
Money to spend.

Level 1: A few basic observations, possibly relying on assumption and with some over-generalisation. (0–3)

Level 2: To be in this level candidates must discuss at least two aspects. At the top of this level expect more than one aspect to be discussed explicitly in a reasonable level of detail with sociological language. (4–6)

(d) To what extent is youth culture the main influence on the identities of young people in modern industrial societies? [8]

The importance of youth culture and its role in shaping the identities of young people will be discussed, along with how the media attention leads to growth of youth cultures, e.g. music and fashion.
To reach Level 3 there should be some discussion of other influences on shaping identities e.g. social class, ethnicity, gender, religion and nationality.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. (0–3)

Level 2: A few relevant sociological points will be made showing understanding of the issues. However the answer may be narrow or one sided.
5 marks for a one-sided answer unless exceptional, then max 6 marks. (4–6)

Level 3: To reach this level there should be consideration of both sides of the argument, using sociological language and concepts. There will be some attempt at assessment/ evaluation. (7–8)

Section D: Media

7 The media create many stereotypes which may lead to th moral panics.

(a) What is meant by the term *folk devils*?

Individuals or groups which the media portrays/distorts exaggerated threat to society.
A clear definition along these lines = 2 marks, an incom understanding = 1 mark.

Reference to media not needed for maximum marks.

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

Incidents involving e.g. drug users, terrorists, hoodies, vandals, football hooligans, benefit fraud, immigrants, asylum seekers leading to moral panics.
1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain why some groups are more likely than others to be stereotyped by the media. [6]

Groups most likely to be stereotyped by the media tend to be in powerless positions.
The media tend to be a small group of mainly male, white, middle-aged and middle-class people, so they stereotype other groups such as young people, working class, women and ethnic minorities and any other correct example.
Scapegoating of certain groups.
Attracts viewers and readers.

Level 1: A few basic observations, possibly relying on assumption and with some over-generalisation. (0–3)

Level 2: To be in this level candidates must discuss at least two aspects. At the top of this level expect more than one aspect to be discussed explicitly in a reasonable level of detail with sociological language. (4–6)

(d) How far is the behaviour of young women shaped by the

Young women are often portrayed as sex objects typically sli
Body image and references to size zero may lead to concer
disorders among young women.
The use of female celebrities.
Media effects theories.
TV, films magazines and role models may appear.
Media portrayal of successful women.
To reach Level 3 there should be some discussion of other
young women e.g. family, religion, peer group, schools or knowledge of media effects on audiences.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. (0–3)

Level 2: A few relevant sociological points will be made showing understanding of the issues. However the answer may be narrow or one sided.
5 marks for a one-sided answer unless exceptional, then max 6 marks. (4–6)

Level 3: To reach this level there should be consideration of both sides of the argument, using sociological language and concepts. There will be some attempt at assessment/ evaluation. (7–8)

8 The media are now divided into traditional and new media.

(a) What is meant by the term *traditional media*?

Either communicating with a large/mass audience or throug traditional broadcasting (radio and TV), terrestrial television, n A clear definition along these lines = 2 marks, an incom understanding = 1 mark.

(b) Describe <u>two</u> examples of the new media. [4]

Digital, cable and satellite television, MP3s, mobile phones, PlayStation, Xbox and interactive software such as blogs and Skype. Internet and associated social media such as Facebook, Twitter, YouTube, MySpace.
1 mark for identification and 1 mark for description/development. (2 × 2)

(c) Explain the differences between the traditional media and the new media. [6]

Traditional media is things like terrestrial television, radio broadcasting and newspapers where consumers have only a limited choice. One-way communication to a large audience.
New media includes computers, cable and satellite TV.
More choice, more widely dispersed, globalisation, niche/specialist audiences using processes such as convergence and interactivity.
User generated, non-filtered content.

Level 1: A few basic observations, possibly relying on assumption and with some over-generalisation. (0–3)

Level 2: To be in this level candidates must discuss at least two aspects. At the top of this level expect more than one aspect to be discussed explicitly in a reasonable level of detail with sociological language. (4–6)

(d) To what extent do the new media increase opportunities for democratic participation in society? [8]

New media is said to widen consumer choice and participation. More access to information on websites means a wider range of views are heard as people get the opportunity of sharing their views over the internet. Lack of regulation of new media and difficulties in censorship.
To reach Level 3 candidates may also discuss issues such as the digital divide (access on the basis of age, wealth and locality), censorship in certain countries and governments' ability to increase surveillance.

Level 1: A few general points based on commonsense rather than sociological insight can be expected at this level. (0–3)

Level 2: A few relevant sociological points will be made showing understanding of the issues. However the answer may be narrow or one sided.
5 marks for a one-sided answer unless exceptional, then max 6 marks. (4–6)

Level 3: To reach this level there should be consideration of both sides of the argument, using sociological language and concepts. There will be some attempt at assessment/ evaluation. (7–8)